

Diocese of Venice
Curricular Standards:
Grade 5

English Language Arts, Mathematics, Science, & Social Studies



Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice

Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

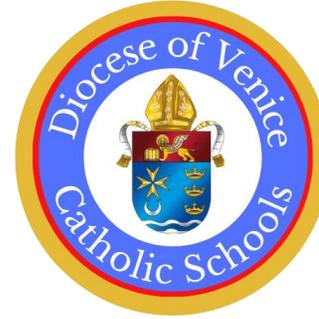
- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.





*English Language Arts (ELA)
Standards*

Diocese Of Venice Catholic School Standards For English Language Arts (ELA)



Using writing, speaking, and listening as the communication vehicle for their search for truth, beauty and goodness, students will demonstrate increasing sophistication in all aspects of language usage. Vocabulary, syntax, and the development, organization and presentation of ideas, will reflect the utilization of increasingly arduous content and sources.

The cultural heritage of mankind includes other values apart from the specific ambient of truth. When the Christian teacher helps a pupil to grasp, appreciate and assimilate these values, he is guiding him towards eternal realities. This movement towards the Uncreated Source of all knowledge highlights the importance of teaching for the growth of faith. *The Catholic School*, #42

Reading and literature, as in all truths, are best presented through the perspective of our Catholic faith. These standards are directed toward fostering students' understanding and working knowledge of reading, from the alphabetic principle to comprehension of complex literary and informational text. The aim of these standards "is not merely the attainment of knowledge but the acquisition of values and discovery of truth." - Sacred Congregation for the Catholic Education, (*The Catholic School*, #39)

Literary and artistic works depict the struggles of societies, of families, and of individuals. They spring from the depths of the human heart, revealing its lights and its shadows, its hope and its despair. The Christian perspective goes beyond the merely human, and offers more penetrating criteria for understanding the human struggle and the mysteries of the human spirit. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, # 61

The increased attention given to science and technology must not lead to a neglect of the humanities: philosophy, history, literature and art. Since earliest times, each society has developed and handed on its artistic and literary heritage, and our human patrimony is nothing more than the sum total of this cultural wealth... The artistic and literary patrimony of Christianity is vast and gives visible testimony to a faith that has been handed down through centuries. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, #60

In a Catholic school, curricular formation....

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. (1)

2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. ²
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

ELA K-8 Catholic Integrated Faith Standards

LA.K8.IF	Integration of Faith: Kindergarten – Grade 8			
	LA.K8.IF	Catholic Curricular Standards and Dispositions in English Language Arts		
		LA.K8.IF.1	Analyze literature that reflects the Catholic culture and worldview.	
		LA.K8.IF.2	Share how literature can contribute to strengthening one’s moral character.	
		LA.K8.IF.3	Demonstrate how literature is used to develop a religious, moral, and social sense.	
		LA.K8.IF.4	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.	
		LA.K8.IF.5	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.	
		LA.K8.IF.6	Identify the causes underlying why people do the things they do.	
		LA.K8.IF.7	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.	
		LA.K8.IF.8	Use language as a bridge for communication with one’s fellow man for the betterment of all involved.	
		LA.K8.IF.9	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.	
		LA.K8.IF.10	Share how literature cultivates the aesthetic faculties within the human person.	
		LA.K8.IF.11	Share how literature ignites the creative imagination.	
		LA.K8.IF.12	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.	
		LA.K8.IF.13	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.	

