

GRADE FIVE

SCRIPTURE / BELIEFS

Students should have access to a Bible in their classes in Grade Five.

In Grade Five, the teacher will provide the following Catechesis:

1. God is the author of Sacred Scripture, and He inspired the Prophets, Evangelists and other various human authors of the Books of the Bible. (CCC 105-107)
2. The Bible is the written Word of God. We need to listen to God's Word and respond in mind and heart.
3. The Bible teaches us Who God is, and who we are in relation to Him. (CCC 268-271, 205-221, 222-227)
4. God reveals Himself through Sacred Scripture and Sacred Tradition.

5. Review St. Thomas Aquinas' *Proofs of the Existence of God*.
6. Review what the transcendence of God means. (300, 1028)
7. Review the Divine Attributes of God: all-holy, almighty, all-knowing, all-present, all-loving, all-merciful, eternal. (See Appendix 6)
8. The 'Creed' is a summary of the truths revealed to us by Christ. (See Appendix 5)
9. The Sign of the Cross reminds us of our belief in the Three Persons of the Holy Trinity: God the Father, God the Son, and God the Holy Spirit. "Amen" means: "I believe".

10. In one God are three divine Persons: God the Father, God the Son, and God the Holy Spirit. Each of the three Persons is fully God. This mystery of the three Persons in one God is called the Holy Trinity. (Also, see Appendix 1)
11. The mystery of the Holy Trinity is the central mystery of our Faith, because it is the mystery of God in Himself. The Trinity is the source of all goodness and of all other mysteries of the Faith. (CCC 249)

12. God the Father, Creator of heaven and earth, is the First Person of the Holy Trinity. (CCC 253)
13. God created everything out of nothing. Creation reveals the goodness of the Creator.
14. God created the angels. Angels are persons who are intelligent, and who choose to love. Angels are pure spirits without bodies. Angels are messengers from God who serve God.
15. Demons are angels who rebelled against God and chose not to serve Him.

16. God is our Heavenly Father, Who created us because He loves us.
17. God created us body and soul. Our body will die, but our soul will live forever.
18. Every human person is given a Guardian Angel to protect and guard him / her, and to help that person get to Heaven.
19. Human beings are persons with a soul and body. Human persons have an intellect and a free will. Human beings are persons in search of the truth. Human persons are called to do good and to avoid evil.

20. Man fell away from God by pride and the sin of disobedience of Adam and Eve in Original Sin.
21. The affects of Original Sin include concupiscence and earthly death. (CCC 400-401)
22. God promised a Savior after Adam and Eve sinned. (cf. Gen. 3: 15)
23. God's grace helps human beings to live a life of virtue and goodness, to find the truth, and to choose good.
24. God gives us all good gifts - the greatest of God's gifts is His life of grace.
25. God dwells in the soul through grace.

26. The Bible is divided into two main sections - the Old Testament and the New Testament. CCC 120, 121-123, 124-127)
27. The Pentateuch refers to the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy). The Pentateuch is also known as the Law or the Torah. (CCC 702)
28. Review with the children the story of Abraham and Isaac.
29. God promised Abraham many descendants.

30. God changed Jacob's name to Israel.
31. Joseph was sold into slavery into Egypt, but ended up in charge of the food supply which saved the Israelites from famine.
32. The twelve sons of Jacob in Israel were the heads of the Twelve Tribes of Israel.
33. The Twelve Tribes of Israel moved to Egypt and eventually became slaves.
34. After 430 years of slavery, Moses led the Israelites out of Egypt. Because of their disbelief in God's promise to settle them safely into the Promised Land, the Hebrews (Israelites) wandered about the desert for forty years. (*cf. Exodus 13: 17 - 14: 38*)
35. The forty years in the desert prefigures the Christian life between Baptism and the Promised Land of Heaven.
36. The manna given to the Hebrews for food in the desert prefigures the Holy Eucharist.
37. The Ten Commandments represent God's Covenant with the Israelites and their promise to keep God's laws. (*CCC 205-207, 210-211, 2056-2063*)
38. Teach the students the relationship between the Ark of the Covenant in the Old Testament and the Tabernacle within the Catholic Church.
39. The Prophets were holy men who prepared the people of the Old Testament for the Coming of the Savior.
40. Moses was the first of the Old Testament Prophets, and John the Baptist was the last of the Prophets.
41. Review the story of the Prophets: Moses, Isaiah, Jeremiah, and John the Baptist.
42. In the Promised Land, Prophets called the Israelites away from sin and back to the Covenant with God.
43. The Annunciation took place when the Archangel Gabriel announced to Mary God's desire for her to bring the Savior into the world.
44. The Incarnation means: 'God takes on a human nature'. Jesus is one person with two natures: Divine and Human. Jesus is true God and true Man.
45. Jesus, true God and true Man, was conceived in the womb of the Virgin Mary by the power of the Holy Spirit. (*CCC 484-486*)
46. A human nature enables a person to do human activities; the divine nature is one to do divine activities.
47. The Visitation took place when Mary, pregnant with Jesus, visited Elizabeth who was pregnant with John the Baptist.
48. Jesus is God the Son, our Savior, Who came to reveal the Father to us, to teach us how to live, and to open heaven to us. God the Son is the Second Person of the Holy Trinity. (*CCC 457-459, 461*)
49. God became man so we could share in His glory.
50. Jesus is the Messiah - long awaited by the Israelites as the Redeemer of God's People. (*CCC 436-439*)
51. Jesus is the New Adam.
52. For thirty years, Jesus lived in Nazareth with Joseph and Mary.
53. The Holy Family of Jesus, Mary, and Joseph is the model for all families.
54. Joseph is the foster-father of Jesus.
55. The baptism of Jesus by John the Baptist in the Jordan takes place when Jesus began His three years of public life.
56. With the children, read the Gospel narrative of the 'Temptation of Jesus' in the desert.
57. Jesus proclaims the Kingdom of God and the call to Conversion.
58. Jesus' miracles and preaching bring His Kingdom into this world.
59. Jesus performed miracles by His own power to show that He is the Son of God.
60. Jesus entered Jerusalem on Palm Sunday.
61. Jesus celebrated the Last Supper on Holy Thursday after which He prayed in the Garden and was arrested.
62. On Good Friday, Jesus was put on trial, was crucified, died, and was buried.

63. Jesus offered Himself as a bloody sacrifice on the Cross on Good Friday, and He offers Himself to the Father in an un-bloody manner at every Mass.
64. On Easter Sunday, Jesus rose from the dead and conquered death.
65. Redemption is brought about by Christ in His Death and Resurrection.
66. On Easter, Jesus breathed the Holy Spirit into the Apostles and gave them power to forgive sin. Bishops and Priests have this power, also.
67. Jesus chose His Apostles, and made Peter the First Pope.
68. At His Ascension into Heaven, Jesus gave the Great Commission to His Apostles to go to all nations, to teach, to preach the Good News, and to baptize.
69. Jesus ascended to Heaven to take the throne of His Kingdom.
70. God the Holy Spirit is the Third Person of the Holy Trinity, sent by God the Father and God the Son, to dwell within us and help us always to choose what is good and avoid what is evil. (CCC 245, 733-736)
71. On Pentecost, the Holy Spirit descended upon the Virgin Mary, the Apostles and other disciples gathered in the Upper Room. On this day the Church began its saving mission in the world and this is why Pentecost Sunday is often called the "birthday of the Church." (CCC 726, 731, 1076 and cf. Acts 2: 33 - 36)
72. Have the children memorize the Seven Gifts of the Holy Spirit.
73. The Immaculate Conception means: 'Mary is conceived without Original Sin'.
74. At the end of Mary's earthly life, God assumed her, body and soul, into Heaven. The Feast of the Assumption is celebrated on August 15th.
75. Mary, under the title of Our Lady of Guadalupe (December 12th), is honored as Patroness of the Americas and patroness of unborn babies.
76. Jesus made Peter the visible head of the Church. Anyone who takes his place as Bishop of Rome also is the visible head of the Church. The Bishop of Rome is called the Pope.
77. Papal Infallibility means that the Holy Spirit keeps the Pope from teaching error in matters of Faith and Morals. (CCC 891)
78. The Magisterium is the teaching office of the Church, guided by the Holy Spirit, to pass on Jesus' teaching without error, and to interpret without error the Word of God in the Bible and in Sacred Tradition.
79. The Church is human and divine.
80. The six Precepts of the Church. (CCC 2041)
81. We are members of the Catholic (Universal) Church governed by the Pope; the Catholic Church is comprised of many dioceses (and ours is the Diocese of Lincoln); a diocese is governed by a Bishop; each diocese is made up of many parishes; the Priest in charge of the parish is called a "Pastor"; one's own parish is: _____ (Parish).
82. Baptized Christians are called by God to evangelize and to do the missionary work of drawing people to Christ.
83. Discuss evangelization and missionary work, and encourage the students to become actively engaged in service to the Church.
84. Purgatory is the final forgiveness, a purification of the soul, before entering into Heaven.
85. The four *Last Things* are: Death, Judgment, Heaven, and Hell.
86. When we die, our soul ceases to keep our body alive
87. At the time of Resurrection, our soul will enliven our body again. (CCC 336)
88. Eternal Life in heaven is the happiness of being totally united with God, Who is Love.
89. The Communion of Saints is the members of the Church in heaven, in purgatory, and on earth, are all one family of God, loving and helping one another as members of the Mystical Body of Christ.

