

## GRADE 5

### GOAL ONE

**CREED:** Understand, believe and proclaim the Triune God as revealed in the signs of creation, Sacred Scripture, Catholic Tradition and human experience.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
5.01.01 Identify the Trinity in the <a href="#">Nicene Creed</a> .	Point out the section of the Creed identifying each person of the Trinity and their distinctions. Examine what it means to live a life of faith.	Social Studies. Write a five- paragraph essay comparing Trinitarian understanding of God with the understanding of another faith tradition.
5.01.02 Identify the <a href="#">revelation</a> of the Trinity in the Gospel of Mark (04)	Identify/find Mark 1:1, 1:10-11, 9:7 as Mark’s naming of Jesus as the Son of God. State how the voice describes Jesus in Mk. 1:11. State what this might say about a parent’s relationship with a child.	Science. State how science uses evidence to prove a theory. Give one example of this in your project research.
5.01.03 Understand that the Church teaches that Jesus Christ is truly God and truly human.	Can state the phrase, Jesus Christ is true God and true man. Identify how this formula is stated in Nicene Creed. Explain what “true God” means and what “true man” means.	Science. Research how one scientist published his/her findings. State why it is important to publish scientific findings.
5.01.04 Understand that faith is a gift freely given by God and freely received.	Write a reflection on “What does the gift of faith mean to me?” “How do I feel when I call myself a beloved son or daughter of God?” Share the reflection in a small group. Report insights to the class.	Language Arts. Research life of St. Augustine and his mother St. Monica. Write a biographical sketch of Augustine and Monica. Describe Augustine’s conversion process. Explain this quotation from St. Augustine: “Our hearts are restless until they rest in God.” (07)
5.01.05 Identify the <a href="#">marks of the Church</a> : <a href="#">one</a> , <a href="#">holy</a> , <a href="#">Catholic</a> , <a href="#">apostolic</a> .	Describe the marks of the Church. Write an essay defining one of the marks and why this characteristic is important in our understanding of the church.	Language Arts. Read about a service institution such as a hospital. Describe the characteristics of the institution. Design a chart listing the characteristics.
5.01.05 Recognize Mary as the <a href="#">Immaculate Conception</a> . (07)	Define term Immaculate Conception. Reflect on Hail Mary writing what it means to be “full of grace.” In my journal, describe how I respond to God’s inner call to be holy.	Language Arts. Write a biography of St. Bernadette Soubirous incorporating the social situation of France in her time. State Bernadette’s age when Mary appeared to her and what she wanted. Explain why people go to Lourdes today. (07)

## GRADE 5

### GOAL TWO

#### SACRAMENTS - Understand and participate in the sacraments of the Church as efficacious signs of God's saving power.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
5.02.01 Describe sacraments as <a href="#">supernatural signs</a> of <a href="#">grace</a> instituted by Christ and given to the Church to strengthen our faith and make us holy.	State definition of the sacraments, supernatural signs and grace. State how might we know that the sacrament of the Eucharist helps me to become holy. Using a chart differentiate natural signs from supernatural signs. Describe the difference.	Transportation: Identify a new traffic sign and what it means. Art. Draw or cut out paper designs of sacramental symbols for each of the sacraments. Make a collage of these symbols.
5.02.02 Identify sacraments of initiation: Baptism, Confirmation, and Eucharist.	Name the sacraments of initiation orally and/or in writing. State why the Church calls these sacraments the sacraments of initiation. Identify derivations of each word: baptism, confirmation, and Eucharist. Explain how the Sacrament of Baptism is the "door" to the other sacraments.	Community Life: State requirements for entering into scouts, football league, etc. Examine importance to have requirements for initiation. Family life: Obtain copy of Baptism and First Communion certificates and photos of the family celebrations of these events. Report how the family celebrated these events. State how might you celebrate your anniversary of baptism.
5.02.03 Name the <a href="#">symbols</a> of the sacraments of initiation.	Identify the symbols of each sacrament of initiation. Explain how these symbols help us to understand the meaning of each of the sacraments.	Language Arts. Using Mk. 1:4-11, compare how John baptized with how the early Christians baptized. Explain why you think Jesus was baptized.
5.02.04 Recognize the Eucharist as the center of Christian life.	Describe meaning of word "Eucharist." Write a reflection on why the Eucharist is central to my life.	History. Research significance of the Pesach meal in Jewish history.
5.02.05 Identify sacraments of healing: Penance/Reconciliation and Anointing of the Sick.	Name the sacraments of healing. Describe circumstances in which I might need a sacrament of healing. Describe how I feel when I am forgiven or after I recover from an illness. State why is it important to feel good about myself.	Language Arts. Design an argument for forgiving someone when the person who hurt you did not ask for forgiveness. Explain how forgiveness and healing are connected.
5.02.06 Name the symbols of the sacraments of healing words of <a href="#">absolution</a> and <a href="#">oil of the sick</a> .	Identify the symbols of each sacrament of healing. Name what kind of oil is used in the oil of the sick.	Science. Describe the nature of oil. Describe how oil is used in another culture for healing.

## LEARNING OUTCOME

5.02.07

Identify [essential elements](#) of the Sacrament of Penance/Reconciliation: [confession](#), [act of sorrow](#), [resolution](#) to not sin again, and [absolution](#) by a priest.