ELA 5th Grade

LA.5.FS	Language Arts: Grade 5: Foundational Skills				
		LA.5.FS.1	Phonics, Spelling, and Word Recognition		
				LA.5.FS.1.1	Know and apply grade-level phonics and word analysis skills in decoding words; Use verb tense to convey various times, sequences, states and conditions.
				LA.5.FS.1.2	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words in and out of context; Use correlative conjunctions (e.g., either/or, neither/nor).
		LA.5.FS.2	Fluency		
				LA.5.FS.2.1	Read with sufficient accuracy and fluency to support 5th grade level or above comprehension; Use punctuation to separate items in a series using the Oxford comma.
				LA.5.FS.2.2	Read text (non-fiction, fiction, drama, myth, legend, narratives, and literature classics) at grade level or above with purpose and understanding; Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag questions from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
				LA.5.FS.2.3	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression; Use underlining, quotation marks, or italics to indicate titles of works.
				LA.5.FS.2.4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary; Spell grade appropriate words correctly, consulting references as needed.
LA.5.LA	Language Arts: Grade 5: Language				
		LA.5.LA.1	Conventions of Standard English		
				LA.5.LA.1.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking; Interpret figurative language, including similes and metaphors, in context; Recognize and explain the meanings of common idioms, adages, and proverbs; Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
				LA.5.LA.1.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing; Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose; Provide logically ordered reasons that

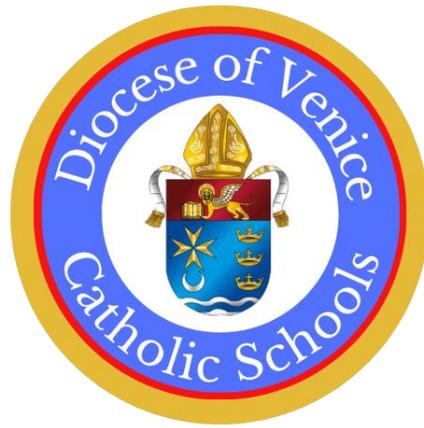
					are supported by facts and details; Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
		LA.5.LA.2	Knowledge of Language		
				LA.5.LA.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening; Expand, combine, and reduce sentences for meaning, reader/listener interest, and style./Compare and contrast the varieties of English (e.g., dialects, registers)used in stories, plays, or poems.
		LA.5.LA.3	Vocabulary Acquisition and Use		
				LA.5.LA.3.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 5th grade reading and content, choosing appropriate strategies; Provide a concluding statement or section related to the opinion presented; Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
				LA.5.LA.3.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially);Use precise language and domain specific vocabulary to explain a topic. Provide a concluding statement or section related to the information or explanation presented.
				LA.5.LA.3.3	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; Use a variety of transitional words, phrases, and clauses to manage the sequence of events; Provide a conclusion that follows from the narrated experiences or events.
LA.5.W	Language Arts: Grade 5: Writing				
		LA.5.W.1	Text Types and Purposes		
				LA.5.W.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information; Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts

					and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically); Provide a concluding statement or section related to the opinion presented.
				LA.5.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); Use precise language and domain specific vocabulary to explain a topic. Provide a concluding statement or section related to the information or explanation presented.
				LA.5.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.
		LA.5.W.2	Production and Distribution of Writing		
				LA.5.W.2.1	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
				LA.5.W.2.2	Produce texts (print or non-print) that explores a variety of cultures and perspectives.
				LA.5.W.2.3	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
				LA.5.W.2.4	Use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum two pages in a single sitting.
		LA.5.W.3	Research to Build and Present Writing		
				LA.5.W.3.1	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic; Follow agreed-upon rules for discussions.

				LA.5.W.3.2	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources; Pose and respond to specific questions by making comments that contribute to the discussions and elaborate on the remarks of others.
				LA.5.W.3.3	Draw evidence from literary or informational texts to support analysis, reflection, and research; Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
				LA.5.W.3.4	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].
				LA.5.W.3.5	Compare and contrast two or more characters, settings, or events in a story or play, drawing on specific details in the text (e.g., how characters interact); Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
		LA.5.W.4	Range of Writing		
				LA.5.W.4.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
		LA.5.W.5	Responding to Literature		
				LA.5.W.5.1	Create and present an original poem, narrative, play, artwork, or literary critique in response to a particular author or theme studied in class.
				LA.5.W.5.2	Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
LA.5.SL	Language Arts: Grade 5: Speaking and Listening				
		LA.5.SL.1	Comprehension and Collaboration		
				LA.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) texts, building on others' ideas and summarizing points made by others; Come to discussions prepared having read or studied required material; Follow agreed-upon rules for discussions; Pose and respond to specific questions by making comments that contribute to the discussions and elaborate on the remarks of others; Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions; Seek to understand and communicate with individuals from different perspectives and cultural backgrounds; Use experiences and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