91. Holy Days of Obligation are special days, other than Sundays, when we are obliged to come together to worship God at Mass, and are days of rest. (CCC 2180, 2185)
92. The Bishops of the various countries are permitted by Rome to establish rules about the observance of Holy Days of Obligation in their particular countries. In the United States, the following is the norm:
 - a. Immaculate Conception (December 8th) and Christmas (December 25th) are always Holy Days of Obligation, regardless of the day of the week on which they fall;
 - b. Solemnity of Mary, Mother of God (January 1st), Assumption of Mary (August 15th) and All Saints Day (November 1st) are normally Holy Days of Obligation, but not when they fall on a Monday or a Saturday, although, even at such times, attendance at Mass is always to be encouraged;
 - c. In some dioceses, the Feast of Ascension Thursday is transferred to the Seventh Sunday of Easter. (CCC 2042-2043, 2180) (See Appendix 12)
 - d. Even if the days are not obligatory for Mass, they are always 'solemnities' in the Church.

WORSHIP / MASS / SACRAMENTS / PRAYER

In Grade Five, the teacher will provide the following Catechesis:

1. The public worship of the Church is called Liturgy.
2. The Church's Liturgy is made up of the Mass, the Sacraments, and the Liturgy of the Hours.
3. Have the students memorize the definition of Sacrament: "A Sacrament is an outward sign, instituted by Christ, to give grace." (CCC 1131)
4. Jesus instituted, and entrusted to the Church, the Seven Sacraments. (CCC 1114, 1122-1123, 1131)
5. Review with the students the Seven Sacraments and their effects.
6. The importance and need for grace, especially received in the Sacraments, is not a right but a gift. God is continually loving us into the fullness of our being.
7. Have the students find in the Bible the Scriptural foundations of the Sacraments of Initiation (Baptism, Confirmation and Holy Eucharist); the Sacraments of Healing (Penance and the Anointing of the Sick); and the Sacraments of Service / Vocation (Holy Orders, Matrimony). (CCC 1212, 1420-1421, 1533-1535)
8. Discuss the names of the Seven Sacraments, especially, the Sacraments of Initiation, of Healing, and of Service / Vocation. (CCC 1212, 1421, 1534)
9. Baptism unites us to God.
10. Review the Sacrament of Baptism: Matter, Form, and Effect.
11. Review the Baptismal Promises. (see Appendix 13)
12. In Baptism, Jesus gives us grace, God's life, to avoid sin and to share His Resurrection, the life He has prepared for us in heaven.
13. The Three Theological Virtues of Faith, Hope, and Charity, and the Gifts of the Holy Spirit, are given to us in Baptism.
14. At Baptism, we receive a share in God's life through Sanctifying Grace, and this is what makes us holy. (CCC 2023-2024)
15. In Baptism, the Holy Spirit incorporates us into the Body of Christ, the Church, and the Communion of Saints.
16. Once one has received Sanctifying Grace in Baptism, the only way for it to be lost is by mortal sin.
17. Jesus, as God, forgives sin.
18. Jesus forgives us and enables us to forgive those who sin against us.
19. Sin damages or kills the life of grace in the soul.
20. Sin is any intentional thought, word, deed, or omission that breaks God's law. (CCC 1849-1851)
21. A sin of commission is any intentional thought, word, or deed that offends God.

22. A sin of omission is the neglect or refusal to perform good actions that one's conscience urges one to do.
23. Sin has personal and social consequences. When we sin, we weaken our friendship with God and with the Church. (CCC 1869)
24. Venial sins do not destroy the life of grace in the soul, but mortal sins do. (CCC 1855, 1861-1863)
25. For a sin to be mortal, there are *three* conditions: (CCC 1857)
 - a. The bad thought, word, or deed must be serious in itself. (CCC 1858)
 - b. One must know the sin is serious. (CCC 1859)
 - c. One must freely choose to commit the sin anyway. (CCC 1859)
26. For a sin to be venial, only *two* of the three conditions for mortal sin are present.
27. We avoid the occasions of sin which are any person, place, or thing that might easily lead us to sin. (CCC 1853)
28. Conversion is God's grace at work in us to turn us to Christ by resisting sin and living our life united with Jesus.
29. It is the responsibility of everyone to form his / her conscience correctly, and to strengthen the will to choose good and avoid evil.
30. A good practice is to examine one's conscience in light of the Ten Commandments, or using an appropriate Examination of Conscience. (CCC 2068)
31. One must be in a state of Sanctifying Grace (having the life of God within him / her) to enter heaven.
32. Remind the students of the importance of receiving the Sacrament of Penance and the five steps to make a good Confession:
 - a. Examination of Conscience
 - b. Confession of one's sins
 - c. Contrition (having sorrow for one's sins)
 - d. Purpose of Amendment (a firm resolve, with God's grace, to avoid sin)
 - e. Absolution and Penance from the Priest
33. Receiving the Sacrament of Penance regularly helps us to be holy.
34. In the Sacrament of Penance, we receive God's mercy.
35. When a person receives absolution in the Sacrament of Penance, one recovers Sanctifying Grace if he / she had lost it through mortal sin.
36. The Sacrament of Penance is the ordinary way that a baptized person recovers grace, if it has been lost through mortal sin.
37. The elements of the Sacrament of Penance are: contrition, confession, absolution, and penance. (CCC 1491)
38. The effects of the Sacrament of Reconciliation are: a) the forgiveness of sins; b) reconciliation with God and the Church; c) strengthening of the resolve to do good and to avoid sin in the future; and, d) the restoration of the penitent to Sanctifying Grace, if this grace has been lost through mortal sin. (CCC 980, 1468)
39. There is need for the Sacrament of Reconciliation before Communion, if one is guilty of mortal sin.

REVIEW the MASS and the SACRAMENT of the HOLY EUCHARIST

40. The Mass is our greatest and perfect prayer and form of worship. We need to participate at Mass every Sunday and on all Holy Days of Obligation. (CCC 1167, 2043, 2180-82)
41. Going to Mass each Sunday and Holy Day of Obligation and receiving the Holy Eucharist frequently help us to lead morally good lives. (CCC 1983)
42. It is a privilege and obligation to participate in Sunday Mass.
43. At Mass, we enter into Jesus' one sacrifice.

