

GOAL ONE: GRADE FIVE

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 Nicene Creed .	Identify each person of the Trinity and their distinctions as stated in the Nicene Creed. Describe what it means to live a life of faith.	Language Arts. Have the student write an essay on the three persons of the Trinity and their attributes. Social Studies. Compare Trinitarian understanding of God with the understanding of another faith tradition. State why you believe in the Trinity.
5.01.02 Identify the revelation of the Trinity in the Gospel of Mark (04)	Find Mark 1:1, 1:10-11, 9:7. Identify these passages as Mark’s naming of Jesus as the Son of God. State how the voice describes Jesus.	Science. State how science uses evidence to prove a theory. Give one example of this in a research project.
5.01.03 Understand that the Church teaches that Jesus Christ is truly God and truly man.	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. List attributes of God and of human beings. Compare/contrast these attributes.	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.	Describe what it means to give or receive a gift freely. Write a reflection on “What does the gift of faith mean to me?”	Language Arts. Research life of St. Augustine and his mother St. Monica. Have the student 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.”
5.01.05 Identify the marks of the Church : one , holy , Catholic , apostolic .	Define mark. Describe the marks of the Church. Write about one of the marks and why this characteristic is important in our understanding of the church.	Science. Classify an assortment of beans. Identify their characteristics. Language Arts. Divide the class into four groups. Assign one of the marks of the Church to each group. Have the group describe the mark.
5.01.06 Recognize Mary as the Immaculate Conception .	Define 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. Have the student 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.

GOAL TWO: GRADE FIVE

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

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.02.01 Describe sacraments as supernatural signs of grace instituted by Christ and given to the Church to strengthen our faith and make us holy.</p>	<p>Define sacraments, supernatural signs and grace. State how I might know that the sacrament of the Eucharist helps me to become holy. Differentiate natural signs from supernatural signs. Give examples of each type. State that Jesus Christ instituted the sacraments. State that Christ entrusted the Church with the sacraments.</p>	<p>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 chart of these symbols.</p>
<p>5.02.02 Identify sacraments of initiation: Baptism, Confirmation, and Eucharist.</p>	<p>Name the sacraments of initiation orally and/or in writing. State why the Church calls these sacraments the sacraments of initiation. Explain how the Sacrament of Baptism is the “door” to the other sacraments.</p>	<p>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. Have the student state how one might celebrate an anniversary of baptism.</p>
<p>5.02.03 Name the symbols of the sacraments of initiation.</p>	<p>Identify the symbols of each sacrament of initiation. Explain how these symbols help us to understand the meaning of each of the sacraments.</p>	<p>Language Arts. Using Mk. 1:4-11, compare how John baptized with how the early Christians baptized. Have the student explain why he/she thinks Jesus was baptized.</p>
<p>5.02.04 Recognize the Eucharist as the center of Christian life.</p>	<p>Define Eucharist. Write a reflection on why the Eucharist is central to my life.</p>	<p>History. Research significance of the Pesach meal in Jewish history. Define Pesach.</p>
<p>5.02.05 Identify sacraments of healing: Penance/Reconciliation and Anointing of the Sick.</p>	<p>Name the sacraments of healing. Describe circumstances in which I might need a sacrament of healing. Compare/contrast how I feel before/after I am forgiven or after I recover from an illness.</p>	<p>Language Arts. Design an argument for forgiving someone when the person who hurt another did not ask for forgiveness. Explain how forgiveness and healing are connected.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>5.02.06 Name the symbols of the sacraments of healing: the words of absolution and the oil used in the anointing of the sick.</p>	<p>Identify the symbols of each sacrament of healing. Name the oil used in the Sacrament of the Anointing of the Sick.</p>	<p>Science. Describe the nature of oil. Describe how oil is used in health care. Parish Life. Go to church and find the holy oils. Find the confessionals and/or reconciliation rooms. Pray for people who are sick</p>
<p>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.</p>	<p>Define essential elements. Name the elements of the Sacrament of Penance/Reconciliation. Explain how to examine my conscience using the Ten Commandments and the Beatitudes. Prepare and participate in a reconciliation service for receiving the Sacrament of Penance/Reconciliation.</p>	<p>Art. Examine Rembrandt’s painting of the Prodigal Son. Describe how the painting portrays the meaning of forgiveness. 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.</p>
<p>5.02.08 Identify sacraments at the service of communion and mission: Matrimony and Holy Orders.</p>	<p>Name sacraments at the service of communion and mission. Describe what it means to be of service to others. Define mission. Identify how 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 at the service of communion and mission.</p>	<p>Parish life. Interview a married couple and a priest. Ask them how they are of service to others. Compare/contrast responses. Family life. Write or share a report on how family members serve each other. Mission. Do a class mission project. State how the project involves students in the life of the Church.</p>
<p>5.02.09 Identify sacraments that have the indelible character of the Holy Spirit.</p>	<p>Define indelible character of the sacrament. Identify sacraments with the indelible character. Describe the Holy Spirit’s action in me.</p>	<p>Language Arts. Recognize how a company or parish seal is an identifying character. Research how a seal was used in communication and industry. Describe how seals are used today. State who in the church uses a seal today. State why seals are important. Parish Life. Find out in the parish has a special seal. Identify how it is used. Get an imprint of the parish seal. Explain how the impression is made.</p>

