

# 2024-2025 Grade 5

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Evangelization and Missionary	Discipleship		5.E.1.1 Recognize that God knows and loves us personally and has a plan for our lives. 5.E.1.10 Explain how Jesus' command to "love one another" applies to their own lives and school situations.  5.E.1.2 Encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and Adoration of the Blessed Sacrament. 5.E.1.3 Explain how original sin is transmitted and personal sin is a choice. 5.E.1.4 Understand and articulate the Good News that Jesus died on the cross in accordance with the Scriptures for their sins so that they can go to heaven. 5.E.1.5 Identify conversion as turning away from sin and turning toward God. 5.E.1.6 Discuss how an encounter with the Lord Jesus Christ inspires them to want to live out his teachings. 5.E.1.7 Discuss what discipleship and virtuous living look like for a 5th grade student. 5.E.1.8 Recognize the sacraments as encounters with Jesus that help maintain our friendship with Him. 5.E.1.9 Recognize that by virtue of our Baptism, we are called to participate in the Church's mission of evangelization.
			5.K.1.1 Explain that the Holy Trinity is revealed to us as three Persons in One God. 5.K.1.2 Discuss that Jesus is the author of the New Covenant; the Savior whom God had promised His people. 5.K.1.3 Explain that Jesus Christ is true God and true man. 5.K.1.4 Describe the events of the Paschal Mystery. 5.K.1.5 Understand the meaning of particular judgment and the final judgment. 5.K.1.6 Describe what the Church teaches about life after death: heaven, purgatory, hell. 5.K.1.7 Express that faith is a supernatural virtue that is necessary for salvation and a free gift of God that is accessible to all who humbly seek it. 5.K.1.8 Recognize that Jesus reveals the love of the Father. 5.K.1.9 Discuss how at the Resurrection we will see as God sees and our bodies will perfectly reveal his love.

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Liturgy and Sacraments	Scripture	5.K.2.1	State that Divine Revelation is Sacred Tradition and Sacred Scripture.
		5.K.2.2	Describe the role of Scripture in the life of the Church.
		5.K.2.3	Identify and explain the major covenants God made with his people.
		5.K.2.4	Identify in Scripture the presence of the Holy Spirit in salvation history.
		5.K.2.5	Explain biblical images of the Church as the Body of Christ, the Temple of the Holy Spirit, the Sheepfold, and the Flock, and locate biblical passages for images of the Church.
		5.K.2.6	Discuss how Jesus taught through parables and paraphrase the message or lesson from several parables.
		5.K.2.7	Relate Biblical narratives for each of the Seven Sacraments.
		5.K.2.8	Identify the four evangelists that wrote the Gospels.
		5.K.2.9	Compare and contrast ancient myths of creation to Sacred Scripture and God's goodness in creating.
	Sacraments	5.L.1.1	Categorize the Seven Sacraments as Sacraments of Initiation, Sacraments of Service, and Sacraments of Healing.
		5.L.1.10	Understand that the Eucharist is the very Body and Blood of the Lord Jesus.
		5.L.1.11	Recall the meaning of transubstantiation.
		5.L.1.12	The Sacrament of the Penance: Describe the a. celebration; b. requirements of reception; c. matter; d. form; e. effects; f. minister of the sacrament; g. spirituality of the sacrament; h. the Sacrament of the Penance in salvation history.
		5.L.1.13	Identify the essential elements of the Sacrament of Penance: Confession, Contrition, Absolution, and Penance (Satisfaction).
		5.L.1.14	The Sacrament of the Anointing of the Sick: Describe the a. celebration; b. requirements of reception; c. matter; d. form; e. effects; f. minister of the sacrament; g. spirituality of the sacrament; h. the Sacrament of the Anointing of the sick in salvation history.
		5.L.1.15	Describe the spiritual and healing effects of the Anointing of the Sick and identify appropriate candidates for this sacrament.
		5.L.1.16	The Sacrament of Matrimony: Describe the a. celebration; b. requirements of reception; c. matter; d. form; e. effects; f. minister of the sacrament; g. spirituality of the sacrament; h. the Sacrament of the Matrimony in salvation history.