44. Jesus' sacrifice of Himself is greater than any or all of the Old Testament sacrifices.
45. As Priest, Jesus offered Himself as the Victim Sacrifice for the forgiveness of our sins when He died on the Cross for us.
46. Jesus offered Himself to the Father during the Last Supper in the Holy Eucharist and on Good Friday on the Cross, and continues this offering in the Heavenly Liturgy to the Father where we are joined in glory.
47. Jesus celebrated the Last Supper with the Apostles the night before He died. The Last Supper was the first Mass. (CCC 1323)
48. During the Last Supper on Holy Thursday, Jesus changed bread and wine into His Body and Blood, Soul and Divinity. (CCC 1323)
49. Jesus instituted the Holy Eucharist at the Last Supper when He told His Apostles: "Do this in memory of Me". (Luke 22: 7-20)
50. The bread and wine are changed into the Body and Blood, Soul and Divinity, of Jesus during the Mass through the words and actions of the Priest. (CCC 1352, 1353, 1412)
51. Transubstantiation occurs at the time of Consecration. Transubstantiation means that the bread and wine are changed into the Body and Blood, Soul and Divinity, of Jesus.
52. The Consecration occurs when the Priest says the words of Jesus: "This is My Body"... and "This is My Blood" ... over bread and wine during the Mass.
53. After the Consecration, there is no more bread and wine. There is only the appearance of bread and wine. (See Transubstantiation: CCC 1376)
54. Jesus, as God, is present everywhere. However, when we refer to the *Real Presence*, we are referring to Jesus' substantial, incarnate presence in the Holy Eucharist - Body and Blood, Soul and Divinity - fully God and fully Man.
55. The Holy Eucharist, which is the Real Presence of Jesus, nourishes and strengthens us to follow Jesus. (CCC 1378)
56. Have the students memorize: "*The Holy Eucharist is the Body and Blood, Soul and Divinity, of Jesus Christ, under the appearance of bread and wine.*"
57. The Real Presence is that the whole Christ is truly, really, and substantially present in the Holy Eucharist.
58. The Holy Eucharist is the Body and Blood, Soul and Divinity, of Jesus Christ, fully God and fully Man.
59. The Holy Eucharist is the source and summit of living the Christian life. (CCC 1324)
60. Receiving Holy Communion deepens a person's union with God.
61. By receiving Holy Communion, we are given the power to live and love like Jesus in the world. (CCC 1397)
62. Anyone who is aware of having committed mortal sin must receive absolution in the Sacrament of Penance before he / she receives Holy Communion. (CCC 1415)
63. Being properly prepared to receive Holy Communion, a person must: a) be Catholic; b) be free from mortal sin (i.e. to be in the state of grace); c) have fasted from food and drink for, at least, one hour before receiving Holy Communion; and, d) have the right intention of being united with Jesus Christ.
64. Water and / or medicine do not break the Eucharistic fast. (cf. Canon 919 of the Code of Canon Law)
65. Review with the students the different ways that God is present at the Mass: in the person of the Priest, in the assembled community, in the proclamation of the Word, and in the Holy Eucharist.
66. Christ instituted the Sacrament of Holy Orders at the Last Supper when He commanded His chosen Apostles to offer the sacrifice of the Mass, saying: "Do this in memory of Me".
67. Holy Orders consists of three Orders or levels: Deacon, Priest, and Bishop.
68. The effects of the Sacrament of Holy Orders are: the men chosen to receive this Sacrament are configured to Christ (made like unto Christ) in order to lead the Church to holiness by teaching, sanctifying, and shepherding God's flock. (CCC 1581)

69. A Priest must be a male because he stands in the person of Jesus Christ, Who is the Bridegroom of the Church, and he represents God the Father.
70. The priest stands in the Person of Christ the Head of the Body, the Church.
71. The priest is the "*Alter Christus*", i.e. 'Another Christ' or 'Other Christ'. The Priest acts "in persona Christi," which means that he acts in the person of Christ as head of the Body of Christ.
72. The Patron Saint of all priests is St. John Vianney.
73. Clarify the difference between a Sacrament and a sacramental. (*See paragraphs 1667 and 1670 and the Glossary of the CCC*)
74. Sacramentals (holy water, blessed palms, candles, ashes, Rosary, medals, scapulars, crucifixes, religious images, statues, etc.) help to enhance one's spiritual life. (*CCC 1667-79*)
75. We are members of the universal Church, the diocese, and our own parish. (Students should review the name of the Pope, their own Diocesan Bishop, and the Pastor of their Parish.)
76. The Church was instituted by Jesus Christ, and Jesus appointed St. Peter to be its visible head. The Bishop of Rome (the Pope) is the successor of St. Peter. (*CCC 815-816*)
77. The Bishops are successors of the Apostles.
78. Every Catholic Diocese is led by a Bishop who is in communion with the Pope. (*CCC 877, 1461*)
79. Discuss several definitions for prayer. (*CCC 2559-65*)
80. There are many forms of prayer: Blessing, Adoration, Contrition, Thanksgiving, Supplication / Petition, Intercession, and Praise. (*CCC 2625-2649*)
81. There are many expressions of Prayer: Vocal (e.g. Liturgy of the Hours, Rosary); Meditation (Lectio Divina on Bible passages); Contemplative Prayer. (*CCC 2700-2719*)
82. A Novena is a prayer prayed for nine days for a special intention. The concept of 'Novena' comes from the nine days of prayer by Mary and the Apostles between Ascension Thursday and Pentecost Sunday.
83. Review the different of prayers and devotions, e.g. prayers to Saints, Stations of the Cross, Divine Mercy Chaplet, Rosary, etc. (*CCC 1674*)
84. Sometimes there may be difficulties in prayer, but there are ways to overcome these. (*CCC 2725-45*)
85. Help the students participate in guided meditative prayer based on Gospel stories, e.g. prayer based on the Parable of the Good Samaritan.
86. Encourage the students to pray to know God's Will for their life.
87. As a class, pray for the protection of all human life from conception to natural death. (*CCC 2258-62*)
88. Teach the students to make a brief Examination of Conscience followed by the Act of Contrition before going to bed each night. (*CCC 1454 and cf. Glossary of CCC*)
89. Familiarize the students with devotion to the Blessed Sacrament outside of Mass (Exposition, Adoration, Benediction).
90. Mary is the New Eve, who is the mother of all those who have new life in Christ.
91. Mary is the Mother of God because she is the mother of Jesus, Who is God.
92. Mary and the Saints intercede for us. (*CCC 963-75, 2673-84*)
93. Encourage the recitation and praying of the Rosary daily. (*See Appendix 8*)
94. Discuss the significance of the Liturgical Calendar: Church seasons of Advent, Christmas, Lent, Easter and Ordinary Time.
95. The Paschal Triduum, which is celebrated from Holy Thursday evening through Evening Prayer on the Easter Vigil, is the most sacred time of the Liturgical Year.

CHRISTIAN MORALITY / COMMUNITY SERVICE

In Grade Five, the teacher will provide the following *Catechesis*:

1. God made us to know, love, and serve Him in this life, and be happy with Him in heaven. (CCC 1721)
2. Heaven is God's home, the place of perfect happiness.
3. Our perfect happiness will be total union with God in heaven.
4. God desires that all human beings go to heaven and gives every human being sufficient grace, but He won't force anyone to go to heaven.
5. We are made in God's image and likeness, with intellect and will (two powers of the soul), and God wants us (does not force us) to live in communion with Him. (CCC 1934)
6. Explain that God creates a person's soul and body at the moment of conception.
7. As part of the baptismal commitment, Christians are called to bring Christ to the world through their daily lives. (CCC 1270)
8. God has called us to holiness before the foundation of the world and has a plan for us, our vocation. (cf. Eph. 1: 11)
9. Discuss with the students the idea of a vocation to heaven, holiness, apostolate, a state in life.
10. The different states in life are: Single Life, Marriage, Religious Life, and Priesthood.
11. Everyone has a vocation to serve God and others. (CCC 1877)
12. Remind the students to pray to know one's vocation in life.
13. Faith, Hope, and Charity are the Theological Virtues given to human beings by God at Baptism, to help them throughout their entire lives. (CCC 1812-13)
14. Keeping God's Commandments and living a life of beatitude are the fundamental signs of our love for God and neighbor.
15. We are called to help the "least of our brothers" (Matt. 25) through the Corporal and Spiritual Works of Mercy. (CCC 1937) (See Appendix 6)
16. Mary's care for her children on earth is a good example for us to follow. (CCC 1932)
17. Identify examples of God working through the lives of the Saints, using human effort to build His Kingdom of justice, peace, and mercy on earth.
18. Discuss the encouragement needed to live out the mission of giving witness to the Faith.
19. Stewardship is care of natural resources and material possessions.
20. We are good stewards when we take care of God's creation.
21. We respect and care for our bodies because they are temples of the Holy Spirit. (CCC 1004, 2519)
22. Remind the students to treat his /her own body respectfully and with purity.
23. There are various means to preserve purity of thought, word, action. Discuss these possibilities !

Preparation for Confirmation (Grades Five through Seven)

Teach that Confirmation is not necessary for salvation, like Baptism, but that it perfects Baptism, and strengthens those confirmed to make the road to Heaven easier.

Teach that people may receive Confirmation only once because it marks their soul with a sacramental character, and gives them a greater share in the priesthood of Christ.