GOAL THREE: GRADE FIVE

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.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>5.03.01 Recognize Christian morality as an invitation to respond freely to God’s love.</p>	<p>Define morality. Describe meaning of free choice. Describe how morality is connected to following Jesus. State why it is important to be free. Explain why moral choices are invitations to respond to God’s love.</p>	<p>Family Life. At a time for family sharing make a list of choices the student is free to make with a parent’s/guardian’s guidance. List choices that he/she is not free to make alone. Have the student list choices that he/she would not make because they would be hurtful to self or others.</p>
<p>5.03.02 Identify sense of personal goodness and self-worth as being responsible and loving.</p>	<p>Indicate through personal behaviors a sense of respect for self and others. Write a reflection on how I see myself as good.</p>	<p>Language Arts. Develop a cooperative project to resolve the problem of bullying. Art. Draw a cartoon showing respect for teachers, parents, siblings, or friends.</p>
<p>5.03.03 State the Two Great Commandments</p>	<p>State the Two Great Commandments. Compare how the Two Great Commandments include the entire Decalogue.</p>	<p>Art. Using a calligraphy pen or marker create a manuscript of the Two Great Commandments using calligraphy.</p>
<p>5.03.04 Identify the Eight Beatitudes as Jesus’ teaching about the Kingdom and moral goodness.</p>	<p>Recognize the Eight Beatitudes as a teaching of Jesus’ sermon to the people in Mt. 5:1-12. Rewrite the Beatitudes in my own words.</p>	<p>Mission. Develop a class goal to participate Catholic Relief Services environmental project in Africa. Describe the relationship between poverty and pollution of the environment.</p>
<p>5.03.05 State Ten Commandments.</p>	<p>State the Ten Commandments. Explain how the first three honor God and the other seven honor others.</p>	<p>History. Have the student write report on the origin of the Decalogue. Identify all the sources used to write the report. State etymology of Decalogue.</p>
<p>5.03.06 Recognize the necessary conditions of sin and its consequence.</p>	<p>Describe conditions for sin. Define consequence. Discuss examples of good and bad behaviors and their consequences.</p>	<p>Literature: Read a story highlighting the nature of good and evil. Compare how characters are depicted in terms of good and evil actions. State the consequences evil in the story. State the consequences of goodness.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>5.03.07 Distinguish between mortal sin and venial sin as related to confession and absolution in the Sacrament of Penance/Reconciliation.</p>	<p>Give examples of mortal sin and venial sin. State the conditions for sin. Identify why mortal sin must be confessed in the Sacrament of Penance/Reconciliation.</p>	<p>Literature or Media. Find examples in literature or the media of characters who lack sorrow for their sinful acts. Identify consequences for lack of remorse.</p>
<p>5.03.08 Identify moral goodness with justice and stewardship.</p>	<p>Define justice and stewardship. Give examples of standing for justice. Give examples of stewardship of the environment. Give examples of stewardship in parish life. Agree on an action my class will take to participate in a parish stewardship opportunity.</p>	<p>Social Action. Have the student write a letter to a political representative about a justice issue in the state. Describe the issue. State how he/she would like the representative to take action. State how he/she will find out if action was taken. Family life: Report to family about the justice activity of the class and invite family support. If a member of the family also writes or calls the representative report the response of the official.</p>
<p>5.03.09 Show understanding that my actions, good and bad, are subject to God's judgment.</p>	<p>Define judgment. Give an example of how a human judge examines and judges a person's actions. Describe how I think God judges. Reading Psalm 51, highlight lines that communicate an understanding of God's mercy and judgment. Select and memorize favorite verses from Psalm 51.</p>	<p>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.</p>
<p>5.03.10 Identify the states of life after death: heaven, purgatory, hell.</p>	<p>Define heaven, hell and purgatory. Discuss how 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.</p>	<p>Literature. Discuss a book that tells a story about choices and consequences.</p>
<p>5.03.11 Identify meaning of sanctifying grace.</p>	<p>Define sanctifying grace. List words or phrases that describe what it means to be in a state of grace. Examine how ways we receive the gift of God's grace. Compose a prayer of thanks to the Holy Spirit for the gift of grace.</p>	<p>Music. Learn the song "Amazing Grace." Research the life of John Newton, 1725-1807. State why Newton wrote the song.</p>