		5.L.1.17	Understand that the Sacrament of Matrimony is a sign of Christ's love for His church, a grace-filled covenant between a man and a woman that requires an imitation of Christ's sacrificial love for His Church.
		5.L.1.18	Discuss matrimony as the basis for family life.

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	<b>Sacraments (cont)</b>	5.L.1.19	The Sacrament of Holy Orders: Describe the a. celebration; b. requirements of reception; c. matter; d. form; e. effects; f. minister of the sacrament; g. spirituality of the sacrament; h. the Sacrament of the Holy Orders in salvation history.
		5.L.1.2	Understand that the seven sacraments are efficacious signs of grace instituted by Christ and entrusted to the Church by which divine life is dispensed to us through the work of the Holy Spirit.
		5.L.1.20	Know that Holy Orders is a vocation given to men, and a sacrament through which the mission entrusted by Christ to his apostles continues to be exercised in the Church until the end of time: it is the sacrament of apostolic ministry through the laying on of hands (ordination) and confers a permanent sacramental character (seal).
		5.L.1.21	Identify the three orders of Holy Orders and their roles: deacons, priests, and bishops.
		5.L.1.22	Describe how older children, teens, and adults can enter into full communion with the Catholic Church through the Order of Christian Initiation for Adults.
		5.L.1.3	The Sacrament of Baptism: Describe the a. celebration; b. requirements of reception; c. matter; d. form; e. effects; f. minister of the sacrament; g. spirituality of the sacrament; h. the Sacrament of Baptism in salvation history.
		5.L.1.4	Understand that Baptism is the Sacrament that is the “door” that gives access to the other sacraments, the first and chief sacrament of forgiveness of sins, by which a believer receives the remission of original and personal sin, begins a new life in Christ and the Holy Spirit, and is incorporated into the Church, the Body of Christ.
		5.L.1.5	Review and understand the promises made in the Rite of Baptism.
		5.L.1.6	The Sacrament of Confirmation: Describe the a. celebration; b. requirements of reception; c. matter; d. form e. effects; f. minister of the sacrament; g. spirituality of the sacrament; h. the Sacrament of Confirmation salvation history.
		5.L.1.7	Know that Confirmation is the sacrament that completes the grace of Baptism by a special outpouring of the Holy Spirit, which seal or “confirm” the baptized in union with Christ and equip them for active participation in the worship and apostolic life of the Church.
		5.L.1.8	List the gifts and the fruits of the Holy Spirit.
		5.L.1.9	The Sacrament of the Eucharist: Describe the a. celebration; b. requirements of reception; c. matter; d. form e. effects; f. minister of the sacrament; g. spirituality of the sacrament; h. the Sacrament of the Eucharist in salvation history.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Morality	Liturgy	5.L.2.1	Explain Sunday Mass as the fulfillment of the Sabbath and the Third Commandment and describe what activities are most appropriate on Sundays.
		5.L.2.2	Describe the Mass as the one perfect sacrifice of Christ, which he instituted to perpetuate the sacrifice of the cross throughout the ages until his return in glory, seen particularly in the words of consecration.
		5.L.2.3	Explain that all forms of liturgy are the action of the Holy Spirit intending to make us holy.
Morality		5.L.2.4	Describe the importance of regular participation in the sacrament of Reconciliation in order to fully participate in the Mass.
		5.L.2.5	Understand that sacramentals are special prayers, actions, or objects that turn our attention toward God, prepare us to receive grace, and give some examples of sacramentals (holy water, rosary, statues, medals, scapulars, holy cards, etc.) and describe their effects.
	Conscience	5.M.1.1	Explain how the Holy Spirit enables us to grow and act in a Christ-like manner and live a moral life.
Morality		5.M.1.2	Explain that free will means that we are responsible for our own actions.
		5.M.1.3	List and explain the four cardinal virtues: prudence, justice, fortitude, and temperance.
		5.M.1.4	Identify the eight Beatitudes as Jesus' teaching about the Kingdom of God and moral goodness.
Morality		5.M.1.5	Know that grace is the free and undeserved gift that God gives us to respond to our vocation to become his adopted children and distinguish between sanctifying grace and actual grace.