Teach that Confirmation makes the baptized strong and perfect Christians, giving them all the gifts and graces they need to save their souls.

Teach that Confirmation makes the baptized soldiers of Christ, with the duty to defend the Church against persecution, and their souls against harm from the world, the flesh, and the devil.

Teach that Confirmation gives the baptized the duty to study the Bible and the teachings of the Church, to pray, and to serve the mission of the Church.

Teach that Confirmation gives the baptized the duty to help others to know, love and serve God by explaining the Christian Faith and giving witness to their "life in Christ".

Introduce the Gifts of the Holy Spirit, encourage memorization. (See the Guidelines for Successful Catechesis)

Introduce the Corporal and Spiritual Works of Mercy, encourage memorization. Explain how any baptized Catholic who has attained the age of reason, or anyone who has joined the Church as an adult, and who is able to renew their baptismal promises, may be confirmed.

Explain how, ordinarily, it is the bishop who confirms people by means of prayer, laying on of hands, and anointing with Sacred Chrism, but a priest may also confirm with the bishop's permission.

Teach that Jesus instituted the Sacrament of Confirmation when He sent the Holy Spirit to Mary and the Apostles at the First Pentecost.

Begin preparation for the conferral of the Sacrament of Confirmation.

FORMATION

In Grade Five, the teacher will provide the following Catechesis:

1. Review making the Sign of the Cross with the *right hand* correctly, emphasizing that the words be spoken clearly, especially, "In the name of ..." (CCC 2157, cf. CCC 786). (See Appendix 5)
2. Ways to fold hands during prayer.
3. Prayer for the needs of others.
4. Foster devotion to the Holy Spirit.
5. Pray to one's own Patron Saint.
6. Daily prayer, especially, in morning and evening.
7. Pray in one's own words, *spontaneously*. Help the children to simply 'BE' in God's Presence.
8. Make a genuflection on the *right knee* toward the Tabernacle because Jesus is present there. (CCC 1378 and the Glossary of CCC under Genuflection) As Catholics, we respectfully genuflect toward Jesus in the Tabernacle when entering and leaving church.
9. Bow one's head slightly when hearing or saying the Name of Jesus / Jesus Christ.
10. Proper manner of sitting, standing, and kneeling in church.
11. Quiet and reverence while in church.
12. A proper and regular use of Holy Water - with the *right hand*.
13. Make a genuflection on the *right knee*.
14. Actively participate at Mass by listening to the readings, responding, and singing.
15. Proper manner for reading at Mass (whenever this begins in the parish/school).
16. A review of the different parts of the Mass, with memorization of the responses.
17. Striking one's breast during the '*Confiteor*' at the words: "I have sinned through my own fault".
18. At the beginning of the Gospel reading, make a 'cross' with the right thumb on the forehead, lips, and heart - and ask God to be "in my mind, on my lips, and in my heart".
19. Bow or kneel when we say "and became man" in the Creed.

20. How to compose 'Prayers of the Faithful' for Mass.
21. Proper manner for serving at Mass (whenever this begins for boys in the parish).
22. Be able to identify the fixtures in a church, vessels, and vestments used for Mass.
23. Proper observance of Sunday and Holy Days of Obligation.
24. Proper observance of the liturgical season of Lent.
25. Encourage participation in the liturgical celebrations of Holy Week: Chrism Mass, Holy Thursday, Good Friday, and the Easter Vigil.
26. The different seasons and feasts of the Liturgical Calendar.
27. Frequent Confession (at least once a month).
28. The familiar steps for making a good Confession.
29. Say "I'm sorry, forgive me" to anyone offended.
30. A review of the Eucharistic Fast.
31. Preparation for reception of Holy Communion.
32. Make an act of reverence before receiving Holy Communion (bow, kneel, or genuflect).
33. Proper way to receive Holy Communion on the tongue and in the hand. (See Appendix 17)
34. Frequent Communion (at least, every Sunday).
35. Devotion to Mary, especially on Saturdays, and during the months of October and May.
36. Pray the Rosary.
37. Make visits to the Blessed Sacrament in the Tabernacle.
38. Familiarity with how to participate at Exposition, Adoration and Benediction Services.
39. Proper use of sacramentals, including medals, scapulars, crucifix, holy cards, etc.
40. Obedience to those who have authority to tell others what to do.
41. Tithing is support of the Church and the poor, generally 10% of one's income / resources.
42. Proper manner of participating in a Rosary or Wake Service for the deceased.
43. Involvement in pro-life activities.
44. A review of the Spiritual and Corporal Works of Mercy. (See Appendix 6)
 - The Spiritual Works of Mercy are deeds that help people's spirits and souls. (CCC 2447)
 - The Corporal Works of Mercy primarily help people in their bodily needs. (CCC 2447)
45. A review of the Ten Commandments and the Precepts of the Church. (See Appendix 6)
46. The Seven Gifts of the Holy Spirit. (See Appendix 6)

PRAYERS TO LEARN

In Grade Five, the teacher will provide the following Catechesis:

1. A review of prayers of all previous grades. (See Appendix 5)
2. The Memorare.
3. Hail, Holy Queen.
4. Morning Offering.
5. The formula to use in the Sacrament of Penance: (CCC 1450-1460)
 - At the beginning: *Bless me, Father, I have sinned. My last confession was _____.*
 - My sins are _____ (the penitent states the sins). I am sorry for my sins.*
 - The priest talks and gives a penance.
 - The penitent makes an *Act of Contrition*.
 - The priest gives absolution.
 - Priest: *"Give thanks to the Lord for He is good."*
 - Penitent: *"His Mercy endures forever."*
 - Priest: *The Lord has freed you from your sins. Go in peace."*
 - Just prior to leaving the confessional, the penitent says: *"Thanks be to God."*

92 Questions

70. What Sacrament are you preparing to receive?
A. The Sacrament of Confirmation.
71. Which person of the Holy Trinity do you receive in Confirmation?
A. The Holy Spirit.
72. Is the Holy Spirit God?
A. Yes.
73. Which Person of the Holy Trinity is the Holy Spirit?
A. The Third Person.
74. What does the Holy Spirit do for you in the Sacrament of Confirmation?
A. He strengthens you so you can lead a holy and apostolic life.
75. Is it easier to be bad or to be good?
A. Bad.
76. Is there really a devil?
A. Yes.
77. How many times can you receive Baptism?
A. Once.
78. How many times can you receive Confirmation?
A. Once.
79. When you are confirmed, are you then sure you will go to Heaven?
A. No, not if you die in the state of mortal sin.
80. Before you are confirmed, you will promise the Bishop that you will never give up the practice of your Catholic faith for anyone or anything. Did you ever make that promise before?
A. Yes.
81. When?
A. At Baptism.
82. Most of you were baptized as little babies. How could you make that promise?
A. Our sponsors, or godparents made that promise for us.
83. Should you receive confirmation in the state of mortal sin?
A. No.
84. What kind of sin would it be to receive Confirmation in the state of mortal sin?
A. A sacrilege.
85. If you have committed mortal sin, what should you do before receiving Confirmation?
A. You should make a good confession.
89. How many commandments are there?
A. Ten.
90. What are they?
1. I, the Lord, am your God. You shall not have other Gods besides me.
 2. You shall not take the name of the Lord, your God, in vain.
 3. Remember to keep holy the Sabbath day.
 4. Honor your father and mother.
 5. You shall not kill.
 6. You shall not commit adultery.
 7. You shall not steal.
 8. You shall not bear false witness against your neighbor.
 9. You shall not covet your neighbor's wife.
 10. You shall not covet anything that belongs to your neighbor.

92. What is the manner of receiving the Sacrament of Confirmation?

A. You will be confirmed as follows:

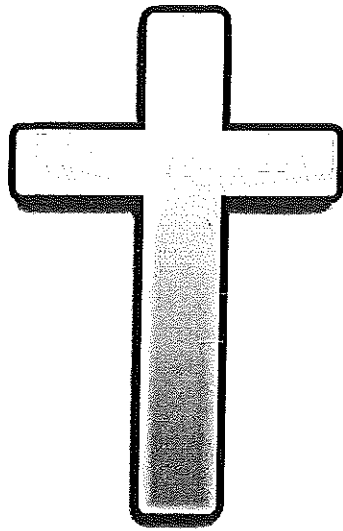
1. The Bishop will lead the candidates in the renewal of baptismal promises, and invoke the Holy Spirit.
2. You will then kneel before the Bishop, and announce your Confirmation name loudly.
3. The Bishop will anoint your forehead with the Oil of Chrism, saying: "(your Confirmation name), be sealed with the Gift of the Holy Spirit." You respond, "Amen."
4. The Bishop will then say to you: "Peace be with you." You respond, "And also with you."