5.02.08

Identify [sacraments of service](#): [Matrimony](#) and [Holy Orders](#).

5.02.09

Identify sacraments that have the [indelible seal](#) of the Holy Spirit.

## SAMPLE ASSESSMENTS

Name the elements of the Sacrament of Penance/Reconciliation. Review an examination of conscience based on Ten Commandments and the Beatitudes. Describe how examining my behaviors and attitudes helps me to prepare for receiving the Sacrament of Penance. Prepare a reconciliation service for receiving the Sacrament of Penance/Reconciliation.

Name sacraments of service. Describe what it means to be of service to others. Identify ways in which I serve my family, my parish, my friends, people who need me in another part of the world. Write an essay about how Holy Orders and Matrimony are sacraments of service.

Describe indelible seal of the sacrament. Identify sacraments with the indelible seal. Describe the action of the Holy Spirit in the sacramental life of the Church. Describe how I pray to the Holy Spirit. Write a description of the sacramental seal of Baptism.

## CONNECTIONS

Art. Examine Rembrandt's painting of the Prodigal Son. Describe how does the painting portrays the meaning of forgiveness. Investigate why Rembrandt may have painted this piece.  
Family Life. Take the opportunity to attend a parish reconciliation service during the season of Lent. Prepare for this opportunity by sharing as a family the importance of forgiveness in family life.

Parish life. Invite pastor to talk about the elements of the Sacrament of Holy Orders and why it is a sacrament of service. Write a report on the presentation. (08)  
Family life. Write or share a report on how family members serve each other. List how my family participates in the life of the parish.

Language Arts. Research how the seal was used in communication and industry. Describe how seals are used today. State who in the church uses a seal today. State why are seals important.

**GRADE FIVE**

**GOAL THREE**

**CHRISTIAN LIVING: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressing in love for God, positive self-image, personal integrity, social justice and love of neighbor.**

<b>LEARNING OUTCOME</b>	<b>SAMPLE ASSESSMENTS</b>	<b>CONNECTIONS</b>
5.03.01 Recognize Christian <a href="#">morality</a> as an invitation to respond freely to God's love.	State meaning of morality. Describe meaning of free choice. Write a reflection on how my behaviors and attitudes show love for God and others. Write a description of human freedom. Describe how morality is connected to following Jesus.	Family Life. At a time for family sharing make a list of choices I am free to make with parent guidance. List choices that I am not free to make by myself. List choices that I would not make because they would be hurtful to self or others.
5.03.02 Identify sense of personal goodness and self-worth as being responsible and loving to self and others.	Indicate through personal behaviors a sense of respect for self and others. Write a reflection on how I see myself as good.	Science. Develop a cooperative project to resolve an environmental problem. Report the project to a representative of the EPA.
5.03.03 State the Two Great Commandments	State orally and/or in writing the Two Great Commandments. Compare how the Two Great Commandments include the entire Decalogue.	Art. Using a calligraphy pen or marker create a manuscript of the Two Great Commandments using calligraphy.
5.03.04 Identify the Eight <a href="#">Beatitudes</a> as Jesus' teaching about the Kingdom and moral goodness.	Recognize the Eight Beatitudes as a teaching of Jesus' sermon to the people Mt. 5:1-12 Choose one Beatitude and talk/write about how that Beatitude comforts or challenges me.	Mission. Develop a class goal to participate Catholic Relief Services environmental project in Africa. Describe the relationship between poverty and pollution of the environment. (08, 09)
5.03.05 State Ten Commandments.	Name the Ten Commandments. State how the first three honor God. State in positive language the next seven commandments. Write as reflection on how the commandments are signs of God's love and care for me?	History. Write a two-page report on the history of the Decalogue and identify all the resources used to write the report. State meaning of Decalogue.
5.03.06 Recognize the necessary conditions of sin and its <a href="#">consequence</a> .	Describe conditions for sin. Define consequence. Examine possible consequences for examples of sins. Draw a cartoon that caricatures consequences of a sinful behavior. Collaborate with students in finding examples of good behaviors and the consequences.	Literature: Read a story highlighting the nature of good and evil. Compare how good characters are depicted in contrast to evil characters. State the consequences evil in the story. State the consequences to goodness.

5.03.07

Distinguish between [serious sin](#) and [venial sin](#) as related to confession and absolution in the Sacrament of Penance/Reconciliation.

Give examples of serious sin and venial sin. State the conditions for serious sin. Identify why serious sin must be confessed in the Sacrament of Penance/Reconciliation. Write a reflection on why is it important to tell God of our sorrow.

Story. Find examples in literature of characters who lack sorrow for their sinful acts. Identify consequences for lack of remorse in a judicial court.

5.03.08

Identify moral goodness with [justice](#) and [stewardship](#).

Define justice and stewardship. Give examples of standing for justice. Give examples of stewardship of the environment. Give examples of stewardship in parish life. Write a reflection of five paragraphs on how my choices relate to justice and stewardship. Agree on one action the class will take to participate in a parish stewardship opportunity.