	Christian Living	5.M.2.1	Understand the truth that all people, from the moment of conception, are created as unique and unrepeatable, willed and loved by God.
		5.M.2.2	List the precepts of the Church and apply them to Christian life.
Morality		5.M.2.3	Apply the cardinal virtues to live a moral life.
		5.M.2.4	Explain how original nakedness refers to seeing the world and others as God sees: as Gift.
		5.M.2.5	Articulate how virtue is part of "life according to the Spirit."
Morality		5.M.2.6	Demonstrate that man comes to know himself through a gift-of-self.
	Vocation	5.M.3.1	Identify the Sacrament of Baptism as initiation into a life of discipleship in Christian life.
		5.M.3.2	Explain the relationship between discipleship and our vocation.
Morality		5.M.3.3	Explain vocations as a call to married, consecrated, religious, or ordained life.
		5.M.3.4	Describe how each vocation builds up the Church, the Body of Christ.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Christian Prayer	Prayer	5.P.1.1	Explain the importance of daily prayer as necessary for developing a relationship with God and living a moral life.
		5.P.1.2	Give examples for each of the five types of prayer: adoration, petition, intercession, thanksgiving, and praise.
		5.P.1.3	Know that psalms can be prayers of praise, thanksgiving, sorrow, and petition.
		5.P.1.4	Explain how we can ask the Saints to intercede for others as well as ourselves.
		5.P.1.5	Memorize and recite the following prayers: Angelus, Hail Holy Queen, Morning Offering, Fatima Decade Prayer, and recite and pray the Mysteries of the Rosary.
Community Life	Catholic Church	5.C.1.1	Know that Christ established and sustains here on earth his holy Church, the community of faith, hope, and charity, through which he communicates truth and grace to all humankind through his Holy Spirit.
		5.C.1.10	Identify some saints particularly associated with the sacraments.
		5.C.1.2	Explain that the Catholic Church is entrusted with the mission of Jesus Christ.
		5.C.1.3	Explain that the Catholic Church is led by the Pope as a successor of St. Peter, the rock on which the Church was founded by Christ, and that the Pope speaks in the name of the Church to all its members and to the world.
		5.C.1.4	Identify present Church leaders and their respective authority: Pope and authority as the head of the Catholic Church; bishop of Columbus and authority as the head of the Diocese of Columbus (archbishop and cardinal); Pastor and authority in leading the parish.
		5.C.1.5	Explain the parish is the Eucharistic community and the heart of the liturgical life for Christian families and the privileged place for the catechesis of children and parents.
		5.C.1.6	Differentiate the Catholic Church from Christian denominations and other religions.
		5.C.1.7	Identify the Blessed Virgin Mary is the first disciple of Christ, Mediatrix of Grace, Mother of the Church.
		5.C.1.8	Identify that the Immaculate Conception and Assumption refer to the Blessed Virgin Mary.
		5.C.1.9	Explain that all members of the Church belong to the Communion of Saints by reason of their Baptism.

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	Ecumenism	5.C.2.1	Explain the Catholic Church respects what is good and true in other religions.
		5.C.2.2	Identify Christian communities whose members are baptized and identify other religions whose members are not baptized.
		5.C.2.3	State that Jews are the first people who received God's covenant and are still in covenant with God.
		5.C.2.4	Know that some Eastern Christian Churches that do not accept the role of the Pope as the successor of St. Peter and head of the universal Church are called "Orthodox."
		5.C.2.5	Identify some Eastern Catholic Christian Churches (For example Maronite and Byzantine Ukrainian, etc.) that do share the fullness of all that Jesus taught us and accept the role of the Pope as the successor of St. Peter.
	Catholic Social Teaching	5.C.3.1	Identify the seven key themes of Catholic social teaching: Life and Dignity of the Human Person; Call to Family, Community, and Participation; Rights and Responsibilities; Preferential Option for the Poor and Vulnerable; Dignity of Work and Rights of Workers; Solidarity; Care for God's Creation.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Reading-Foundational Skills	Fluency and Accuracy	5.RF.4	Read with sufficient accuracy and fluency to support comprehension.a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
		5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently and activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
Reading-Literature	Phonics and Word Analysis	5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	Key Ideas and Details.	5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		5.RL.2	Analyze literary text development.a. Determine a theme of a story, drama, or poem, psalm, or parable including those in Scripture from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.b. Summarize the text, incorporating a theme determined from details in the text.