(Review questions from Grades Two, Three, and Four.)

Religion Clock (found in the *Guidelines for Successful Catechesis*)



Catholic City Schools of Lincoln, NE



Curriculum for Language Arts Education

The Mission of the Catholic School System of the Diocese of Lincoln is to form students spiritually, intellectually, emotionally, socially, and physically, in partnership with parents, and in harmony with the specific gifts given by God to each student. In order to fulfill this mission, these schools are committed to integrating the best programs and means of education with Catholic faith and moral values.

Updated: May 2016

5th



LA.5.1 Reading: By working to their highest God-given potential, students will learn and apply reading skills and strategies to comprehend text.

LA.5.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
LA.5.1.2	Students will demonstrate phonological awareness through oral activities. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
LA.5.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
LA.5.1.3.a	Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing and spelling grade-level text
LA.5.1.3.b	Use word structure to read text (e.g. prefixes/suffixes, syllabication, derivation)
LA.5.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
LA.5.1.4.a	Listen to and read text of increasing length and/or complexity to increase reader stamina
LA.5.1.4.b	Use context to adjust pace and inflection expression based on purpose, text complexity, form and style.
LA.5.1.4.c	Recognize and read grade-level (phonetic and non-phonetic) words in text
LA.5.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA.5.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words.
LA.5.1.5.b	Apply context clues (e.g., word, phrase and sentence, and paragraph clues)
LA.5.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situation.
LA.5.1.5.d	Identify and use semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple meaning words, and analogies) to determine the meaning of words, aid in comprehension, and improve writing.
LA.5.1.5.e	Determine meaning using reference materials
LA.5.1.6	Comprehension: Students will construct meaning by using prior knowledge, including Catholic values and viewpoints, and text

	information while reading Scripture, grade-level literary and informational text.
LA.5.1.6.a	Examine text to determine author's purpose(s) and describe how author's perspective (e.g. beliefs, assumptions, biases) influence text
LA.5.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme)
LA.5.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
LA.5.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.
LA.5.1.6.e	Determine main ideas and supporting details from informational text and/or media.
LA.5.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
LA.5.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts, fantasy, fiction, non-fiction, historical fiction, biography, autobiography, fables, poetry, tall tales, and mysteries.
LA.5.1.6.h	Compare and contrast similar themes, topics and/or patterns of events in literary and informational texts to develop a faith-based, multicultural perspective
LA.5.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources (including flashbacks and foreshadowing).
LA.5.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
LA.5.1.6.k	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task.
LA.5.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
LA.5.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
LA.5.1.6.n	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.
LA.5.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
LA.5.1.6.p	Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.

- LA.5.1.6.q Determine the main idea, theme, virtue or moral depicted in a story, drama, poem, parable, or scripture passage explain how it is supported by key details, using details in the text; summarize the text
- LA.5.1.6.r Describe in depth a character (traits, virtues portrayed, Catholic morality, motivations or feelings), setting, or events in a story, drama, scripture passage or parable, drawing on specific details in the text.
- LA.5.1.6.s Distinguish their own Catholic point of view from that of the narrator of those of the characters or author in a text.



LA.5.2 Writing: By working to their highest God-given potential, students will learn and apply writing skills and strategies to communicate.

LA.5.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
LA.5.2.1.a	Use prewriting activities and inquiry tools to repeatedly generate ideas, organize information, guide writing, and answer questions.
LA.5.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, conclusion, and appropriate transitions linked to the purpose of the composition.
LA.5.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
LA.5.2.1.d	Compose paragraphs with grammatically correct sentences of varying length and complexity, and type.
LA.5.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
LA.5.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.
LA.5.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
LA.5.2.1.h	Proofread and edit writing repeatedly for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
LA.5.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
LA.5.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, titles).
LA.5.2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA.5.2.2.a Communicate information and ideas effectively in prayer, narrative, persuasive, poetic, and biographical research modes to multiple audiences using a variety of media and formats.
- LA.5.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA.5.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA.5.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA.5.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



LA.5.3 Speaking and Listening: By working to their highest God-given potential, students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA.5.3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
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- LA.5.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA.5.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.
- LA.5.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA.5.3.1.d Convey a perspective with clear reasoning and support.
- LA.5.3.1.e Ask pertinent questions to acquire or confirm information.
- LA.5.3.1.f Present a memorized recitation from a dramatical or historical source.

LA.5.3.2	Listening: Students will develop and demonstrate active listening skills during Mass and across a variety of situations.
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- LA.5.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning) for multiple situations and modalities.
- LA.5.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
- LA.5.3.2.c Complete a task following multi-step directions.

LA.5.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
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- LA.5.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
- LA.5.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.

- LA.5.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- LA.5.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
- LA.5.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



LA.5.4 Multiple Literacies: By working to their highest God-given potential, students will apply information fluency and practice digital citizenship.

LA.5.4.1 Information fluency: students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA.5.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
- LA.5.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA.5.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA.5.4.2 Digital citizenship: Students will practice the norms of appropriate and responsible technology use.

- LA.5.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA.5.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



LA.5.5 Grammar: By working to their highest God-given potential, students will learn, demonstrate and apply various elements of grammar in their written work.

LA.5.5.1 Elements of Grammar

- LA.5.5.1.a Apply knowledge of the different characters and types of sentences (declarative, imperative, interrogative and exclamatory) and sentence structure (simple, compound, and complex).

- LA.5.5.1.b Identify and use appropriately the various parts of sentences: simple, complete and compound subject; simple, complete and compound predicates; understood subject; predicate nouns and adjectives; direct objects; prepositional phrases, independent clauses; subordinate clause
- LA.5.5.1.c Identify and use appropriately the various parts of speech
- LA.5.5.1.c.1 Nouns: definition; singular, plural, possessives, common, proper, abstract, concrete, compound, appositives
- LA.5.5.1.c.2 Verbs: definition; action; linking; main; helping; verb phrases; regular and irregular; forms of be, do, have; contractions; tenses (present, past, future and perfect)
- LA.5.5.1.c.3 Pronouns: definition; personal; subject, objective, and possessive case; antecedents; indefinite; interrogative; demonstrative
- LA.5.5.1.c.4 Adjectives: definition; proper; forms of comparison; articles; demonstrative adjectives
- LA.5.5.1.c.5 Adverbs: definition; forms of comparison; negative
- LA.5.5.1.c.6 Prepositions: definition; in phrases
- LA.5.5.1.c.7 Conjunctions: definition; coordinating
- LA.5.5.1.c.8 Interjections: definition; punctuation
- LA.5.5.1.d Demonstrate correct usage of grammar and sentence structure when writing.
- LA.5.5.1.d.1 Sentence Usage: fragments and run-ons
- LA.5.5.1.d.2 Verb Usage: subject-verb agreement and avoiding unnecessary tense shifts
- LA.5.5.1.d.3 Pronoun Usage: agreement with antecedents; clear antecedents; using *we* and *us* with nouns; choosing the correct demonstrative pronoun; pronouns and contractions; pronouns and homophones; possessive, indefinite, interrogative pronouns
- LA.5.5.1.d.4 Adjective/Adverb Usage: choosing between adjectives and adverbs; forms of comparison; irregular adjectives and adverbs; choosing the correct article; correct placement; avoiding double negatives
- LA.5.5.1.d.5 Conjunction Usage: correct placement
- LA.5.5.1.d.6 Problem words: accept and except; are and our; its and it's; your and you're; good and well; lie and lay
- LA.5.5.1.e Demonstrate proper mechanics in their writing.
- LA.5.5.1.e.1 Capitalization: proper nouns and adjectives; first word of direct quotation, sentence; abbreviations; titles of people, initials, family titles; titles of books, stories, reports, songs, articles, magazines, chapters; first word of greeting and closing in letters
- LA.5.5.1.e.2 Punctuation: in bibliographic reference; periods, after appropriate sentences and abbreviations; question marks after interrogative sentences; exclamation marks after exclamatory sentences and interjections; apostrophes to show possession and in contractions; commas after greeting and closing in friendly letters, separating day and year, city and state, in a series, in direct address, after introductory words, after interjections, to set off interruptions, with