GOAL FOUR: GRADE FIVE

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

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>5.04.01 Understand meaning of gospel.</p>	<p>Define gospel. State derivation of word. Share why the Gospel is good news.</p>	<p>Family life: Share the Sunday liturgical readings weekly for family reflection and prayer.</p>
<p>5.04.02 Understand meaning of evangelist.</p>	<p>Define meaning of evangelist and derivation of word.</p>	<p>Language Arts. Have the student write a newspaper article about good news. Read the article to the class.</p>
<p>5.04.03 State the Gospel of Mark is found in the New Testament.</p>	<p>State meaning of New Testament. Locate the Gospel of Mark in the New Testament.</p>	<p>Art. Draw the symbol used to identify Mark the Evangelist. State why this symbol was used. See if the student can find the symbol in church.</p>
<p>5.04.04 Identify the writer of the Gospel of Mark, the time of writing and the community for whom the gospel was written.</p>	<p>Look up Mark in the <i>Lives of the Saints</i>. Find out when he lived, how he may have known about Jesus. Identify which apostles Mark knew. Explain why I think Mark wrote his gospel and to whom he wrote it.</p>	<p>Social Studies. Research the life of the early Christians during the time of Emperor Nero. State why Nero wanted to burn parts of Rome. Explain why Nero blamed the Christians for Rome’s burning. Identify the two great Apostles who were killed by Nero. Technology. Using a search engine, look up Nero and find out how he looked. Draw a caricature of Nero.</p>
<p>5.04.05 Understand Mark’s gospel as a gospel of proclamation.</p>	<p>Define proclamation. State what Mark was proclaiming in the first line of the gospel.</p>	<p>Language Arts. Have the student write a proclamation for a small town about one of its famous citizens. Write a proclamation about one’s teacher/catechist and what he/she has done.</p>
<p>5.04.06 Identify the chief characters in the Gospel of Mark especially Jesus, John the Baptist, Peter, the Twelve Apostles, Judas, Herod, Moses, Elijah, the demons, the Pharisees, Mary Magdalene.</p>	<p>Find these characters in the Gospel of Mark. 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.</p>	<p>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 using the computer. Describe what is discovered. Explain why the Jews hated Herod.</p>