		5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	Analyzing Text	5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.
		5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
		5.RL.6	Describe how a narrator's or speaker's point of view and perspective influence how events are described.
		5.RL.7	Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
		5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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Reading- Informational	Key Ideas and Details	5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		5.RI.2	Analyze informational text development.a. Determine the main ideas of a text and explain how they are supported by key details.b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.
		5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
	Analyzing Text	5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text, including Scripture and other grade-appropriate Catholic works,&nbsp;relevant to a grade 5 topic or subject area.
		5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
		5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.
		5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
		5.RI.8	Explain how an author uses evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		5.RI.9	Integrate information from several texts, including Scripture and other grade-appropriate Catholic works on the same topic in order to write or speak about the subject knowledgeably.
Language	Grammar and Usage	5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.c. Use verb tense to convey various times, sequences, states, and conditions.d. Recognize and correct inappropriate shifts in verb tense.e. Use correlative conjunctions (e.g., either/or, neither/nor).



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Writing	Conventions of standard English (capitalization, punctuation, spelling, etc.)	5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.a. Use punctuation to separate items in a series.b. Use a comma to separate an introductory element from the rest of the sentence.c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).d. Use underlining, quotation marks, or italics to indicate titles of works.e. Spell grade-appropriate words correctly, consulting references as needed.
	Knowledge of Language	5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
	Vocabulary Acquisition and Use	5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, including the vocabulary of the Catholic Faith, based on grade 5 reading and content, choosing flexibly from a range of strategies.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
		5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Interpret figurative language, including similes and metaphors, in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
		5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
Writing	Writing for Different Purposes and Audiences	5.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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	<b>Writing-Informative/Explanatory</b>	5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Provide a concluding statement or section related to the information or explanation presented.
		5.WI.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
		5.WI.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		5.WI.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.
	<b>Writing Opinion</b>	5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.b. Provide logically ordered reasons that are supported by facts and details.c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).d. Provide a concluding statement or section related to the opinion presented.
		5.WA.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
		5.WA.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		5.WA.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.

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Speaking and Listening	Writing-Narrative	5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.e. Provide a conclusion that follows from the narrated experiences or events.
		5.WN.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
		5.WN.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		5.WN.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.
	Research to Build and Present Knowledge	5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
		5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
		5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Comprehension and Communication	5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.b. Follow agreed-upon rules for discussions and carry out assigned roles.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
		5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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	Presentation of Knowledge and Ideas	5.SL.4	Report on a topic or text or present an opinion including from a Catholic Perspective, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
		5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
	Cursive Writing	CW.FL.1	Maintain legibility in cursive
Handwriting		5.CW.RF.1	Write copied text at a rate of at least 70 letters per minute
		5.CW.SS.1	Maintain manuscript and cursive writing with proper spacing of words, sentences and paragraphs

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Health	Alcohol, Tobacco and Drugs		5.ATOD.1.1 Explain the potential risks associated with inappropriate use and abuse of prescription medicines. 5.ATOD.1.2 Explain the difference between medicines and illicit drugs. 5.ATOD.1.3 Analyze the potential risks association the tobacco products and nicotine delivery devices. 5.ATOD.1.4 Describe how to support family and friends who are trying to stop misuse and abuse of drugs. 5.ATOD.4.1 Demonstrate effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who has been drinking alcohol. 5.ATOD.4.2 Explain how to be empathetic and compassionate towards a family member who is trying to quit alcohol, tobacco, or other drug use. 5.ATOD.4.3 Demonstrate how to effectively ask for help to avoid exposure to others who use alcohol, tobacco, or other drugs. 5.ATOD.8.1 Give factual information about the benefits of being alcohol- and other drug-free (including prescription drugs). 5.ATOD.8.2 State personal beliefs about the dangers related to alcohol and other drug use. 5.ATOD.8.3 Demonstrate how to persuade others to be alcohol- and other drug-free including prescription drugs.