Social action. Write a letter to a political representative about a justice issue in our state. Describe the issue. State how you would like the representative to take action. Report the response of the official. Examine the importance of taking a stand about issues.

Family life: Report to family about the justice activity and invite family support. If a member of the family also writes or calls the representative report the response of the official.

5.03.09

Show understanding that my actions, good and bad, are subject to God's [judgment](#).

Define judgment. Give an example of how a human judge examines and judges a person's actions. Describe how do you think God judges. Read Psalm 51. Highlight lines that communicate an understanding of God's mercy and judgment.

Civics. Invite a judge to be interviewed by the class. Design interview questions for the meeting. After the interview, highlight insights gained from the interview. Examine the importance of the role of a judge in the community.

5.03.10

Identify the states of life after death: heaven, [purgatory](#), [hell](#).

Articulate how states after death are lifelong choices. Discuss how we might know that God always chooses to save us. Find scripture passages that describe God saving actions. Describe the conditions for God's forgiveness. Identify stories from the Gospels that show how Jesus forgave.

Media. Watch the movie "The Green Line." Discuss how the prisoner understood God's salvation. Describe how the prisoner exemplified compassion. State how the prisoner changed the guard's (Tom Hanks) life.

5.03.11

Identify meaning of [sanctifying grace](#).

Define sanctifying grace. List words or phrases that describe what it means to be in a state of grace. Examine how might we know that we receive the gift of God's grace in our lives. Compose a prayer of thanks to the Holy Spirit for the gift of grace.

Music. Learn the song "Amazing Grace." Research the life of John Newton, 1725-1807. State why Newton wrote the song.

**GRADE 5**

**GOAL FOUR**

**SACRED SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through the signs of scripture .**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
5.04.01 Understand meaning of gospel.	Define meaning of gospel and derivation of word. Share why the Gospel is good news.	Family life: Share the Sunday liturgical readings weekly for family reflection and prayer.
5.04.02 Understand meaning of <a href="#">evangelist</a> .	Define meaning of evangelist and derivation of word.	Language Arts. Write a newspaper article about good news. Read the article to the class.
5.04.03 State the Gospel of Mark is found in the New Testament.	State meaning of New Testament. Locate the Gospel of Mark in the New Testament.	Art. Draw the symbol used to identify Mark the Evangelist. State why this symbol was used.
5.04.04 Identify the writer of the Gospel of <a href="#">Mark</a> , the time of writing and the community for whom the gospel was written.	Write a biographical sketch to include when and where he lived, his education, his travels, how he knew Jesus and why he may have written the gospel. Identify which apostles Mark knew. Explain why you think Mark wrote his gospel.	History. Research the life of the early Christians during the time of Emperor Nero. State why Nero needed a scapegoat for burning Rome. Share how the Roman Christians felt. Identify the two great Apostles who were killed by Nero. Draw a caricature of Nero.
5.04.05 Understand Mark’s gospel as a gospel of <a href="#">proclamation</a> .	Define proclamation. State what Mark was proclaiming. Identify the chapter and verse where the proclamation is located.	Language Arts. Write a proclamation for a small town about one of its famous citizens.
5.04.06 Identify the chief characters in the Gospel of Mark especially Jesus, John the Baptist, <a href="#">Peter</a> , the <a href="#">Twelve Apostles</a> , Judas, <a href="#">Herod</a> , Moses, Elijah, the <a href="#">demons</a> , the <a href="#">Pharisees</a> , <a href="#">Mary Magdalene</a> .	Read the Gospel of Mark in the course of the year with classmates to its original ending (Mk1-16,8). Name the main character, the antagonists. Identify Jesus’ identity from the beginning in Mark’s Gospel. Propose why Jesus wanted his identity to be kept secret. State who proclaimed Jesus’ identity when he died and why this would be important to Roman Christians.	Geography. Draw a map of Israel identifying the towns and cities to which Jesus traveled as well as topography. History. Research life of Herod Antipas. Explain why the Jews hated Herod.
5.04.07 Identify the Persons of the Holy Trinity in the story of Jesus’ baptism.	Read Mk.1, 4-11. Identify in the baptism of Jesus his relationship with God. Write a reflection on yourself as God’s beloved child.	Dictionary: State meaning of theophany. Name people in the Old Testament who experienced God as revealing something to them in a direct way.