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5.04.07 Identify the Persons of the Holy Trinity in the story of Jesus' baptism.	Read Mk.1: 4-11. State why Jesus wanted to be baptized. State what was spoken to Jesus as he was being baptized. State who spoke this message to Jesus. Explain the significance of the message.	Art. Have the student draw a picture of what he/she thinks Jesus' Baptism looked like. Draw one of his/her Baptism. Compare likenesses and differences.
5.04.08 Identify the role of St. John the Baptist in the Gospel of Mark.	Read Mk. 1: 1-11. Describe the role of John the Baptist in Mark. Find the passage quoted in Mark from Isaiah in the Book of Isaiah. Explain why Mark identifies John as a prophet. Explain why Jesus is identified as a prophet.	History. Research the Jewish sect 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.
5.04.09 Understand the power of Jesus to heal and to forgive in the Gospel of Mark.	Find a story in Mark about Jesus healing. Find a 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.	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 health and safety. Sacraments. Identify sacraments using touch. Explain when this happens and why.
5.04.10 Understand Jesus as teacher in the Gospel of Mark.	Find two events in the Gospel of Mark when Jesus teaches. Identify Jesus' audience. State his message.	Family life: Reflect on parents as teachers. Have the student write a description about something important his/her parent/guardian taught him/her.
5.04.11 Identify parables in the Gospel of Mark.	Define parables. Identify two parables from Mark's gospel. Explain what they might mean. Read the parable of the farmer sowing seed (Mk. 4: 1-9) State what the parable means. In small groups make up a parable and share it with the class.	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. Drama. Dramatize the parable of the farmer sowing seed. Look for the parable of the seed in <i>Godspell</i> . Learn the song and act the verses.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
5.04.12 Identify meaning of discipleship .	Define disciple. State what Jesus meant when he asked his disciples to follow him. Examine why it was or was not easy for the disciples to follow Jesus. Explain how discipleship is challenging today.	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. Have the students write a third letter from Peter telling how we can be disciples of Jesus in our time. Language Arts. Design a “want ad” for disciples.
5.04.13 Understand significance of the miracle of the loaves.	Define miracle. Read the accounts of the loaves and fishes in Mk. 6: 30-44 and 8: 1-10. Examine why people thought that what Jesus did was a miracle. State why I think the event was important enough for Mark to write about it.	Social Analysis. Describe hunger in one part of the world. Analyze the causes for the hunger experienced by the people. Problem solve about how hunger in the world can be eliminated. Brainstorm how the class, as a small faith community, can help solve the problem of hunger.
5.04.14 Identify significance of the transfiguration of Jesus	In the story about the transfiguration of Jesus (Mk.9: 2-8) state how Jesus looked. Define transfiguration. Answer the following: Who appeared with Jesus? Why would Jesus speak with these men? Why are they important in the Old Testament? State how the apostles felt about this experience with Jesus. State what they heard.	Drama. Dramatize the event of the transfiguration using the story from Mark. Incorporate the drama as part of a prayer service sometime before the season of Lent.
5.04.15 Identify two nature miracles of Jesus in Mark’s gospel.	Define nature miracle. Identify the significance of these types of miracles. State why I think the nature miracles occurred. State who witnessed these miracles. Examine why these miracles were important for Mark’s gospel. Share a story about something “miraculous” in my life. Identify modern miracles.	Science. Research the Hubble telescope. Find some of the photos from Hubble online from NASA. Describe how the photos from outer space help people to learn about the immensity of the universe. Have the student describe how this makes him/her feel. Write some questions about the universe. State how one would find answers.
5.04.16 Understand Jesus’ predictions about his death in the Gospel of Mark.	Recount Jesus’ three predictions about his death found in Mark. State how the disciples felt about these predictions and what Jesus said to Peter. Examine how we might understand Jesus’ decision to risk his life in this way.	Biography. Research the life an early Christian martyr.

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<p>5.04.17 Explain why the disciples perceived Jesus' walk to Jerusalem to be so difficult.</p>	<p>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 my faith portfolio.</p>	<p>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. 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 or find pictures of her home.</p>
<p>5.04.18 Identify who is greatest in the Kingdom of Heaven.</p>	<p>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.</p>	<p>Social Studies. Research how children were treated in the Roman society. Explain how the church's teaching on the dignity of the person is the same/different from society. Biography. Research the life of Agnes of Rome. Identify how she went against the social expectations for Roman girls. State when Roman girls married.</p>
<p>5.04.19 Identify the respect Jesus had for women.</p>	<p>Recount a story from Mark where he interacts with women. Describe what in Jesus' culture makes his interaction with women so unusual.</p>	<p>Art. Have the student design a collage of how society views women. State one's perception of what was learned. Describe how a Christian community should treat others.</p>
<p>5.04.20 Explain the significance of Jesus' last meal of the Passover with his disciples.</p>	<p>Recount the story of the meal before Jesus' death in Mk. 14: 12-26. Describe what Jewish feast Jesus and his friends were celebrating. Explain why this meal with Jesus was important for the disciples to remember.</p>	<p>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.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>5.04.21 Explain the meaning of the Paschal Mystery in relationship to Jesus' death and resurrection.</p>	<p>Define Paschal Mystery. Recount the passion story of Jesus in Mark 14: 27 – 16: 8. State why Peter argues with Jesus. State the name that Jesus uses to address God in the garden. State why Judas betrayed Jesus. State what the Jewish leaders accused Jesus of doing at that time. Describe what Pilate did. State who proclaimed Jesus as the Son of God at the crucifixion and why this person is significant for Mark's readers. Identify who buried Jesus and who accompanied him to the grave. State why Jesus' death and rising is called the Paschal Mystery.</p>	<p>Family Life. Participate as a family in the parish Good Friday liturgy. Talk about what is different about this liturgy than others. Share how the Good Friday liturgy prepares us for the celebration of Easter Sunday. Music. Learn an Easter song that will be incorporated into a prayer service or liturgy celebrating</p>
<p>5.04.22 Understand Mark's account of the resurrection of Jesus (Mk. 16: 1-8).</p>	<p>Recount the story of the empty tomb. Identify who was in the tomb and how he was dressed. Identify who saw the young man and what he said. Explain why the women fled and said nothing. State that Mark 16: 8 is the real last verse of the Gospel. Explain why others wanted to add other stories to the gospel.</p>	<p>History. Research the history of the early Christian community in Rome to answer the questions: Why would the early Roman Christians in Mark's time have been fearful like the women and the disciples? How would the story of the resurrection of Jesus been hopeful for the early Christians? Language Arts. Write a news story about the resurrection.</p>
<p>5.04.23 Understand that Jesus predicts his resurrection in the Gospel of Mark.</p>	<p>Read Mark 10: 32-34. Explain why Jesus predicted the resurrection in the story. State whether or not the disciples believed him. Discuss whether they would have believed the women. Discuss how Mark's account of the resurrection challenges me.</p>	<p>Family life. Invite entire family to attend a Sunday Easter liturgy. Share insights about the gospel reading for this Mass.</p>
<p>5.04.24 Explain how the Gospel of Mark is a sign of God's revelation.</p>	<p>Define revelation. State how in the Gospel of Mark God reveals himself in his Son Jesus. Give examples of what we learn about God from Jesus in the Gospel of Mark. Share what I have learned about Jesus in the Gospel of Mark.</p>	<p>Language Arts. Write a journal article reflecting on the life and times of Mark and his gospel. Place in school's web site. Art. Draw a depiction of Mark with his special symbol. Place in parish or school's web site. Language Arts. Make a list of Jesus' characteristics as unveiled in the Gospel of Mark.</p>