				LA.5.SL.1.2	Summarize written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
				LA.5.SL.1.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
		LA.5.SL.2	Presentation of Knowledge and Ideas		
				LA.5.SL.2.1	Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and descriptive details to support main ideas, speak clearly at an understandable pace.
				LA.5.SL.2.2	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of the main ideas or themes.
				LA.5.SL.2.3	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.5.L	Language Arts: Grade 5: Literature				
		LA.5.L.1	Key Ideas and Details		
				LA.5.L.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
				LA.5.L.1.2	Determine the theme of a story, play, or poem from details in the text, including how characters in a story or play respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
				LA.5.L.1.3	Compare and contrast two or more characters, settings, or events in a story or play, drawing on specific details in the text (e.g., how characters interact).
		LA.5.L.2	Craft and Structure		
				LA.5.L.2.1	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
				LA.5.L.2.2	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
				LA.5.L.2.3	Describe how a narrator's or speaker's point of view influences how events are described.
				LA.5.L.2.4	Recognize and describe how an author's background and culture affect his or her perspective.
		LA.5.L.3	Integration of Knowledge and Ideas		
				LA.5.L.3.1	Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text (e.g., graphic novel or multimedia presentation).

				LA.5.L.3.2	Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.)
		LA.5.L.4	Range of Reading		
				LA.5.L.4.1	Read and comprehend literature, including stories, plays, and poetry at the 4th grade level or above.
		LA.5.L.5	Responding to Literature		
				LA.5.L.5.1	Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.
				LA.5.L.5.2	Choose texts to develop personal preferences regarding favorite authors.
				LA.5.L.5.3	Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.
LA.5.IT	Language Arts: Grade 5: Informational and Non-Fiction Text				
		LA.5.IT.1	Key Ideas and Details		
				LA.5.IT.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
				LA.5.IT.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
				LA.5.IT.1.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a nonfiction text based on key details.
		LA.5.IT.2	Craft and Structure		
				LA.5.IT.2.1	Determine the meaning of general academic and subject specific words and phrases in a nonfiction text.
				LA.5.IT.2.2	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
				LA.5.IT.2.3	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		LA.5.IT.3	Integration of Knowledge and Ideas		
				LA.5.IT.3.1	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.
				LA.5.IT.3.2	Explain how an author uses reasons/evidence to support points in a text.
				LA.5.IT.3.3	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
				LA.5.IT.3.4	Read and comprehend informational texts at the 5th grade level and above.



Mathematics Standards

Diocese Of Venice Catholic School Standards For Mathematics



Mathematics is the study of quantity, structure, space, and change. Attention should be paid to the needs of today's society in teaching mathematics by fostering real world application, enabling students to undertake responsibilities in society both locally and globally while witnessing to the faith.

Individual subjects must be taught according to their own particular methods. It would be wrong to consider subjects as mere adjuncts to faith or as a useful means of teaching apologetics. They enable the pupil to assimilate skills, knowledge, intellectual methods and moral and social attitudes, all of which help to develop his personality and lead him to take his place as an active member of the community of man. Their aim is not merely the attainment of knowledge but the acquisition of values and the discovery of truth. *The Catholic School, 39*

In a Catholic school, curricular formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

Mathematics 5th Grade Catholic Integrated Faith Standards

MA.5.IF	Catholic Curricular Standards and Dispositions in Mathematics		
	MA.5.IF	5th Grade Math Integration of Faith	
			MA.5.IF.1 Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.5.IF.2 Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
			MA.5.IF.3 Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
			MA.5.IF.4 Show interest in the pursuit of understanding for its own sake.
			MA.5.IF.5 Exhibit joy at solving difficult mathematical problems and operations.
			MA.5.IF.6 Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).