- appositives, in compound sentences, in complex sentences; quotation marks with other punctuation;
- LA.5.5.1.f Demonstrate evidence of good composition in written work.
- LA.5.5.1.f.1 Sentences: combining/varying sentence structure, varying length or improving, expanding, using exact words in writing
- LA.5.5.1.f.2 Paragraph Types: personal narrative, persuasive essay, poetry, prayer, research
- LA.5.5.1.f.3 Writing Process: See LA.5.2.1
- LA.5.5.1.f.4 Writing Skills: forming and indenting paragraphs; developing a topic sentence; main idea in a paragraph and use of supporting details; order in a paragraph and organizing a paragraph from an outline; using transitional expressions; writing a good title; using dialogue; using sense words, exact words, descriptive language; developing the plot, setting, characters, maintaining point of view; stating and supporting an opinion and ordering reasons; finding information; finding a topic and narrowing it; taking notes and preparing an outline; writing definitions

LA.5.5.2 Diagramming: Students will diagram sentences that contain the following: subject, verbs, articles, compound subjects, compound verbs, adjective modifiers, adverb modifiers, direct objects, predicate nouns, and predicate adjectives.



LA.5.6 Handwriting: By working to their highest God-given potential students will demonstrate the use of cursive writing.

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|-----------------|--|
| LA.5.6.1 | Written Work: Students will continue developing cursive handwriting skills. |
| LA.5.6.2 | Reading: Students will demonstrate a basic knowledge of cursive through reading written cursive work. |
| LA.5.6.3 | Ongoing maintenance of cursive will be manifested through instruction within the classroom setting. |



LA.5.7 Spelling

Refer to appendix A.



LA.5.8 Study Skills

Students will demonstrate proper use of study skills.

LA.5.8.1	Use of library and internet
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|------------|---|
| LA.5.8.1.a | Use of reference books, encyclopedias, Catechism |
| LA.5.8.1.b | Organization of library/internet access |
| LA.5.8.1.c | Card catalog (electronic) and call numbers |
| LA.5.8.1.d | Use of dictionary and index |
| LA.5.8.1.e | Dictionary Skills: alphabetizing, base words, use of guide words, word meanings |

LA.5.8.2	Obtaining and organizing information
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|------------|---|
| LA.5.8.2.a | Reading maps |
| LA.5.8.2.b | Using diagrams, tables, graphs, charts |
| LA.5.8.2.c | Knows parts of a book: title page, table of contents, copyright page, appendices, bibliography, glossary, index |
| LA.5.8.2.d | skimming and scanning |
| LA.5.8.2.e | classifying and making analogies |
| LA.5.8.2.f | planning and researching a report |
| LA.5.8.2.g | recognizing propaganda |
| LA.5.8.2.h | summarizing |
| LA.5.8.2.i | taking tests |
| LA.5.8.2.j | evaluating resources from an academic, intellectual and spiritual viewpoint |

GOAL I: COUNTING AND PLACE VALUE

Students write directions for games they make up and story problems for partners to solve.

INTRODUCE

- B5. Write the standard form for numbers in exponential notation.

DEVELOP

- A8. Change Roman numerals to standard form and vice versa up to thousands.

MASTER

- B4. Round off numbers.
B6. Write numbers in expanded notation for numbers in standard form and vice versa.

GOAL II: PROBLEM SOLVING AND APPLICATIONS**INTRODUCE**

- A2. Solve word problems involving fractions, mixed numbers, factoring, decimals, or percents.

DEVELOP

- A1. Add, subtract, multiply, or divide to solve word problems.
A4. Solve problems with sufficient information or unnecessary information; or determine if an answer is reasonable.
B2. Write ratios as fractions.

GOAL III: WHOLE NUMBERS**INTRODUCE**

- C5. Multiply a 3-or-4-digit number by a 3-digit number.
E1. Recognize and use identity property.

DEVELOP

- A9. Add two or three 3-to-6-digit numbers with regrouping.
B6. Subtract 3-to-6-digit numbers with regrouping.
C4. Multiply a 3-digit number by a 2-digit number.
D1. Know division facts to 144.
D3. Divide a 3-to-6-digit number by a 1-digit number with or without a remainder.

DEVELOP

- D4. Divide a 2-to-6-digit number by a 2-digit number with or without a remainder.
- E2. Recognize and use commutative property (order).
- E3. Recognize and use associative property.

MASTER

- C1. Know multiplication facts to 144.
- C2. Multiply a 2, 3, or 4-digit number by a 1-digit number.
- C3. Multiply a 2-digit number by a 2-digit number.
- D2. Divide a 2-digit number by a 1-digit number with or without a remainder.
- F5. Know terms associated with division.

GOAL IV: ESTIMATION

INTRODUCE

- A2. Estimate a sum, difference, product, or quotient of two decimals or of a whole number and a decimal.

DEVELOP

- A1. Estimate a sum, difference, product, or quotient of two whole numbers.

GOAL V: MEASUREMENT

INTRODUCE

- B4. Estimate measures using English units.
- B5. Estimate measures using metric units.
- B6. Convert units of measure, e.g. meter to cm. to mm. and yds. to ft. to in.

DEVELOP

- A6. Understand appropriate metric units for linear measurement.
- A7. Understand appropriate metric units for liquid measurement.
- A8. Understand appropriate metric units for mass measurement.
- A9. Know and understand terms associated with measurement.

MASTER

- B2. Measure using English units.
- B3. Measure using metric units.

GOAL VI: GEOMETRY

INTRODUCE

- B6. Identify points and lines of symmetry.
- B9. Identify similar shapes.
- D7. Find the volume of geometric solids.

DEVELOP

- A1. Learn types of polygons.
- A2. Learn geometric terms.
- B2. Identify points, line segments, angles, rays, planes, parallel lines, parallel planes, perpendicular lines, or perpendicular planes.
- B3. Identify special angles.
- B4. Classify triangles, special quadrilaterals, and regular polygons.
- B5. Identify points and lines of symmetry.
- B8. Identify congruent shapes.
- D1. Find the perimeter of a polygon.
- D5. Find the area of geometric shapes.

GOAL VII: FRACTIONS

INTRODUCE

- A11. Write a mixed number as a fraction.
- A12. Write a fraction as a mixed number.
- B5. Add mixed numbers with like or unlike denominators with regrouping.
- C3. Subtract mixed numbers with unlike denominators with no regrouping.
- C4. Subtract a fraction or a mixed number from a whole number.
- C5. Subtract mixed numbers with unlike denominators with regrouping.
- D2. Multiply a whole number and a fraction.
- D3. Multiply two fractions.
- D4. Multiply a mixed number by a fraction, whole number, or another mixed number.
- D5. Recognize and use inverse property.
- E1. Find the reciprocal of a fraction and relate division by a whole number to multiplication by its reciprocal.
- E2. Divide a whole number by a fraction.
- E3. Divide a fraction by a fraction.
- E4. Divide a mixed number by a fraction.
- E5. Divide a fraction or mixed number by a whole number.
- E6. Divide a mixed number or a whole number by a mixed number.

DEVELOP

- A4. List the multiples of a number and find the least common multiple of two numbers.
- A5. Find the factors of a number.
- A6. Determine if a number is prime or composite, and write the prime factorization of a number.
- A7. Find the greatest common factor of two numbers.
- A8. Write the simplest form of a fraction.
- A9. Compare two fractions with like denominators.
- A10. Compare two fractions or mixed numbers with unlike denominators.
- B1. Add fractions with like denominators with no regrouping.
- B2. Add fractions with like denominators with regrouping.
- B3. Add fractions with unlike denominators with no regrouping.
- B4. Add fractions with unlike denominators with regrouping.
- C1. Subtract fractions with like denominators.
- C2. Subtract fractions with unlike denominators.
- D1. Find the fractional part of a whole number.

MASTER

- A2. Identify the numerator and the denominator of a fraction.
- A3. Write a fraction or mixed number for the shaded parts of regions or the indicated parts of groups of objects.

GOAL VIII: DECIMALS

INTRODUCE

- A4. Round off decimals.
- D1. Multiply a decimal by a whole number.
- D2. Multiply two decimals.
- E1. Divide a decimal by a whole number.
- E2. Divide a whole number or a decimal by a decimal.