GOAL FIVE: GRADE 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
<p>5.05.01 Show understanding that all forms of liturgy are the actions of the Holy Spirit intending to make us holy.</p>	<p>Participate in liturgical events with sense of openness and reverence. Participate actively in liturgical functions. Read John 14: 15-21. Explain Jesus’ promise of the Holy Spirit and its importance to his disciples. Identify how the Holy Spirit is invoked in the liturgy.</p>	<p>Family Life. Attend Mass with the family and observe the reverence of people at Mass. Music. Choose a hymn to the Holy Spirit. State ways the Holy Spirit is described. State what these descriptions mean. Learn the hymn.</p>
<p>5.05.02 Exhibit understanding of the sacrificial nature of the Mass in the words of consecration.</p>	<p>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. Explain why this is a sacrifice.</p>	<p>Family Life. Find out what the family can do to assist the priest at Mass. Attend Sunday Mass weekly with the family.</p>
<p>5.05.03 Exhibit understanding that in receiving Holy Communion one receives the Body and Blood of Christ.</p>	<p>State understanding of the eucharistic presence of Christ. Show reverence in receiving Holy Communion. Articulate the inner attitude needed to receive Holy Communion beneficially.</p>	<p>Music. Learn “<i>Pescador de Hombres/Lord, When You Come.</i>” Describe why this song is sung during Holy Communion. Describe the relationship between Eucharist and service. Parish Life. Help the First Communion class learn the reverent way to receive Holy Communion.</p>
<p>5.05.04 Compare the symbols used in the Mass and the symbols of the Jewish Passover meal.</p>	<p>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.</p>	<p>Religion. Bring a sample of <i>matzoh</i>, and a Communion wafer to class. Examine and taste each. Describe how we treat the symbols of ours’ and others’ faith traditions.</p>
<p>5.05.05 State meaning of symbol and ritual.</p>	<p>Define symbol and ritual. Give examples of symbols in the sacraments. Give examples of ritual in the Catholic Church.</p>	<p>Family life: Describe how one’s family celebrates family events and holidays. Exhibit special symbols used in celebrations.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>5.05.06 State the order of the Mass.</p>	<p>Identify the parts of the Mass in order. Plan a Mass using the liturgical theme of the season or commemoration of the life of a saint.</p>	<p>Music. Sing the responses and hymns at Mass.</p>
<p>5.05.07 Identify symbols used in the Sacrament of the Anointing of the Sick.</p>	<p>Name the symbols for the Sacrament of the Anointing of the Sick. Indicate understanding of the purpose of the Sacrament of the Anointing of the Sick. Enact the ritual with the prayer responses. Read account of the cure of the blind man at Bethsaida (Mk. 8: 22-25) and the account of Jesus' anointing (Mk. 14: 3-9). Describe each of the anointings and what they did. Discuss why the woman wanted to anoint Jesus. State what this anointing signified.</p>	<p>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.</p>
<p>5.05.07 Develop a prayer service using components of liturgical prayer.</p>	<p>Identify elements of liturgical prayer to include Sign of Cross, opening prayer, scriptural reading with response, Our Father. Work in small groups to develop a prayer service. Participate in the prayer service.</p>	<p>Science. Describe what is needed to conduct an experiment. Make observations. Record the observations. Do an experiment. Discuss the importance of following procedures.</p>
<p>5.05.08 Show understanding of the Rite of Baptism.</p>	<p>State the order of the Rite of Baptism. Memorize the words of Baptism with accompanying actions. Describe the symbols of the Sacrament of Baptism.</p>	<p>Music. Learn a hymn appropriate to the Rite of Baptism. Art. Make a collage of the symbols used in each sacrament.</p>