5th Grade Mathematics

MA.5.G	Grade 5 Geometry				
		MA.5.G.1	Graph points on the coordinate plane to solve real-world and mathematical problems.		
				MA.5.G.1.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
				MA.5.G.1.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
		MA.5.G.2	Classify two-dimensional figures into categories based on their properties.		
				MA.5.G.2.1	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

				MA.5.G.2.2	Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.
MA.5.MD	Grade 5 Measurement and Data				
		MA.5.MD.1	Convert like measurement units within a given measurement system.		
				MA.5.MD.1.1	Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
		MA.5.MD.2	Represent and interpret data.		
				MA.5.MD.2.1	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.
		MA.5.MD.3	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.		
				MA.5.MD.3.1	Recognize volume as an attribute of solid figures and understand concepts of volume measurement; a. A cube with side length 1 unit, called a unit cube, is said to have one cubic unit of volume, and can be used to measure volume; A solid figure which can be packed without gaps or overlaps

					using n unit cubes is said to have a volume of n cubic units.
				MA.5.MD.3.2	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
				MA.5.MD.3.3	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume; a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication; Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems; c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
MA.5.NF	Grade 5 Number and Operations - Fractions				
		MA.5.NF.1	Use equivalent fractions as a strategy to add and subtract fractions.		
				MA.5.NF.1.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For

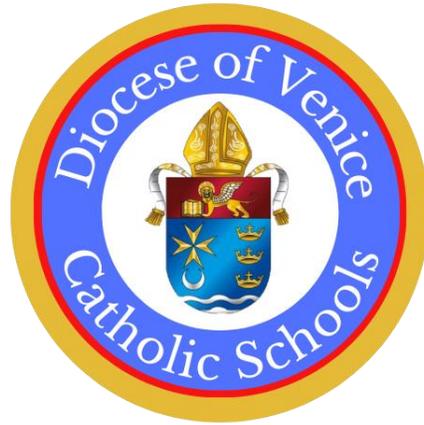
					example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)
				MA.5.NF.1.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.
		MA.5.NF.2	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.		
				MA.5.NF.2.1	Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
				MA.5.NF.2.2	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction; a. Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts;

					equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.); b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
				MA.5.NF.2.3	Interpret multiplication as scaling (resizing), by; a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication; Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
				MA.5.NF.2.4	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
				MA.5.NF.2.5	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions; a. Interpret

					<p>division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$; Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$;</p> <p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</p>
MA.5.NBT	Grade 5 Number and Operations in Base Ten				
		MA.5.NBT.1	Understand the place value system.		
				MA.5.NBT.1.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
				MA.5.NBT.1.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

				MA.5.NBT.1.3	Read, write, and compare decimals to thousandths; a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$; Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
				MA.5.NBT.1.4	Use place value understanding to round decimals to any place.
		MA.5.NBT.2	Perform operations with multi-digit whole numbers and with decimals to hundredths.		
				MAFS.5.NBT.2.1	Fluently multiply multi-digit whole numbers using the standard algorithm.
				MAFS.5.NBT.2.2	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
				MAFS.5.NBT.2.3	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MA.5.OA	Grade 5 Operations and Algebraic Thinking				
		MA.5.OA.1	Write and interpret numerical expressions.		

				MA.5.OA.1.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
				MA.5.OA.1.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation ,add 8 and 7, then multiply by 2, as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.
		MA.5.OA.2	Analyze patterns and relationships.		
				MA.5.OA.2.1	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule Add 3, and the starting number 0, and given the rule Add 6, and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.



Science Standards

Diocese Of Venice Catholic School Standards For Science



By the very nature of creation, material being is endowed with its own stability, truth and excellence, its own order and laws. We must respect these truths as we recognize the methods proper to every science and technique.

Gaudium et Spes, #36

Science is a gift of human intellect, which is given to us by God to help us understand His Creation. Science is the study of interdependent relations in our earth's systems and structures that reflect God's truth, beauty, and goodness. These standards are directed toward life, earth, and physical aspects that enable deeper incorporation of children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image of God recognizing that scientific knowledge is a call to serve.