	Healthy Eating		5.HE.1.1 Describe the benefits of healthy eating. 5.HE.1.2 Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium. 5.HE.1.3 Explain the benefits of eating breakfast every day. 5.HE.1.4 Describe methods to keep food safe from harmful germs (e.g., washing hands, washing fresh fruits and vegetables, no contamination of raw meats, no double dipping, etc.). 5.HE.1.5 Explain the concept of eating in moderation. 5.HE.6.1 Set a realistic personal goal related to improve healthy eating behaviors. 5.HE.6.2 Track progress toward achieving a personal goal to improve healthy eating behaviors. 5.HE.6.3 Reflect on progress of goal. 5.HE.6.4 Identify resources that can help achieve a personal goal to improve healthy eating behaviors.
	Human Growth and Development		5.HGD.1.1 Describe basic male and female reproductive body parts and their functions. 5.HGD.1.2 Describe the physical, social, and emotional changes that occur during puberty. 5.HGD.1.3 Explain how puberty and development can vary greatly and still be “normal.” 5.HGD.3.1 Demonstrate how to locate sources of accurate health information and products related to hygiene. 5.HGD.4.1 Demonstrate how to locate sources of accurate health information and products related to hygiene.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
	<b>Mental and Emotional Health/Healthy Relationships</b>		<p>4/HR.2.3 Analyze the positive and negative effects of media, peers, and technology on personal relationships.</p> <p>5.MEH/HR.1.1 Analyze the characteristics of healthy vs. unhealthy relationships.</p> <p>5.MEH/HR.1.2 Describe personal characteristics related to gender expression and gender roles that make people different from one another.</p> <p>5.MEH/HR.1.3 Summarize why it is wrong to tease or bully others based on personal characteristics (such as appearance, mannerisms)</p> <p>5.MEH/HR.1.4 Identify feelings and emotions associated with loss and grief.</p> <p>5.MEH/HR.1.5 Describe healthy ways to express friendship and concern.</p> <p>5.MEH/HR.1.6 Identify feelings of depression, sadness, and hopelessness for which someone should seek help.</p> <p>5.MEH/HR.1.7 Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.</p> <p>5.MEH/HR.1.8 Apply strategies to regulate emotions and manage behaviors. (SEL B1.3b)</p> <p>5.MEH/HR.2.1 Describe how relevant influences of media and technology affect personal relationships.</p> <p>5.MEH/HR.2.2 Describe how relevant influences of peers affect personal relationships.</p> <p>5.MEH/HR.2.4 Describe how relevant influences of family and culture affect mental and emotional health practices and behaviors.</p> <p>5.MEH/HR.2.5 behaviors.</p> <p>5.MEH/HR.2.6 Describe how relevant influences of media and technology affect mental and emotional health practices and behaviors.</p> <p>5.MEH/HR.2.7 Describe how relevant influences of peers affect mental and emotional health practices and behaviors.</p> <p>5.MEH/HR.2.8 Demonstrate an awareness of roles in various relationships. (SEL D1.3b)</p> <p>5.MEH/HR.5.1 Identify situations which need a health-related decision related to personal relationships.</p> <p>5.MEH/HR.5.10 Choose a healthy option when making a decision related to mental and emotional health.</p> <p>5.MEH/HR.5.11 Implement strategies to solve a problem. (SEL E.1.2b)</p> <p>5.MEH/HR.5.12 Identify reliable sources of adult help in various settings. (SEL E2.2b)</p> <p>5.MEH/HR.5.13 Consider various perspectives and sources of information when participating in group decision-making. (SEL E3.3b)</p> <p>5.MEH/HR.5.2 Decide when help is needed and when it is not needed to make a healthy decision related to personal relationships.</p> <p>5.MEH/HR.5.3 Identify options/possible choices and their potential outcomes when making a health-related decision related to personal relationships.</p>

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	<b>Mental and Emotional Health/Healthy Relationships</b>		1/HR.5.4 Choose a healthy option when making a healthy decision about personal relationships.
		5.MEH/HR.5.5	Describe the potential final outcome of a health-related decision about personal relationships.