GOAL SIX: GRADE FIVE

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
<p>5.06.01 Show understanding that God is in relationship with us at all times.</p>	<p>Indicate ease in speaking about God in personal sharing, class interaction, written reflection. Share prayer with the class.</p>	<p>Media. Show examples of people involved in various forms of prayer. Identify the forms.</p>
<p>5.06.02 Articulate in various ways that God loves us and wants only what is good in our lives.</p>	<p>Reveal a positive attitude about life and relationship with God. Exhibit hopefulness in sharing about my view of life. Read Is. 49: 13-16. State how God is described in the passage. In verse 17a, place my name at the start of the sentence. Describe what the verse means to me when my name is in the verse.</p>	<p>Literature: Review the story <i>The Giving Tree</i> (Shel Silverstein). Have the student draw his/her own picture of the giving tree with himself/herself in the picture. Share insights about the picture.</p>
<p>5.06.03 Show understanding that every person has the potential for holiness.</p>	<p>Define holiness. Describe traits of holiness. Explain why holiness is a gift from God. Identify how I see holiness in my parents, teachers/catechists, family members and friends. Describe holiness that I might see in myself.</p>	<p>Biography: Research the life of St. Teresa of Avila. In a discussion about Teresa’s life identify how she exhibited holiness of life. Describe what were aspects of Teresa’s life that were ordinary and what were extraordinary. State what Teresa did for her religious order.</p>
<p>5.06.04 Differentiate between formal/spoken prayer and prayer of quiet/listening.</p>	<p>Describe formal prayer and prayer of quiet. Exhibit understanding of the importance of listening to God in prayer through behaviors and attitudes shown while praying. Participate in a meditation experience using the Sunday Gospel.</p>	<p>Art: Using any medium, have the student draw a picture or design showing how he/she feels when praying. At the side of the drawing list the words that describe these feelings.</p>
<p>5.06.05 Identify psalms in the Mass.</p>	<p>State where the psalms are located in scripture. Identify psalms of praise, thanksgiving, sorrow and petition. Identify one psalm of each type and memorize a favorite verse from each type.</p>	<p>Language Arts. Write a four-line psalm. Music. Find examples of psalms being sung at Mass or in a synagogue. Compare/contrast.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>5.06.06 Exhibit awareness that God forgives no matter the seriousness of the sin when sacramentally confessed.</p>	<p>Articulate belief that God forgives sin no matter how serious when we show sorrow for the wrong we have done and ask for forgiveness in Reconciliation. Using Psalm 51 write a personal act of sorrow using some of the phrases from that psalm.</p>	<p>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.</p>
<p>5.06.07 Articulate history and purpose of the rosary.</p>	<p>State history and purpose of the rosary. Review the twenty mysteries of the rosary. Memorize the twenty mysteries. Find stories the mysteries depict in the Gospel of Mark.</p>	<p>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.</p>
<p>5.06.08 Be familiar with the Nicene Creed.</p>	<p>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 in the Creed. State when the Nicene Creed is used at Mass.</p>	<p>History. Research when the Nicene Creed was written and used.</p>
<p>5.06.09 State theological virtues.</p>	<p>Define theological virtues. Name the theological virtues. Describe how the virtues of faith, hope and love help me to live the Christian life. Learn the acts of faith, hope, love.</p>	<p>Biography: Research life of St. Josephine Bakhita. Describe how she lived a life of faith, hope and love. Describe how Josephine inspires people to see a bigger picture than the immediate problems and disappointments of the day. State how Josephine's freedom from slavery helped her to find another way to serve God and others.</p>