<p>5.04.08 Identify the role of <a href="#">St. John the Baptist</a> in the Gospel of Mark.</p>	<p>Read Mk. 1, 1-11. Describe the role of John the Baptist. Find the passage quoted in Mark from Isaiah in the Book of Isaiah. Explain why Mark identifies John as a prophet. State why you think Jesus wanted to be baptized.</p>	<p>History. Research the Jewish faction called the Essenes. State when they were organized, why, where and how they lived. Explain why scholars think that John the Baptist belonged to the Essene community. Find pictures of the Dead Sea Scrolls.</p>
<p>5.04.09 Understand the power of Jesus to heal and to forgive in the Gospel of Mark.</p>	<p>Recount a story in Mark about Jesus healing. Recount one story about Jesus forgiving sin. State why the Jewish leaders thought Jesus broke the law. State what the demons know about Jesus if they are present in the story. Examine why Jesus warns the demons not to speak. Identify which sacrament uses touch to show healing and forgiveness.</p>	<p>Biography. Research the life of Ann Sullivan, Helen Keller’s teacher. Describe how Ann used touch to teach Helen. Health and Safety. Identify what is “good touch” and “bad touch” in relationship to your health and safety. State who are people who have a responsibility to touch others in their profession.</p>
<p>5.04.10 Understand Jesus as teacher in the Gospel of Mark.</p>	<p>Find two events in the Gospel of Mark when Jesus teaches. Identify Jesus’ audience. State his message.</p>	<p>Family life: Reflect on our parents as teachers. Write a description about something important your parent/guardian taught you.</p>
<p>5.04.11 Identify <a href="#">parables</a> in the Gospel of Mark.</p>	<p>Define parables. Identify two parables from Mark’s gospel. Recount the parable of the farmer sowing seed (Mk. 4, 1-9). State the meaning. Describe why this parable is important in the life of a disciple. Find the same parable in the gospels of Matthew and Luke. Compare/contrast the parable accounts.</p>	<p>Art. Using various types and colors of seeds design a mural of the parable of the farmer and the seed. Or, draw a sequential cartoon of the parable. Examine how drawing helps us to remember the parable.</p>
<p>5.04.12 Identify meaning of <a href="#">discipleship</a>.</p>	<p>Define disciple. Answer the questions: What did Jesus mean when he asked his disciples to follow him? Where in Mark’s gospel did Jesus’ disciples seem willing to follow him? When did they hesitate? When did they leave him? Why? Do you think that it is easy for Jesus’ disciples to follow Jesus? Why. Why not?</p>	<p>Biography. Research the life of St. Peter. Provide what historical evidence we know of Peter to the students. Read the letters of Peter in the New Testament with students. Write a third letter from Peter telling us how we can be disciples of Jesus in our time.</p>
<p>5.04.13 Understand significance of the <a href="#">miracle</a> of the loaves.</p>	<p>Review the accounts of the loaves and fishes in Mk. 6,30-44 and 8, 1-10. Describe meaning of miracle. Examine why people of Jesus’ time thought that this was a miracle. State why you think the event was important enough for Mark to write about it.</p>	<p>Social Analysis. Describe hunger in one part of the world. Analyze the causes for the hunger experienced by the people. Problem solve about how you think hunger in the world can be eliminated. Write a letter to the Secretary General of the United Nations to share your concerns.</p>

5.04.14 Identify significance of the <a href="#">transfiguration</a> of Jesus	In the story about the transfiguration of Jesus (Mk.2-8) recount how Jesus looked. Define transfiguration. Answer the following: Who appeared with Jesus? Why would Jesus be speaking with these men? Why are these men important in the Old Testament? How did the apostles feel? What did they hear?	Drama. Design a ritual play of the event of the transfiguration using the story from Mark with a modern twist. Incorporate the drama as part of a prayer service sometime before the season of Lent. Involve the class in the dramatic presentation and the prayer service as actors, readers, chorus, prayer leaders, etc.
5.04.15 Identify two <a href="#">nature miracles</a> of Jesus in Mark's gospel.	State meaning of nature miracle. Identify the significance of these types of miracles. State why you think the nature miracles occurred. State who witnessed these miracles. Examine why these miracles were important for Mark's gospel.	Science. Research the Hubble experiment. Find some of the photos from Hubble online from NASA. State why this experiment is important.
5.04.16 Understand Jesus' decision to go to Jerusalem.	Recount the three predictions found in Mark. State how the disciples felt about these predictions. Recount what Jesus said Peter. Examine how we might understand Jesus' decision to risk his life in this way.	History. Research how people were baptized in Rome during Peter and Paul's time. Examine how discipleship was a life or death proposition. Write a story imagining yourself in that situation. State whether you would want to be a Christian and why.
5.04.17 Explain why the disciples perceived Jesus' walk to Jerusalem to be so difficult.	Recount how the disciples questioned Jesus, refused to accept his predictions of death and did not understand his prediction about his rising from the dead (Mk 10,32-34). Write a poem following Jesus. Place the poem in your faith portfolio.	Biography. Research lives of St. Francis Xavier and St. Francis Xavier Cabrini. Write a biographical sketch about one of the saints. State how did these missionaries reflect Jesus' call to be disciples. Report your findings to the class. State when Mother Cabrini lived in Chicago and what did she did. State why Mother Cabrini chose the name of Francis Xavier as her religious name. Take a field trip to the location of Mother Cabrini's home in Chicago.
5.04.18 Identify who is greatest in the Kingdom of Heaven.	Recount Jesus' sayings about children (Mk. 10, 13-16). Describe how Jesus treated children. Describe how this saying comforts and challenges us about belonging to God's Kingdom. Write a psalm about the Kingdom of Heaven.	Social Studies. Research how children in are treated today in family life compared to Roman times. Research the life of Agnes of Rome. Identify how she went against the social expectations for Roman girls. State when Roman girls married. Research the church's social teaching on the dignity of every person.

5.04.20

Identify the respect Jesus had for women.

Recount a story from Mark where he interacts with women. Describe what in Jesus' culture makes his interaction with women so unusual. Design a collage of magazine pictures of how our society views women. State your perception of what you learned. Examine how modern disciples of Jesus would treat women.