		5.MEH/HR.5.6	Identify situations which need a decision related to mental and emotional health.
		5.MEH/HR.5.7	Decide when help is needed and when it is not needed to make a decision related to mental and emotional health.
		5.MEH/HR.5.8	Explain how family, culture, peers or media influence a decision related to mental and emotional health.
		5.MEH/HR.5.9	Identify options and their potential outcomes when making a decision related to mental and emotional health.
	<b>Personal Health and Wellness</b>	PHW.2.1	Describe how relevant influences of family affect personal health and wellness-related practices and behaviors.
		5.PHW.2.2	Describe how relevant influences of media and technology affect personal health and wellness practices and behaviors.
		5.PHW.2.3	Describe how relevant influences of school and community affect personal health and wellness-related practices and behaviors.
		5.PHW.2.4	Describe how relevant influences of peers affect personal health and wellness-related practices and behaviors.
		5.PHW.5.1	Explain the difference between infectious diseases and non-infectious diseases.
		5.PHW.5.2	Explain how health is an individual's personal responsibility.
		5.PHW.5.3	Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.
		5.PHW.8.1	Give factual information in a school campaign to prevent an infectious disease.
		5.PHW.8.2	State personal beliefs to improve the personal health and wellness of others.
		5.PHW.8.3	Demonstrate how to persuade others to make personal health and wellness choices.
	<b>Safety</b>	SAFE.1.1	Explain why household products are harmful if ingested or inhaled.
		5.SAFE.1.2	Explain what to do if someone is poisoned or injured and needs help.
		5.SAFE.1.3	Analyze examples of dangerous or risky behaviors that might lead to injuries.
		5.SAFE.1.4	Explain the potential safety risks associated with the internet.
		5.SAFE.2.1	Explain the positives and negatives of the influences on safety and injury prevention practices and behaviors.
		5.SAFE.2.2	Describe relevant influences of media and technology on safety and injury prevention practices and behaviors.
		5.SAFE.2.3	Describe relevant influences of peers on safety and injury prevention practices and behaviors.
		5.SAFE.5.1	Identify situations which need a decision related to safety and injury prevention.
		5.SAFE.5.2	Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.

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		5.SAFE.5.3	Identify options and their potential outcomes when making a decision related to safety and injury prevention.
		5.SAFE.5.4	Choose a healthy option when making a decision related to safety and injury prevention.
		5.SAFE.5.5	Describe the potential final outcome of a decision related to safety and injury prevention.
	<b>Prevention</b>	5.VP.1.1	Distinguish between “appropriate” and “inappropriate” touch.
		5.VP.1.2	Explain that inappropriate touches should be reported to a trusted adult.
		5.VP.1.3	Explain why it is not the child’s fault if someone touches him or her in an inappropriate way.
		5.VP.1.4	Explain that everyone has the right to tell others not to touch his or her body.
		5.VP.1.5	Explain the importance of telling an adult if someone is in danger of hurting themselves or others.
		5.VP.1.6	Identify strategies to avoid physical fighting and violence.
		5.VP.4.1	Demonstrate healthy ways to manage or resolve conflict to prevent violence.
		5.VP.5.1	Identify situations that need a decision to prevent violence.
		5.VP.5.2	Decide when help is needed and when it is not needed to make a decision that could lead to violence.
		5.VP.5.3	Explain how family, culture, peers, or media influence a decision that could lead to violence.
		5.VP.5.4	Identify options and their potential outcomes when making a decision related to violence prevention.
		5.VP.5.5	Choose a healthy option when making a decision related to violence prevention.
		5.VP.5.6	Describe the potential final outcome of a decision related to violence prevention.



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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Operations and Algebraic	Order of Operations	5.OA.1	Use parentheses in numerical expressions, and evaluate expressions with this symbol. . Limit formal use of algebraic order of operations to parenthesis, multiplication, division, addition and subtraction.
		5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 * (8 + 7)$ . Recognize that $3 * (18932 + 921)$ is three times as large as $18932 + 921$ , without having to calculate the indicated sum or product.
	Analyze patterns and relationships	5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.