Life, Earth, and Physical Science foster growth in Christian virtue and develop an appreciation for God's creation and the good of society. Science is developing our stewardship and relationship in all aspects of our faith and Gospel values.

In a Catholic school, curricular formation....

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. ⁽¹⁾
2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. ²
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

Science K-6 Catholic Integrated Faith Standards

SC.K6.IF K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics				
	SC.K6.IF.1	Scientific Topics - General Standards		
			SC.K6.IF.1.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
			SC.K6.IF.1.2	Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith.
			SC.K6.IF.1.3	Value the human body as the temple of the Holy Spirit.
	SC.K6.IF.2	Scientific Topics - Intellectual Standards		
			IS1SC.K6.IF.2.1	Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.
			IS1SC.K6.IF.2.2	Describe the relationships, elements, underlying order, harmony, and meaning in God's creation.
			IS1SC.K6.IF.2.3	Explain how creation is an outward sign of God's love and goodness and, therefore, is , "sacramental" in nature.
			IS1SC.K6.IF.2.4	Give examples of the beauty evident in God's creation.
			IS1SC.K6.IF.2.5	Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.
			IS1SC.K6.IF.2.6	Describe God's relationship with man and nature.
			IS1SC.K6.IF.2.7	Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.
			IS1SC.K6.IF.2.8	Explain how science properly limits its focus to how things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.

			IS1SC.K6.IF.2.9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
			IS1SC.K6.IF.2.1 0	Analyze the false assumption that science can replace faith.
			IS1SC.K6.IF.2.1 1	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
	SC.K6.IF.3	Scientific Topics - Dispositional Standards		
			DS1SC.K6.IF.3.1	Display a sense of wonder and delight about the natural universe and its beauty.
			DS1SC.K6.IF.3.2	Share concern and care for the environment as a part of God's creation.
			DS1SC.K6.IF.3.3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
			DS1SC.K6.IF.3.4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

5th Grade Science

SC.5.E	Grade 5 Earth and Science				
		SC.5.E.5	Earth in Space and Time		
				SC.5.E.5.1	Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.
				SC.5.E.5.2	Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.
				SC.5.E.5.3	Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.
		SC.5.E.7	Earth Systems and Patterns		
				SC.5.E.7.1	Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.
				SC.5.E.7.2	Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.
				SC.5.E.7.3	Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.
				SC.5.E.7.4	Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.
				SC.5.E.7.5	Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.
				SC.5.E.7.6	Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.
				SC.5.E.7.7	Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.
SC.5.L	Grade 5 Life Science				

		SC.5.L.14	Organization and Development of Living Organisms		
				SC.5.L.14.1	Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.
				SC.5.L.14.2	Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
		SC.5.L.15	Diversity and Evolution of Living Organisms		
				SC.5.L.15.1	Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
		SC.5.L.17	Interdependence		
				SC.5.L.17.1	Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
SC.5.N	Grade 5 Nature of Science				
		SC.5.N.1	The Practice of Science		
				SC.5.N.1.1	Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
				SC.5.N.1.2	Explain the difference between an experiment and other types of scientific investigation.
				SC.5.N.1.3	Recognize and explain the need for repeated experimental trials.
				SC.5.N.1.4	Identify a control group and explain its importance in an experiment.

				SC.5.N.1.5	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."
				SC.5.N.1.6	Recognize and explain the difference between personal opinion/interpretation and verified observation.
		SC.5.N.2	The Characteristics of Scientific Knowledge		
				SC.5.N.2.1	Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.
				SC.5.N.2.2	Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.
SC.5.P	Grade 5 Physical Science				
		SC.5.P.8	Properties of Matter		
				SC.5.P.8.1	Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.
				SC.5.P.8.2	Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.
				SC.5.P.8.3	Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.
				SC.5.P.8.4	Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.
		SC.5.P.9	Changes in Matter		
				SC.5.P.9.1	Investigate and describe that many physical and chemical changes are affected by temperature.
		SC.5.P.10	Forms of Energy		
				SC.5.P.10.1	Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.
				SC.5.P.10.2	Investigate and explain that energy has the ability to cause motion or create change.