Social Studies. Research statistics about women, children and poverty. Analyze what causes injustice against women and children in our culture. When looking at statistics on race, women and children, state how race enters into the picture. Discuss why sexism and racism are evil.

5.04.21

Explain the significance of Jesus' last meal of the [Passover](#) with his disciples.

Recount the story of the meal before Jesus' death in Mk. 14, 12-26. Describe what Jewish feast Jesus and his friends were celebrating. Examine why this meal with Jesus was important for the disciples to remember?

History. Research the Jewish celebration of Pesach. State why God's covenant with the Jews is important to remember. Identify elements of the Jewish Passover meal used in Mark's account of the last supper. Compare to the modern celebration of Pesach. Identify the role of the children at the meal.

5.04.22

Explain the meaning of the [Paschal Mystery](#).

Recount the passion story of Jesus in Mark 14, 27 – 16, 8. State why Peter argues with Jesus. Answer the questions: What name does Jesus call God in his night of prayer in the garden of Gethsemane (Mk.14, 36)? How was his prayer that night consoling to him? Why do you think Judas betrayed Jesus? What did the Jewish leaders accuse Jesus of doing? Why did Pilate have a hard time convicting Jesus? At the time of the death of Jesus, who proclaimed Jesus as the Son of God? Why is this significant? Who buried Jesus? Why wouldn't the apostles have buried Jesus? Who accompanied Joseph of Arimathea? Why?

Family Life. Participate as a family in the parish Good Friday liturgy. Talk about what is different about this liturgy than all others. Share how the Good Friday liturgy prepares us for the celebration of Easter Sunday.

5.04.23

Understand Mark's account of the [resurrection](#) of Jesus (Mk. 16, 1-8).

Recount the story of the empty tomb. Answer the questions: Who was in the tomb? Who saw the young man? How was he dressed? What did the young man tell the women to do? Why do you think that fled and said nothing? Refer to the third prediction of Jesus' death in Mk. 10, 32-34. Why do you think Jesus predicted his resurrection? Did the apostles believe him? Would they have believed the women? How does Mark's story of the resurrection challenge me?

History. From your research on the history of the early Christian community in Rome answer the questions: How would the early Roman Christians in Mark's time have felt about being baptized?

Would they have been fearful like the women and the disciples? Why would they have been happy to follow the Lord Jesus Christ? Find pictures of the Roman catacombs. Identify the Christian symbols used to mark these graves.

Family life. Invite entire family to attend a Sunday Easter liturgy. Share your insights about the gospel reading for this Mass. Share how the story about Jesus' resurrection helps you to feel hopeful about your own life. Share how going to Mass on Easter Sunday enhances your family's celebration of Easter.

**GRADE FIVE:**

**GOAL FIVE**

**LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist the source and summit of Christian life.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
5.05.01 Show understanding that all forms of <a href="#">liturgy</a> are the actions of the Holy Spirit intending to make us holy.	Participate in liturgical events with sense of openness and reverence. Exhibit understanding that God’s ongoing creative love and power are revealed in the liturgy. Participate actively in appropriate liturgical functions. Read John 14, 15-21. Explain Jesus’ promise of the Holy Spirit and its importance to his disciples. Describe how the Holy Spirit reveals God’s love for us.	Scripture. Read John’s account of the Last Supper and washing of the apostles’ feet (John 13, 1-17). Describe how did Jesus used the ritual of washing feet to teach his friends. Music. Learn the song “Come, Holy Spirit, Wind and Fire.” (St. Catherine, Alan Hommerding, 1993, WLP) State the symbols used to describe the Holy Spirit used in the song and what they mean.
5.05.02 Exhibit understanding of the sacrificial nature of the Mass in the words of consecration.	Identify and compare words of consecration in the Mass with the words of Jesus at the last supper as recounted in Mark 14, 22-24.	Family Life. Attend Sunday Mass weekly with the family. Support the student’s role of acolyte in the liturgy through active participation in liturgy.
5.05.03 Exhibit understanding that in receiving Holy Communion one receives the living Christ.	State understanding of the eucharistic presence of Christ. Show reverence in receiving Holy Communion. Articulate the inner attitude needed to receive Holy Communion fruitfully.	Music. Learn “ <i>Pescador de Hombres</i> /Lord, When You Come.” Describe why you think that this song is sung during Holy Communion. Describe the relationship between Eucharist and service.
5.05.04 Compare the symbols used in the Mass and the symbols of the Jewish Passover meal.	Identify the symbols of the Mass and the symbols of the Passover meal. Compare/contrast the use of the symbols of bread and wine in the Mass and in the Passover meal. Describe the importance of what Jesus did with the bread and wine.	Religion. Bring to class a sample of <i>matzoh</i> , respectfully examine and eat the bread. State why <i>Matzoh</i> is used only during Passover. Describe how we treat the symbols of others’ faith traditions. (10)
5.05.05 State meaning of <a href="#">symbol</a> and <a href="#">ritual</a> .	Define symbol and ritual. Give examples of symbols in the sacraments. Give examples of ritual in the Catholic Church.	Family life: Describe how your family celebrates family events and holidays. Exhibit special symbols used in celebrations.
5.05.06 Identify symbols used in the celebration of the sacraments of initiation.	Name symbols for the sacraments of Baptism, Confirmation and Eucharist.	Culture. Research the Hindu religion. Compare artifacts used in Hindu ritual with objects used in Christian liturgy.