	Multiplication and Division Fluency Within 144	5.OA.4	Fluently multiply and divide within 144 with automaticity.
Numbers and Operations in Base Ten	Concepts of Decimals	5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
		5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
		5.NBT.3	Read, write, and compare decimals to thousandths.a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 * 100 + 4 * 10 + 7 * 1 + 3 * (1/10) + 9 * (1/100) + 2 * (1/1000)$ .b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
		5.NBT.4	Use place value understanding to round decimals to any place, millions through hundredths.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Numbers and Operations-Fractions	Multi-digit Computation with whole numbers and decimals		<p>5.NBT.5 Fluently multiply multi-digit whole numbers using a standard algorithm.</p> <p>5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>5.NBT.7 Solve real-world problems by adding, subtracting, multiplying, and dividing decimals using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, or multiplication and division; relate the strategy to a written method and explain the reasoning used. a. Add and subtract decimals, including decimals with whole numbers, (whole numbers through the hundreds place and decimals through the hundredths place).b. Multiply whole numbers by decimals (whole numbers through the hundreds place and decimals through the hundredths place).c. Divide whole numbers by decimals and decimals by whole numbers (whole numbers through the tens place and decimals less than one through the hundredths place using numbers whose division can be readily modeled). For example, 0.75 divided by 5, 18 divided by 0.6, or 0.9 divided by 3.</p>
	Addition and Subtraction		<p>5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers and fractions greater than 1) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, use visual models and properties of operations to show <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. In general, <math>\frac{a}{b} + \frac{c}{d} = (\frac{a}{b} * \frac{d}{d}) + (\frac{c}{d} * \frac{b}{b}) = (\frac{ad + bc}{bd})</math>.</p> <p>5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p>

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
	Multiplication	5.NF.3	Interpret a fraction as division of the numerator by the denominator ( $a/b = a$ divided by $b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>
		5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.A. Interpret the product $(a/b) * q$ as a parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a / q * b$ . For example, use a visual fraction model to show $(2/3) * 4 = 8/3$ , and create a story context for this equation. Do the same with $(2/3) * (4/5) = 8/15$ . (In general, $(a/b) * (c/d) = ac/bd$ .)b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
		5.NF.5	Interpret multiplication as scaling (resizing), by:a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n*a)/(n*b)$ to the effect of multiplying $a/b$ by 1.
		5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
	Concepts of Division	5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) / 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) / 4 = 1/12$ because $(1/12) * 4 = 1/3$ .b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 / (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 / (1/5) = 20$ because $20 * (1/5) = 4$ .c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share <math>1/2</math> pound of chocolate equally? How many <math>1/3</math> cup servings are in 2 cups of raisins?</i>

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Measurement and Data	Unit Conversion	5.MD.1	Convert like measurement units within a given measurement system. a. Convert between pounds and ounces; miles and feet; yards, feet, and inches; gallons, quarts, pints, cups, and fluid ounces; hours, minutes, and seconds in solving multi-step, real-world problems. b. Convert between metric units kilometer, meter, centimeter, millimeter; kilograms, gram; liter, milliliter.
	Concepts of Volume	5.MD.3 5.MD.4 5.MD.5	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ cubic units. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the Associative Property of Multiplication. b. Apply the formulas $V = l * w * h$ and $V = B * h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.
	Represent and Interpret Data	5.MD.2	Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade, e.g., including U.S. customary units in fractions $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ , or decimals.
Geometry	Graphing	5.G.1 5.G.2	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
	Triangles	5.G.3	Identify and describe commonalities and differences between types of triangles based on angle measures (equiangular, right, acute, and obtuse triangles) and side lengths (isosceles, equilateral, and scalene triangles).
	Quadrilaterals	.GEOM.4	Identify and describe commonalities and differences between types of quadrilaterals based on angle measures, side lengths, and the presence or absence of parallel and perpendicular lines, e.g., squares, rectangles, parallelograms, trapezoids, and rhombuses.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Earth and Space Science	Cycles and Patterns in the Solar System	5.ESS.1 5.ESS.2 5.ESS.3	The solar system includes the sun and all celestial bodies that orbit the sun. Each planet in the solar system has unique characteristics. The sun is one of many stars that exist in the universe. Most of the cycles and patterns of motion between the Earth and sun are predictable.