DEVELOP

- A1. Read and write decimals.
- A2. Write a fraction or a mixed number with denominators 10, 100, or 1,000 as a decimal.
- A3. Write a decimal as a fraction or a mixed number.
- A5. Compare decimals.
- B1. Add decimals to decimals.
- B2. Add decimals to whole numbers.
- C1. Subtract decimals from decimals.
- C2. Subtract decimals from whole numbers.

GOAL X: GRAPHS AND CHARTS

INTRODUCE

- A6. Interpret a circle graph.

DEVELOP

- A1. Interpret a number line.
- A3. Interpret a table or a chart.
- A4. Interpret a bar graph, pictograph, or line graph.
- B1. Construct a graph or chart from given data.
- B2. Collect data and construct appropriate type of graph or chart.

GOAL XI: CONSUMER MATH

INTRODUCE

- A4. Solve problems involving price comparisons or cost analysis.

DEVELOP

- A1. Round amounts of money to the nearest dollar.
- A2. Add, subtract, multiply, or divide with money.

FIFTH GRADE CURRICULUM

LIFE SCIENCE

- I. Plants
 - A. Pollination
 - B. Fertilization
- II. Animals
 - A. Invertebrates
 - B. Vertebrates

PHYSICAL SCIENCE

- I. Properties and Composition of Matter
 - A. Describe physical and chemical properties of matter
 - B. Describe an atom and its parts
 - C. Describe elements and how they are arranged on the periodic table
 - D. Translate chemical formulas
- II. Work and Energy
 - A. Changing Forms of Energy
 - B. Energy Resources

EARTH SCIENCE

- I. Rocks
 - A. Types of rocks
 - B. Erosion
 - C. Formation of fossils
- II. Soil

- A. Identify soil types
 - B. Soil as a natural filter
- III. Earth Wellness--Lancaster Co. Extension Office
- IV. Weather
 - A. Measuring weather conditions
 - B. Predicting the weather
- V. Climate
 - A. The effects of land on climate
 - B. The effects of water on climate
 - C. The effects of sunlight on climate
- VI. Mapping the Stars
 - A. Understanding the universe
 - B. Measuring distance
 - 1. Astronomical Units
 - 2. Light Years
 - C. Constellations
 - D. Brightness of Star

HUMAN BODY

- I. Body Support, Movement and Growth
- II. Respiration
- III. Excretion
- IV. Personal Hygiene

SOCIAL STUDIES CURRICULUM

GOAL I: HISTORY

Social Studies...

5

INTRODUCE

Students use writing in outlining,
note taking, map direction sentences,
reports and study questions.

- A20. Identify the difference between A.D. and B.C.
- A23. Describe how past events influence present events and policy in the United States and the world.
- B2. Explain the growth of sectionalism.
- B3. Identify the causes and effects of the Revolutionary War.
- B4. Recognize the country's development into a republic.
- B5. Recognize the country's development into a progressive nation.
- B6. Demonstrate a knowledge of the causes of the Civil War.

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INTRODUCE

- B7. Demonstrate an understanding of the Reconstruction Period.
- B8. Demonstrate a knowledge of the Industrial Period.
- B9. Demonstrate a knowledge of American expansionism.

DEVELOP

- A7. Define History as a story of change in people and places over a period of time.
- A11. Recognize that customs, traditions, ideals, values, and beliefs of the past are still present today.
- A13. Identify local landmarks.
- A14. Develop an awareness of local history -- town, city.
- A15. Develop an awareness of regional history.
- A16. Compare peoples and communities of today with those of the past.
- A17. List examples of how communities honor people and events.
- A18. Identify people who influenced United States' history -- leaders, inventors.
- A19. Use current events to keep informed and identify recent happenings.
- A22. Demonstrate knowledge of the effect of the past upon the present.
- A24. Analyze the relationship between trade and transportation.
- B1. Identify major European explorers, describe their discoveries and their influence on American colonization.
- B10. Understand patterns of immigration and its effect on American life.
- B16. Examine the effect of Missouri's past history on the present.
- B17. Discuss major changes involved in the industrial and agricultural development of Missouri.
- B18. Identify major cities and key figures in the development of the state of Missouri.
- C8. Define and have understanding of human rights.
- C9. Identify areas of discrimination and prejudice.
- D6. Identify ancient Indian civilizations and their contributions.

MASTER

- A6. Recognize sources of history -- books, pictures, museums.
- A10. Recognize the differences in customs and life styles of the past and present.
- C7. Value the importance of people knowing and respecting their heritage and traditions.

GOAL II: POLITICAL SCIENCE

INTRODUCE

- A7. Identify the purpose of a democracy.
- A9. Recognize the requirements for a democracy as being:
 - 1. Right to vote.
 - 2. Competition of candidates.
 - 3. Participation of electorate.
 - 4. Free access to information.
- A10. Recognize that democracy is based on a respect for the dignity and the worth of the individual.

INTRODUCE

- A11. List, define, and describe characteristics of a democracy, such as worth of individual equality of all persons, majority rules with minority rights, and individual freedom.
- B5. Become aware of the tax system and the obligation of the citizen.
- C2. Recognize the need for a form of government which will give leadership and aid in decision making or problem solving.
- C9. Develop the knowledge that individuals should use all available sources of information in identifying candidates before making choices among them.
- C12. List and explain the three branches of government and their functions.
- C14. Identify the major political parties, discuss their functions, and explain how they benefit a democracy.

DEVELOP

- A2. Become aware of the need for government to do what individuals cannot do.
- A3. Develop an understanding that the purpose of a government is to serve citizens and make laws that help citizens.
- A5. Recognize that a government must perform certain functions for its citizens.
- A6. Become competent in defining government.
- A8. Recognize that in a republican form of democracy, citizens elect people to represent them in the decision making process of the government.
- A12. Recognize the need to follow rules and laws of the community and country.
- B1. Recognize the important symbols of the United States: flag, eagle, patriotic songs.
- B2. Identify the duties and responsibilities of an effective citizen.
- B3. Define the duties and responsibilities of an effective citizen.
- B7. Recognize that laws are needed in local communities so that a citizen knows what can or cannot be done and that these laws protect a citizen's rights.
- B8. Recognize that local government provides services which enforce the laws so that community needs are met.
- B10. Recognize that special services are offered to citizens by the government.
- B11. Identify the rights and privileges of a citizen, including voting, protection of civil rights, equal opportunity.
- C3. Recognize that state and local governments have functions to perform for the citizens.
- C4. Recognize that government starts/works in local, state, and national units.
- C8. Become aware of the importance of political campaigns.
- C10. Demonstrate knowledge of the importance of the voting system of the United States.

MASTER

- A1. Recognize the need for rules and regulations.
- A4. Develop the understanding that rules of behavior are needed whenever people live in groups.

GOAL III: GEOGRAPHY

INTRODUCE

- A26. Use a highway map for locating places by number and letter coordinates.
- A27. Use a highway map to plan a trip computing distance, direction, locations.
- A41. Use an inset map to compare the location of a particular state or region.
- A44. Demonstrate the use of degrees, latitude and longitude lines to find place coordinates.
- E21. Compare some of Canada and Mexico's economic problems with the economic problems of the United States.
- E23. Recognize the effect of location on changes in a country's form of government.

DEVELOP

- A7. Use intercardinal directions in the classroom and neighborhood.
- A8. Use cardinal and intercardinal directions on maps and globes.
- A20. Use a compass to determine direction.
- A21. Use the north arrow on a map to orient direction.
- A22. Place desk outline map, textbook map, or atlas correctly to the north.
- A23. Use parallels and meridians to determine direction.
- A24. Recognize different map projections.
- A33. Use land elevation legends to determine the source and mouth of a river, direction of flow.
- A34. Use color contour maps (visual relief to describe the nature of land areas).
- A35. Use map symbols to describe political features, i.e. city, location, size, political boundaries, etc.
- A36. Define sea level, altitude, elevation, and use them when referring to relief maps.
- A37. State facts and relationships that can be obtained by reading various kinds of maps.
- A38. Use an atlas for special purpose maps, i.e., rainfall, population, etc.
- A39. Use maps and globes to explain the geographical setting of current events.
- A40. Recognize the globe as the most accurate representation.
- A42. Make a distinction between the terms latitude and longitude.
- A43. Use the lines of latitude to estimate and compute distance on a map.
- A45. Use a globe to discover how earth rotation relates to day and night and how earth's revolutions relate to years.
- A46. Identify and construct different kinds of graphs: line, bar, pie, pictograph.
- A47. Use a chart to compare items.
- A48. Recognize and use graphs, tables, and charts.
- A49. Explain the general location of Missouri using the following: region, latitude and longitude, political and natural boundaries, location with reference to other parts of the United States, Canada, Europe, Asia.
- A50. Relate the size of Missouri in area to that of other states.
- B2. Recognize land formations on a map or globe, continent, island, mountain range, plain, valley, peninsula, isthmus, plateau, cape, swamp, delta, tundra.