5.05.07

Identify symbols used in the Sacrament of the Sick.

Name the symbols for the Sacrament of the Sick. Indicate understanding of the purpose of the Sacrament of the Sick.

Read account of the cure of the blind man at Bethsa'ida (Mk 8, 22-25) Jesus did not follow the ritual for cleanliness when he touched the blind man. Answer the questions: Why did Jesus touch the man? What happened? Why do you think it was important for Jesus to touch the blind man?

Read account of the anointing of Jesus (Mk 14, 3-9). Answer the questions: What did the woman do? What ritual did Simon not do for Jesus? Jesus broke a ritual rule by allowing the woman to touch him? Why did Jesus allow this? How did it help the woman? How in both of these stories was Jesus acting as a healer? Why do you think he healed people?

Family life: Identify members of the family who may have received the Sacrament of the Sick. Describe what happened. State how family members felt after the sick member received the sacrament. Describe what consolation means.

5.05.07

Develop a prayer service using components of liturgical prayer.

Identify elements of liturgical prayer to include Sign of Cross, opening prayer, scriptural reading with response, Our Father. Work with group to compose a prayer service. Participate in some aspect of the prayer service.

Science. Describe what is needed to conduct an observation. Design an observation experience. Describe the components of the observation. Chart what data was obtained.

**GRADE FIVE  
GOAL SIX**

**CHRISTIAN PRAYER AND SPIRITUALITY: Understand and express the different forms of prayer consciously recognizing the work of the Holy Spirit and the meaning of self-surrender to God.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
5.06.01 Show understanding that God is in relationship with him/her at all times.	Indicate ease in speaking about God in personal sharing, class interaction, written reflection.	Literature: Read “The Hound of Heaven” to students. Describe what the hound does. State what the metaphor means. Research the life of the author. Examine how the poem is a reflection of the author’s life.
5.06.02 Articulate in various ways that God loves him/her and wants only what is good in his/her life.	Reveal a positive attitude about life and relationship with God. Exhibit hopefulness in sharing about student’s view of life. Exhibit in written documents a sense of comfort in sharing true attitudes about life and relationship with God. Read Is. 45, 17-25with students. Answer the questions: What images of God do you see/hear in this passage? In verse 17a, place your name at the start of the sentence. What does the sentence mean to you when God speaks to you?	Literature: Review the story <i>The Giving Tree</i> (Shel Silverstein). Draw your own picture of the giving tree with you in the picture. Share your insights about your picture in a sharing circle.
5.06.03 Show understanding that every person has the potential for holiness.	Define holiness. Describe traits of holiness. Exhibit understanding that holiness is a gift from God given to everyone. Identify how I see holiness in my parents, teachers, family members and friends? Describe holiness that I might see in myself?	Biography: Write a two-page biography of St. Teresa of Avila. In a discussion about Teresa’s life identify how she exhibited holiness of life. Describe were aspects of Teresa’s life that were ordinary and what were extraordinary. (07)
5.06.04 Differentiate between <a href="#">formal/spoken prayer</a> and <a href="#">prayer of quiet/listening</a> .	Describes formal prayer and prayer of quiet. Exhibits understanding of the importance of listening to God in prayer through behaviors and attitudes shown while praying. Conduct a meditation experience using the Sunday Gospel.	Art: Draw using any medium a picture or abstract design showing how I feel when I pray. After drawing write a list of words to describe my feelings about God.
5.06.05 Identify psalm prayers in the Mass.	State where the psalms are located in scripture. Name favorite passages from particular psalms and why student favors these passages. Identify psalms of praise, thanksgiving, sorrow, petition. Write a psalm prayer.	Language Arts. Write a story about a Jewish student sitting in a synagogue listening to the singing of Psalm 111. Describe the synagogue.

5.06.06

Exhibit awareness that God forgives no matter the seriousness of the sin.

Articulate belief that God forgives sin no matter how serious when we show sorrow for the wrong we have done. Pray Psalm 53 and write verses showing how God forgives our sin. Write a personal act of sorrow using some of the phrases from Psalm 53.

Family life: Show examples of how family members forgive one another. State the importance of communication in family life. Find examples about how family members help each other not to hurt one another.

5.06.07

Articulate history and purpose of the rosary.

State history and purpose of the rosary. Review the twenty mysteries of the rosary. Pray the rosary using scripture to assist in meditating on the mysteries of the life of Christ.

History. Research the origins of the rosary. Identify how the rosary was used. Locate different kinds of rosaries and explain how they are used. Research other religions that use prayer beads. Explain the purpose of these beads. Describe how the rosary and prayer beads are alike or different.

5.06.08

Familiarize with Nicene Creed.

Recite the Nicene Creed. Identify how this creedal statement is used. Locate Persons of the Holy Trinity in the creed. Identify the marks of the Church.

History. Research when the Nicene Creed was written and used. Write a two page report of what you learned.

5.06.09

State [theological virtues](#).