Life Science	Interactions within Ecosystems	5.LS.1 5.LS.2	Organisms perform a variety of roles in an ecosystem All of the processes that take place within organisms require energy.&nbsp;
Physical Science	Light, Sound and Motion	5.PS.1 5.PS.2	The amount of change in movement of an object is based on the mass of the object and the amount of force exerted. Light and sound are forms of energy that behave in predictable ways.
Scientific Inquiry, Practice and Applications	Nature of Science	5.NaS.3 5.NaS.2 5.NaS.1 5.NaS.4	Students will begin to see the importance of human interaction in contributing to science knowledge. Specifically: a. people from many generations and nations contribute to science knowledge. b. People of all cultures, genders, and backgrounds can pursue a career in science. Scientists often work in teams. Science affects every day life. Science requires creativity and imagination. Students through experimentation and observation discover that science is a way of knowing about the world and is both a body of knowledge and a set of processes to discover new knowledge. Students through measurement and observation determine that objects and events occur in consistent patterns that are understandable. Students will apply practices of scientific inquiry,, specifically, students will be able to do the following: a. Observe and ask questions about the world that can be answered through scientific investigation.b. Design and conduct scientific investigations. Use appropriate mathematics, tools, and techniques to gather data and information; c. Develop and communicate descriptions, models, explanations, and predictions; d. Think critically and ask questions about the observations and explanations of others; e. Communicate scientific procedures and explanations; f. Knowledge of science content can be applied to real world challenges; g. Apply Catholic values to development and application of Theories are developed based on a body of scientific evidence and science explanations can change based on new scientific evidence.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Regions and People of the Western	History	5.H.1	As Christians, we arrange events in order of occurrence using the conventions of B.C (Before Christ). and A.D (Anno Domini, the year of our Lord). B.C.E (Before the Common Era) and C.E.(Common Era) are sometimes used in the secular world to avoid references to Christianity.
		5.H.2	Early indigenous civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.
		5.H.3	European exploration and colonization during the 1400s- 1600s had lasting effects which can be used to understand the Western Hemisphere today.
	Geography	5.G.10	The Western Hemisphere is culturally diverse (e.g. language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.
		5.GEOG.4	Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.
		5.G.5	Latitude and longitude can be used to make observations about location and generalizations about climate.
		5.G.6	Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).
		5.G.7	The variety of physical environments within the Western Hemisphere; Likewise, human activities modify the physical environments.
		5.G.8	Indigenous peoples developed unique cultures with many different ways of life. Indigenous peoples and nations can be classified into cultural groups based on geographic and cultural similarities.
		5.G.9	Religious, political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today and results in diversity.
	Government	5.GV.11	Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.&nbsp;
		5.GV.12	Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.
	Economics	5.E.13	Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.
		5.E.14	The choices people make have individuals and governments have both present and future consequences.
		5.E.15	The availability of productive resources (i.e., &nbsp;  entrepreneurship, human resources, capital goods and natural resources) promotes specialization that leads to trade.
		5.E.16	The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
		5.E.17	Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.
		5.E.18	Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.
	<b>Financial Literacy</b>	5.FL.1	People have limited resources and must prioritize their needs and wants. Saving and/or investing a percentage of income contributes to an individual's financial well-being. Professionals can help individuals determine
		5.FL.10	Individuals must protect their identity, money, and property.
		5.FL.2	Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.
		5.FL.3	People may receive money as gifts, allowance or Income. Incomes can vary based on knowledge, skills and experiences.
		5.FL.4	Recognize that people pay taxes on the money they earn. Money collected from taxes is used to provide local, state, and national government services.
		5.FL.5	Financial responsibility includes the development of a spending and savings plan (personal budget).
		5.FL.6	An informed consumer makes decisions on purchases that may include a decision-making strategy to  determine if purchases are within their budget.
		5.FL.7	Examine the different ways that people pay for goods and services.
		5.FL.8	People may have to borrow money for large purchases. There are financial responsibilities with borrowing.
		5.FL.9	Saving today can help meet future goals, including education.