GOAL SEVEN: GRADE FIVE

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
<p>5.07.01 Show understanding that the Catholic Church is entrusted with the mission of Jesus Christ.</p>	<p>State how the Church is entrusted with the mission of Jesus Christ. Identify Catholic from other Christian communions and other religious affiliations. Articulate why being Catholic is important to me.</p>	<p>Creed. Identify the marks of the Church that show its universal character. Language Arts. Have the student write a personal mission statement. Explain what he/she has written.</p>
<p>5.07.02 Identify Peter as the first of the apostles and head of the early Christian community.</p>	<p>Recount story of Peter in Matthew 16: 13-19. State Peter as the head of the early Christian communities. Articulate that the name Peter means “rock.”</p>	<p>History. Find the names of the first five leaders of the early church after Peter and dates of their leadership. Write a brief story about one of them.</p>
<p>5.07.03 Identify name of current Pope as the official head of the Catholic Church.</p>	<p>State name of current pope. Identify some facts about his life. Describe the responsibilities of the Pope.</p>	<p>Geography. Locate Vatican City on a map of Rome. Find some facts about Vatican City. State what famous cathedral is located in Vatican City. Research its history.</p>
<p>5.07.04 Understand that the pope speaks in the name of the Church to all its members and to the world.</p>	<p>Explain that the pope speaks in the name of the Church. Identify some of the issues that the Holy Father addresses. State that the pope writes letters to the Church and to the world. Examine why people around the world listen to a pope.</p>	<p>Current events. 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.</p>
<p>5.07.05 Identify the head of a diocese as a bishop, an archdiocese as an archbishop, who also may be a cardinal.</p>	<p>Define diocese, bishop, archbishop and cardinal. Identify how these roles are similar and how they differ. State the title of the Archbishop of Chicago.</p>	<p>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.</p>
<p>5.07.06 Name current archbishop of Chicago.</p>	<p>State the name of the archbishop of Chicago and brief description of his origins. Find photos and news articles of the archbishop and place on bulletin board. State why the archbishop of Chicago is called a cardinal.</p>	<p>Current events: Find news articles that identify some of the issues that the cardinal of Chicago addresses in the Archdiocese of Chicago.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>5.07.07 Articulate that Holy Orders is the sacrament that provides deacons, priests and bishops to serve the People of God in the Catholic Church.</p>	<p>Name Holy Orders as a sacrament in service of communion and mission. Identify how deacons, priests and bishops serve the Church. State how deacons, priests and bishops serve the mission of the Church.</p>	<p>Parish life: Name the deacon serving the parish. Name the priests serving the parish. Identify name of pastor. Describe how ordained ministers help people to be a better Catholics.</p>
<p>5.07.08 Show understanding that all members of the Church belong to the Communion of Saints by reason of baptism.</p>	<p>Describe the Communion of Saints in this world and the next. Identify names of people included in the Communion of Saints.</p>	<p>Prayer. Name saints and holy people studied this year. Create a Litany of Saints using names of saints and holy people studied during the course of the year.</p>