Name theological virtues. Describe how the virtues of faith, hope and love help me to live the Christian life. Learn prayers for act of faith, act of hope, act of love.

Biography: Research life of St. Josephine Bakhita. Answer the questions: How did Josephine live a life of faith, hope and love? How does she inspire me to see a bigger picture than the immediate problems and disappointments of the day? (07)

## GRADE FIVE

### GOAL SEVEN

**CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church's origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
5.07.01 Show understanding that the Catholic Church is the primary trustee of the Christian message and mission.	State orally that the Catholic Church is entrusted with the mission of Jesus Christ. Identify with the Church by calling him/herself as Catholic.	Creed. Identify the marks of the Church that show its universal character. (01)
5.07.02 Identify <a href="#">Peter</a> as the first of the apostles and head of the early Christian community.	Recount story of Peter in Matthew being called by Jesus as the rock on whom the church would be built (Mt. 16, 13-19).	History. Find the names of the first five leaders of the early church in Rome and dates of their leadership.
5.07.03 Identify name of current Pope as the official head of the Catholic Church.	State name of Benedict XVI and a brief history of his life. Describe the responsibilities of the Pope.	Geography. Write a two page research paper on the geography of Germany. Identify its most important rivers and cities. Draw a map of Germany.
5.07.04 Understand that the Pope speaks in the name of the Church to all its members and to the world.	Identify places the pope has visited. Find pictures of the pope in media and state why he was in the news. Create a bulletin board of pictures/places that the Holy Father has visited.	Current events. Identify some of the issues that the Holy Father addresses. Examine why people around the world listen to a pope.
5.07.05 Identify the head of a <a href="#">diocese</a> is a <a href="#">bishop</a> , an archdiocese an <a href="#">archbishop</a> who also may be a <a href="#">cardinal</a> .	Define bishop, archbishop and cardinal. Identify how these roles are similar and how they differ. State the title of the Archbishop of Chicago.	Maps. Find a picture of Holy Name Cathedral and state where it is located on a city map. State why is it called a cathedral. Name and locate two basilicas in Chicago. State the purpose of a basilica.
5.07.06 Name current archbishop of Chicago.	State the name of the archbishop of Chicago and brief description of his origins. Find photos and news articles of Cardinal George and place on bulletin board.	Current events: Identify some of the issues that Cardinal George addresses in the Archdiocese of Chicago.

5.07.07

Articulate that [Holy Orders](#) is the sacrament that ordaining deacons, priests and bishops to serve the People of God in the Catholic Church.

Name Holy Orders as a sacrament of service. Identify how deacons, priests and bishops serve the Church.

Parish life: Name the deacon serving the parish. Name the priests serving the parish. Identify name of pastor. Describe how ordained ministers help you to be a better Catholic. (08)

5.07.08

Show understanding that all members of the Church belong to the [Communion of Saints](#) by reason of baptism.

Describe the Communion of Saints in this world and the next. Identify names of people included in the Communion of Saints.

Connect to lives of holy people studied this year. Create a Litany of Saints using names of holy people studied during the course of the year.

**GRADE FIVE**

**GOAL EIGHT**

**PARISH LIFE: Understand and participate in the life of the Church as lived in the parish through its community, worship, sacramental life, service, missionary endeavors and organization.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
5.08.01 Understand that the parish locates the community that Catholics have to live fully the Christian way of life.	Name various activities and events of parish life. Identify particular ways that students and families participate in the life of the parish. Why is it important to belong to the faith community? How do you participate in parish life?	Map. Study. Identify where the parish is located: address, location in the city, special topographical features. Architecture. In small groups, draw a blueprint of the architectural scheme of the parish buildings and outdoor highlights. Identify tools that are needed to do this project.
5.08.02 State meaning of <a href="#">stewardship</a> .	Define stewardship in terms of our response to God's blessings in our lives. Describe how we as a class use time, talent and treasure for other people. Describe how we feel when we give of ourselves. Examine how stewardship helps us to live as a disciple of Jesus. Design a class project in which the three aspects of stewardship need to be used. Plan how this project will be accomplished.	Community Life. Research a charitable organization like Catholic Relief Services. Find the organization online. Report the mission of the organization. Identify one program or project of the organization and describe its work. State how people are helped in the project. State why it is important for people to contribute to charitable organizations.
5.08.03 Participate in worship by participating in the liturgy of the Church especially Sunday Mass.	Shows willingness to participate in the liturgy on Sunday. Attend Mass with family on Sunday. Recount the Gospel reading of the previous Sunday and something of the homily.	Family Life. Encourage participation in Sunday liturgy through weekly reading of the Sunday readings. Participate in special events and responsibility to support children in regular attendance at Mass.
5.08.04 Perform duties of <a href="#">acolyte</a> .	Participate as appropriate in the liturgical role as acolyte. Exhibit reverence in completing this role. Exhibit unselfishness in giving time to this service. How does service to the community help you to feel a close part of the parish?	Family Life. Examine as a family how you might take active roles in the liturgical life of the parish. Identify how the family will support those who train for and take those roles. Identify how participation in the life of the Church helps family life.
5.08.05 Identify parishioners in terms of their <a href="#">vocation</a> . (09)	Name parishioners in their vocational roles: lay, ordained, married, single, teacher, catechist, parish associate, parent, etc. How do parishioners encourage each other in living the Catholic life?	Family life: Identify events that your family enjoys attending in the parish. Create a log of times that the family has attended parish liturgy, events, meetings, sacraments, etc.