				SC.5.P.10.3	Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.
				SC.5.P.10.4	Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.
		SC.5.P.11	Energy Transfer and Transformations		
				SC.5.P.11.1	Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).
				SC.5.P.11.2	Identify and classify materials that conduct electricity and materials that do not.
		SC.5.P.13	Forces and Changes in Motion		
				SC.5.P.13.1	Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.
				SC.5.P.13.2	Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.
				SC.5.P.13.3	Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.
				SC.5.P.13.4	Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.



Social Studies/History Standards

Diocese Of Venice Catholic School Standards For Social Studies and History



Social Science is the study of society and the relationship of individual members within society which we use to uncover the truth of our connection with one another through time and across geographic barriers. This study also helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the aspect of encounter. On the contrary, teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.

Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68

Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author...they will see the development of civilizations, and learn about progress...When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history [of universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.

The Religious Dimension of a Catholic School, 1988, # 58-59

In a Catholic school, curricular formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ

3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

Catholic Standards for Social Science

Students will use Social Science to nurture respect for all human life, develop an appreciation for multicultural diversity, and understand our responsibilities as Christian citizens of our communities and the world.

- A. To understand Catholic Tradition and its positive moral actions as students identify the importance of promoting human dignity, protecting human rights, and building the common good within the political systems of the United States government, not just with those around us, but for those who have gone before us and those who will come after us. CSAD2
- B. To delineate between the rights, duties, and responsibilities to one another, to our country, and to the global society as it is defined by Catholic social justice teaching.
- C. To use Catholic doctrine in order to directly promote human dignity and the responsibility of individuals to participate in civic discourse at the local, federal, and global level: value the diversity among students in the classroom and school community as children of God. CSAD3
- D. To respond to Catholic values that directly affect human dignity and the responsibility of individuals for the betterment of society.
- E. To promote Catholic identity while working to resolve conflict and acknowledging the role of the United States government, as evidenced by its citizens, by actively participating in the promotion of peace and solidarity.
- F. To display Catholic teachings and values while understanding the role of government in protecting human rights, discerning what is positive in the world, what needs to be transformed, and what injustice must be overcome. CSAD4
- G. Strive for a habitual vision of excellence. CSAD6

Social Studies and History K-6 Catholic Integrated Faith Standards

SS.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in History		
	SS.K6.IF.1	History - General Standards	
			SS.K6.IF.1.1
			SS.K6.IF.1.2
			SS.K6.IF.1.3
	SS.K6.IF.2	History - Intellectual Property	
			SS.K6.IF.2.1
			SS.K6.IF.2.2
			SS.K6.IF.2.3
			SS.K6.IF.2.4
			SS.K6.IF.2.5
			SS.K6.IF.2.6
			SS.K6.IF.2.7
			SS.K6.IF.2.8
			SS.K6.IF.2.9

			SS.K6.IF.2.10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
			SS.K6.IF.2.11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
			SS.K6.IF.2.12	Examine how history can assist in the acquisition of values and virtues.
	SS.K6.IF.3	History - Dispositional Standards		
			SS.K6.IF.3.1	Select and describe beautiful artifacts from different times and cultures
			SS.K6.IF.3.2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
			SS.K6.IF.3.3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
			SS.K6.IF.3.4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
			SS.K6.IF.3.5	Justify the significance and impact of the Catholic Church throughout history.
			SS.K6.IF.3.6	Develop a habitual vision of greatness.

5th Grade Social Studies

SS.5.A Grade 5 American History				
	SS.5.A.1	Historical Inquiry and Analysis		
			SS.5.A.1.1	Use primary and secondary sources to understand history.
			SS.5.A.1.2	Utilize timelines to identify and discuss American History time periods.
	SS.5.A.2	Pre-Columbian North America		
			SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
			SS.5.A.2.2	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).
			SS.5.A.2.3	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.
	SS.5.A.3	Exploration and Settlement of North America		
			SS.5.A.3.1	Describe technological developments that shaped European exploration.
			SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
			SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
	SS.5.A.4	Colonization of North America		
			SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement.
			SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies.

			SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
			SS.5.A.4.4	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
			SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
			SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.
	SS.5.A.5	American Revolution & Birth of a New Nation		
			SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution.
			SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution.
			SS.5.A.5.3	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
			SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution.
			SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution.
			SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
			SS.5.A.5.7	Explain economic, military, and political factors which led to the end of the Revolutionary War.
			SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution.
			SS.5.A.5.9	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
			SS.5.A.5.10	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

	SS.5.A.6	Growth and Westward Expansion		
			SS.5.A.6.1	Describe the causes and effects of the Louisiana Purchase.
			SS.5.A.6.2	Identify roles and contributions of significant people during the period of westward expansion.
			SS.5.A.6.3	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
			SS.5.A.6.4	Explain the importance of the explorations west of the Mississippi River.
			SS.5.A.6.5	Identify the causes and effects of the War of 1812.
			SS.5.A.6.6	Explain how westward expansion affected Native Americans.
			SS.5.A.6.7	Discuss the concept of Manifest Destiny.
			SS.5.A.6.8	Describe the causes and effects of the Missouri Compromise.
			SS.5.A.6.9	Describe the hardships of settlers along the overland trails to the west.
SS.5.C	Grade 5 Civics and Government			
	SS.5.C.1	Foundations of Government, Law, and the American Political System		
			SS.5.C.1.1	Explain how and why the United States government was created.
			SS.5.C.1.2	Define a constitution, and discuss its purposes.
			SS.5.C.1.3	Explain the definition and origin of rights.
			SS.5.C.1.4	Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.
			SS.5.C.1.5	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
			SS.5.C.1.6	Compare Federalist and Anti-Federalist views of government.
	SS.5.C.2	Civic and Political Participation		
			SS.5.C.2.1	Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.

			SS.5.C.2.2	Compare forms of political participation in the colonial period to today.
			SS.5.C.2.3	Analyze how the Constitution has expanded voting rights from our nation's early history to today.
			SS.5.C.2.4	Evaluate the importance of civic responsibilities in American democracy.
			SS.5.C.2.5	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.
	SS.5.C.3	Structure and Functions of Government		
			SS.5.C.3.1	Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.
			SS.5.C.3.2	Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
			SS.5.C.3.3	Give examples of powers granted to the federal government and those reserved for the states.
			SS.5.C.3.4	Describe the amendment process as defined in Article V of the Constitution and give examples.
			SS.5.C.3.5	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
			SS.5.C.3.6	Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.
SS.5.E	Grade 5 Economics			
	SS.5.E.1	Market Economy		
			SS.5.E.1.1	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.
			SS.5.E.1.2	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
			SS.5.E.1.3	Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

	SS.5.E.2	The International Economy		
			SS.5.E.2.1	Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.
SS.5.G	Grade 5 Geography			
	SS.5.G.1	The World in Spatial Terms		
			SS.5.G.1.1	Interpret current and historical information using a variety of geographic tools.
			SS.5.G.1.2	Use latitude and longitude to locate places.
			SS.5.G.1.3	Identify major United States physical features on a map of North America.
			SS.5.G.1.4	Construct maps, charts, and graphs to display geographic information.
			SS.5.G.1.5	Identify and locate the original thirteen colonies on a map of North America.
			SS.5.G.1.6	Locate and identify states, capitals, and United States Territories on a map.
	SS.5.G.2	Places and Regions		
			SS.5.G.2.1	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.
	SS.5.G.3	Environment and Society		
			SS.5.G.3.1	Describe the impact that past natural events have had on human and physical environments in the United States through 1850.
	SS.5.G.4	Uses of Geography		
			SS.5.G.4.1	Use geographic knowledge and skills when discussing current events.
			SS.5.G.4.2	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.