DEVELOP

- B3. Recognize water formations on a map or globe: ocean, sea, lake, river, bay, canal, straight.
- B4. Identify by proper name land and water formation on a map or globe: (Western Hemisphere, Eastern Hemisphere, 50 states of United States).
- B5. Describe the topography and geology of Missouri: effects of glaciers, interior plains, divide.
- B6. Identify and locate major rivers and lakes of Missouri.
- B7. Become aware of the term climate.
- B8. Recognize effects of land features, ocean currents, air currents, etc. on climate.
- B9. Differentiate hot and cold climates according to location of the equator and north and south poles.
- B10. Compare such climates as hot and humid to climates such as polar and dry.
- B11. Identify countries with hot/cold climates.
- B12. Locate and compare the climate regions on a globe as measured by distance from the equator.
- B13. Develop the understanding of how low, high, and middle latitude can be used to predict climate.
- B14. Define climate and identify and define major types of climate.
- B15. Demonstrate an understanding of how climate is affected by the following: distance from equator, elevation of land, surface features of land, distance from ocean or sea, and effect of the slant of the sun.
- B17. Become aware of extremes in weather conditions.
- B18. Compare daily weather conditions as to the amount of rainfall, temperature, etc.
- B19. Differentiate weather from climate.
- B20. Describe how weather affects vegetation.
- B21. Recognize the effects of weather conditions on people's homes, jobs, recreation, etc.
- B22. Define and use terms used with weather, such as humidity, precipitation, etc.
- B23. Compare daily weather over a period of time as to rainfall, temperature, etc.
- B24. Become aware that weather systems follow the curve of the earth.
- C5. Identify plant and animal life of a given area.
- C6. Recognize that plant and animal life help determine rural and urban growth.
- C7. Appreciate how the pioneers and other groups used animals and plants to meet their needs.
- C8. Identify the major regions of the world and recognize the plant and animal life found in each region.
- C9. Understand the relationship of plant and animal life to climate and land forms in area being studied.
- C10. Recognize differences in communities and the styles of living.
- C12. Become aware of the kinds of communities.
- C14. Recognize that life style is affected by environment.
- C15. Discover that climate and terrain determine how life will be lived.
- C16. Identify the factors affecting the growth of large cities in places being studied.
- C17. Discover the relationship between topography of land and climate to the type of food, clothing, housing, ways to earn a living, recreation, transportation, and size of population.

DEVELOP

- D4. Recognize and contrast the way of life of families around the world.
- D5. Develop an understanding of group functioning.
- D7. Develop an understanding of culture.
- D8. Recognize that culture is socially learned and serves as a guide for human behavior in any given society.
- D9. Recognize that culture is transmitted within a society through education.
- D10. Recognize that differences among cultures are differences in learned patterns of social behavior.
- D11. Develop an understanding of causes of changes in culture.
- D12. Identify the changes brought into a culture by technology.
- D13. Recognize the changes in culture that are caused by economic changes.
- D14. Recognize that all people's cultures and religions have contributed to our cultural heritage.
- D15. Recognize that cultural identity is important to members of a cultural group.
- D16. Recognize language as an important medium for the transmission of culture from one generation to the next.
- D17. Recognize that art, music, architecture, food, clothing, etc. of a people help produce a national or ethnic identity.
- D18. Recognize that ethnic and cultural groups have holidays, feasts, and festivals that help perpetuate and celebrate traditions.
- E3. Identify examples of geographic features which relate directly to economic activities.
- E4. Identify the features of geography which cause people to choose a particular kind of economic activity.
- E5. Demonstrate recognition and knowledge of the effect of resources and location on the economic development of a nation.
- E6. Indicate a knowledge of how the geographic features of Missouri have affected the development of industry, transportation, farming, tourism, and trade in the state.
- E7. Become aware of the term natural resources.
- E8. Become aware of land as a natural resource.
- E9. Become aware of means to preserve natural resources.
- E10. Identify and list examples of natural resources which are used in regional development.
- E11. Recognize differences between limited and renewable resources and realize need for conservation of the resources.
- E12. Analyze the relationship between the population of a country and the amount of natural resources available.
- E13. Define the three categories of resources: exhaustible, renewable, and unfailing.
- E14. Demonstrate a knowledge of the effect of natural resources on the development of cities, employment, transportation, and population.
- E15. List the major natural resources of Missouri and explain their influence on the development of Missouri.
- E16. Recognize that land features such as mountains and rivers can form natural boundaries between cities, states, and countries.
- E17. Define the term city and recognize how a city develops.
- E19. Recognize the geographic influences on the development of industrial cities.
- E20. Identify the geographical and social reasons that caused the development of the regions of the United States.

DEVELOP

- E22. Identify the major ways boundaries are set.
- E24. Develop an awareness of man's quest to change the environment through technology and recognize the effect these changes have on the continuous growth of a given area.
- E25. Recognize the need for broader knowledge and new technology to achieve best use of resources.
- E26. Indicate how changes in ecology bring about changes in man's way of living.
- E27. Recognize that competition for resources between nations or groups of people often leads to conflict.

MASTER

- A6. Use cardinal direction in the classroom and neighborhood.
- A14. Locate own country in relation to the equator, north and south poles, continents, and oceans on maps and globes.
- A16. Locate own city in relation to state, country, and continent.
- A17. Compare a globe to a flat world map.
- A18. Use the grid system to locate places on a map.
- A19. Recognize north as being toward the north pole and south as being toward the south pole on any map projection.
- A25. Construct simple maps which are correctly oriented as to direction.
- A30. Use legends to explain the data given on a map or globe.
- A31. Use a legend or map key to read a map.
- A32. Use a map scale to determine distance on a map.
- B16. Become aware of the term weather.
- C11. Recognize the term community.
- C13. Compare human adaptabilities to such differing environments as rural and urban.
- D1. Recognize the family unit as the foundation of society.
- D2. Recognize that families are alike and different in comparison.
- D3. Recognize that family customs can be alike in many ways and different in many ways.
- D6. Recognize that groups need followers and leaders.
- E18. Recognize the development of a specific city in the area being studied.

GOAL IV: ECONOMICS

INTRODUCE

- A7. Recognize that new technology and scientific knowledge continually open new job opportunities.
- A8. Identify the varied means of locating and obtaining employment.
- B5. Recognize that prices are determined by the demand for and the supply of goods and services.
- B11. Identify the responsibilities and risks of credit and borrowing.
- B13. Develop an awareness of advertising techniques.
- C1. Recognize the importance of specialization.

INTRODUCE

- C2. Recognize that, as workers become more specialized in what they do, the need for interdependence is strengthened.

DEVELOP

- A3. Recognize that work contributes to self-fulfillment.
- A4. Recognize that work is related to the physical and social needs of the individual or groups within the community.
- A5. Develop an awareness of the various types of careers.
- A6. Develop an awareness of requirements for and characteristics of given career choices.
- A9. Identify skills needed for good relationships with others.
- B1. Understand that most modern societies perceive economic welfare as a desired goal for their members.
- B2. Recognize that the wants of persons can be unlimited, whereas natural and human resources are limited.
- B3. Recognize the need to make choices as to which needs will be met and which will be sacrificed.
- B4. Develop the understanding that people depend on each other for their needs.
- B6. Consider the importance of conservation of resources and materials.
- B9. Identify the need for budgeting.
- B10. Develop an awareness of the importance of saving and investing.
- B12. Recognize the impact of advertising on the consumer.
- C12. Understand that the economy of a region is related to available natural resources, human knowledge, and skills.
- C13. Recognize that growth in population is accompanied by an increased demand for goods and services.