5.08.06

Identify the cultural diversity of the parish.

Name the various ethnicities of parishioners. How does the parish celebrate the cultural heritage of its members? Why is diversity important in parish life?

Culture. In small working groups research one ethnic group in the history of the city. Locate where this cultural group lives. List special characteristics of the group. Find photos or magazine pictures of this group. Identify contributions of the group. Design a power point presentation about what you learned. Invite members of the cultural group to listen to your presentation to the class.  
Family life: Identify how your family celebrates the culture/s or your heritage.

## GRADE FIVE

### GOAL NINE

**VOCATION: Understand and undertake discipleship Christ responding in faith by participation mission of the Church through living a specific call in the life of the Church.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
5.09.01 Understand meaning of discipleship.	Describe discipleship by referring to General Glossary. Locate in the Gospel of Mark how Jesus described being a disciple.(Mk 1, 16-17) Describe how you follow Jesus in your life. Write a prayer asking the Holy Spirit to help you live a life of faithful discipleship.	Communications. Create interview questions to interview a community service person about their role. Decide whom to invite to be interviewed by the class. Decide what roles class members will take in the interview process from contacting the person, interviewing and report. Ask the person how he/she views this role as a vocation in life. Conduct the interview. Share your findings to the class.
5.09.02 Identify Sacrament of Baptism as initiation into a life of discipleship in Jesus.	State Baptism as the entrance into a life of following Christ. Give examples of how people in the parish community follow Christ. Identify parent/s as living God’s call when helping their child/ren to live the Christian life.	Communications. Interview a parent, grandparent or guardian asking him/her to share how they live a life of discipleship. Write an article about their response. Interview a parish minister (pastor, catechist, teacher, principal, DRE, etc.) asking him/her to share how they found their calling in the Church. Write an article about their response.
5.09.03 Recognize vocation as particular calls in the Church to live the <a href="#">Christian life</a> .	Describe vocations in terms of Christian marriage, ordained ministry, religious life and single life.	Family life: Find family photos that memorialize vocations of marriage, ordained ministry, religious life, service in parish life. Biography. Write a biography on the life of St. Thomas the Apostle. State what part of the world do Christians identify St. Thomas as their announcer of the Gospel.

## GRADE FIVE

### GOAL TEN

**ECUMENISM AND DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Christian churches, Jews, Muslims and all faith traditions.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
5.10.01 Understand that there are many <a href="#">religions</a> and only one God.	Name Christian denominations as communions of the baptized who share in the life of Christ. Name some world religions as believers in God who are not baptized. Name the religions who are members of the family of the faith of Abraham.	Family life: Identify members of family or neighborhood friend who belong to other churches. Answer the questions: How does the family find ways to include others not of the Catholic Church to participate in family religious events?
5.10.02 Identify <a href="#">Judaism</a> as the religion of God's <a href="#">covenant</a> with <a href="#">Abraham</a> .	State meaning of covenant. Identify God's covenant with Abraham as recounted in Gen.15, 1-6. Answer the questions: What did God promise to Abraham? Which son received the promise of the covenant?	History. Research the origins of the Talmud. Locate these books in the Bible.
5.10.03 Recognize the psalms as Jewish prayers found in the Old Testament.	Locate place in the Bible where the psalms are found. Find Psalm 23 and read it with classmates. Identify the metaphor of the psalm.	Liturgy: Locate in the ritual of the Mass when we pray a psalm or part of a psalm.
5.10.04 Identify the religion of <a href="#">Islam</a> as founded on the faith of Abraham.	State meaning of the word <i>Islam</i> . State that the religion of Islam is based on Abraham's belief and surrender to the one God.	Muslim Culture. Research: What day of the week is the Muslim holy day? What do Muslims do on that day? What is the name of their holy book? How should we treat this book? Find photos of a mosque and state the purpose of the mosque.
5.10.05 Identify the Prophet <a href="#">Muhammad</a> as the founder of Islam and the <a href="#">Quran</a> as the sacred scripture of Islam.	Name Muhammad as the founder of Islam. State that the followers of Muhammad believe in the one God. State the name of <i>Allah</i> as a name of God in Islam. State that Christians, Jews and Muslims all believe in the one God.	Family life: Identify members of family or neighborhood friends who are Muslims. State how the family finds ways to include these persons into family celebrations. Read a story about a Muslim family in the U.S.A. Compare family life with your family. Identify similar values.
5.10.06 Name the <a href="#">Pillars of Islam</a> practiced by Muslims in their religious tradition.	Identify the five pillars. Write a research paper on one of the Pillars to include the name of the pillar, the religious practice required by the pillar and reasons why this pillar is important to the religious tradition.	Language Arts. Research the life of the Prophet Muhammad. Include when/where he lived. Name five events in his life. State what Muhammad believed he was called by God to do. Identify a virtue that Muhammad practiced. State why Muhammad is called a prophet. Share your findings with the class.