GOAL EIGHT: GRADE FIVE

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
<p>5.08.01 Understand that the parish is where Catholics ordinarily live the Christian way of life.</p>	<p>Name various activities and events of parish life. Identify particular ways that my family participates in the life of the parish. Explain the importance of belonging to a parish.</p>	<p>Map. Identify where the parish is located on a city map. State address, location in the city, special topographical features. Architecture. Observe the parish church building. Identify characteristics of the building.</p>
<p>5.08.02 State meaning of stewardship.</p>	<p>Define stewardship. 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.</p>	<p>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.</p>
<p>5.08.03 Participate in worship by participating in the liturgy of the Church at Sunday Mass.</p>	<p>Show understanding that participation in the liturgy on Sunday is an obligation. Attend Mass with family on Sunday. Recount the Gospel reading of the previous Sunday and the homily.</p>	<p>Family Life. Encourage participation in Sunday liturgy through weekly reading of the Sunday readings. Participate in special parish events. Support children in regular attendance at Sunday Mass.</p>
<p>5.08.04 Perform duties of acolyte.</p>	<p>Participate as appropriate in the liturgical role as acolyte. Exhibit reverence in completing this role. Exhibit unselfishness in giving time to this service. Describe how service to the community helps me to feel a close part of the parish.</p>	<p>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.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>5.08.05 Identify parishioners in terms of their vocation.</p>	<p>Define vocation. Name parishioners in their vocational roles: lay, ordained, married, single, teacher, catechist, parish associate, parent, etc. Describe how parishioners encourage each other in living the Christian life.</p>	<p>Family life: Identify events that the family enjoys attending in the parish. Create a log of times that the family has attended parish liturgy, events, meetings, sacraments, etc.</p>
<p>5.08.06 Identify the cultural diversity of the parish.</p>	<p>Name the various ethnicities of parishioners. Identify how the parish celebrates the cultural heritage of its members. Explain why diversity is important in parish life.</p>	<p>Culture. Research one ethnic group in the area. 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. Invite members of the cultural group to describe their cultural heritage. Attend an ethnic celebration in the parish and report it to the class. Family life: Have the student explain how his/her family celebrates the culture/s or its heritage.</p>

GOAL NINE: GRADE FIVE

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
<p>5.09.01 Understand meaning of <u>discipleship</u>.</p>	<p>Define discipleship. Locate in the Gospel of Mark how Jesus described being a disciple. (Mk. 1: 16-17) Describe how I follow Jesus in my life. Write a prayer asking the Holy Spirit to help me live a life of faithful discipleship.</p>	<p>Communications. Interview a person who does community service. Ask the person how he/she views this role as a vocation in life.</p>
<p>5.09.02 Identify Sacrament of Baptism as initiation into a life of discipleship in Jesus Christ.</p>	<p>State Baptism as the entrance into a life of following Jesus 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.</p>	<p>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.</p>
<p>5.09.03 Recognize vocations as particular calls in the Church to live the <u>Christian life</u>.</p>	<p>Describe vocations in terms of Christian marriage, ordained ministry, religious life and single life.</p>	<p>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 Christians identify St. Thomas as their announcer of the Gospel.</p>

GOAL TEN: GRADE FIVE

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
<p>5.10.01 Understand that there are many religions but only one God.</p>	<p>Name Christian communities whose members are baptized. Name some world religions as believers in God who are not baptized.</p>	<p>Family life: Identify members of family or neighborhood friends who belong to other churches.</p>
<p>5.10.02 Identify Judaism as the religion of God’s covenant with Abraham.</p>	<p>Define Judaism and covenant. Identify God’s covenant with Abraham as recounted in Gen. 15:1-6. State what God promised to Abraham. State that Judaism is a religion resulting from God’s covenant with Abraham. State that Jews are the first people who received God’s covenant and are still in covenant with God.</p>	<p>History. Locate the Torah in the Bible Invite a rabbi to explain the Torah and compare it to the OT. Family Life. Have the student identify covenants that he/she has with family members. State what these promises require families to do. Compare/Contrast family covenants with God’s covenant with Abraham.</p>
<p>5.10.03 Recognize the psalms as Jewish prayers found in the Old Testament.</p>	<p>Locate place in the Bible where the psalms are found. Find Psalm 23 and read it with classmates. Identify the metaphor of the psalm.</p>	<p>Liturgy: Locate in the ritual of the Mass when a psalm or part of a psalm is prayed.</p>
<p>5.10.04 Identify the religion of Islam as founded on the faith of Abraham.</p>	<p>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.</p>	<p>Social Studies. Identify the day of the week that is the Muslim holy day. Describe what Muslims do on that day. Find photos of mosques and state the purpose of the mosque.</p>
<p>5.10.05 Identify the Prophet Muhammad as the founder of Islam and the Qur’an as the sacred scripture of Islam.</p>	<p>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. State the name of the holy book of Islam</p>	<p>Social Studies. Research the life of the Prophet Muhammad. State what Muhammad believed he was called by God to do. State why Muhammad is called a prophet. Explain how to treat the sacred books of other religions and of our religion with reverence.</p>
<p>5.10.06 Name the Pillars of Islam practiced by Muslims in their religious tradition.</p>	<p>Identify the five pillars. Describe a religious practice required by the pillar.</p>	<p>Language Arts. Find a story about a Muslim family in the U.S.A. Compare family life with one’s family. Identify similar values. Invite a Muslim family to talk about their family values.</p>