



Grade 5 Religion Teacher Tool

| DOMAIN | LEARNING OUTCOMES | Q/T 1 | Q/T 2 | Q/T 3 | Q 4 | INSTRUCTION/ASSESSMENT NOTES |
|--------|--|----------|----------|----------|--------|------------------------------|
| CREED | Understands that the "Kingdom/Reign of God" is reflected in the good that happens in the world | | | | | |
| | Knows that God is the Creator, all-powerful, who made the world good | | | | | |
| | Explains how environment is God's creation and is ours to respect | | | | | |
| | Knows the meaning of the Ascension and that Jesus will come again to judge the living and the dead | | | | | |
| | Knows and expresses belief that Jesus is the Son of God and the Word Made Flesh | | | | | |
| | Knows that the Holy Spirit works in the Church, in the Scriptures, and in the lives of people as at Pentecost | | | | | |
| | Identifies ways that the Church carries on the mission of Jesus under the leadership of the pope and the bishops | | | | | |
| | Explains the Communion of Saints | | | | | |
| | Explains that the Assumption celebrates Mary taken to heaven, body and soul | | | | | |
| | Identifies past and present Christian role models; e.g., patron saints | | | | | |
| | Knows after death comes judgment which leads to heaven, hell, or purgatory | | | | | |
| | Knows an overview of the Bible, understanding that the Old Testament is fulfilled in the New Testament | | | | | |
| | Is able to locate and read from the Bible the stories for this age group; e.g., both versions of The Creation Story (Gn 1-2) | | | | | |
| | Knows that the human race has a common origin reflected in the Adam and Eve story | | | | | |
| | Is familiar with and able to describe: There is One God (Dt 6: 4-5); The Holy Spirit works in the Church, in the Scriptures, and in the lives of people as at Pentecost (Acts 2: 1-12) | | | | | |



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| LITURGY AND SACRAMENTS | Knows and explains the names, meanings, signs, gestures, and symbols of each of the seven sacraments | | | | | |
| | Demonstrates knowledge of the liturgical calendar by explaining the seasons of the Church Year, their meanings and colors | | | | | |
| | Recognizes the meaning and celebration of the Sacred Triduum and Easter as our central feast | | | | | |
| | Understands why and what Holy Days of Obligation are | | | | | |
| | Participates in preparing a celebration for a particular season or feast | | | | | |
| | Summarizes why the sacraments were given to the Church by Christ and how they impact our daily lives | | | | | |
| | Continues to celebrate the Sacrament of Reconciliation and undergo an examination of conscience | | | | | |
| | Understands the Sacrament of Holy Orders as the way Christ continues to preach and sanctify | | | | | |
| | Articulates the meaning of the Sacraments of Initiation, Sacraments of Healing, and Sacraments at the Service of Communion | | | | | |
| | Knows that Baptism forgives original and personal sin through the story of Nicodemus (Jn 3: 1-21) | | | | | |
| | Knows that the baptized share in the priesthood of Christ | | | | | |
| | Identifies the three degrees of Holy Orders: bishop, priest (presbyter), deacon | | | | | |
| | Understands the healing power of Christ in the Sacrament of the Anointing of the Sick (Jas 5: 14-15) | | | | | |
| | Locates and understands Scripture passages related to the sacraments; e.g., Eucharist (Mt 26: 26-30; Mk 14: 22-26; Lk 22: 7-38; I Co 11: 23-26), Reconciliation (Jn 20: 19-23), Holy Matrimony (Mt 19: 5; Eph 5: 25, 31-33) | | | | | |
| | Recognizes Christ's presence at Mass: in the assembly, the priest-presider, the proclamation of the Word, and especially in the consecrated Bread and Wine | | | | | |
| | Explains the purpose and use of items in a church | | | | | |
| MORAL LIFE | Recognizes attitudes and actions that are sinful or selfish | | | | | |
| | Acts out of the belief that mercy and justice are essential to Christian living | | | | | |



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| | Identifies the Seven Corporal and Seven Spiritual Works of Mercy being practiced within their community | | | | | |
| | Recognizes people in their life who demonstrate the Theological and Cardinal Virtues | | | | | |
| | Understands that the presence of sin or evil in the world is “original sin” into which we are all born | | | | | |
| | Realizes that all choices have responsibilities and consequences and are to be made in light of Gospel values; e.g., Good Samaritan (Lk 10: 25-37) | | | | | |
| | Practices forgiveness and being forgiven | | | | | |
| | Knows stories of forgiveness in Bible; e.g., The Unforgiving Steward (Mt 18: 21-33); Lost Sheep (Lk 15: 1-7); Prodigal Son (Lk 15: 11-24) | | | | | |
| | Begins to be aware of the need for ongoing conversion (1 Co 13: 4-8) | | | | | |
| CHRISTIAN PRAYER | Describes how the statements of Catholic beliefs found in the Nicene and Apostles Creeds relates to one’s prayer life | | | | | |
| | Understands the difference between the Mass, communal prayer, and private prayer | | | | | |
| | Creates and participates in a prayer service involving Scriptures and prayers; e.g., the Lord’s Prayer, Hail Mary, Apostles Creed, Act of Contrition, Glory Be, Rosary, Stations of the Cross | | | | | |
| | Is introduced to meditation by experiences that engage thought, imagination, emotion, and desire | | | | | |
| | Prays in harmony with the seasons of the Church Year | | | | | |
| | Composes prayers of praise, thanksgiving, contrition, and petition (Prayers of the Faithful) | | | | | |
| | Is introduced to spontaneous prayer | | | | | |
| | Can paraphrase/restate the Lord’s Prayer | | | | | |
| | Prays the Nicene Creed as a group | | | | | |
| | Identifies when the Psalms are said or sung during Mass and can explain why | | | | | |
| | Uses Scripture as a source of prayer/reflection | | | | | |



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| | Researches saints and relates the saints to one’s prayer life | | | | | |
| | Compares and contrasts oneself to the researched saint(s) | | | | | |
| | Prays to the saints asking for their intercession | | | | | |
| CHARACTERISTICS OF A FIFTH GRADE CHILD | Can be critical of adults who appear to be insincere in their faith | | | | | |
| | Begins to think about questions of ethics and morality in the context of love, loyalty, promises, etc. | | | | | |
| | Can perform special roles in the liturgy and prayer services | | | | | |
| | Is becoming open to learning about other cultures and may be more accepting of differences in others | | | | | |
| | Has the capacity to be reflective and is more inclined than younger children to look inward | | | | | |
| | Transitions into puberty with rapid physical and emotional changes | | | | | |
| | Demonstrates marked differences between boys and girls and even among the same gender | | | | | |
| | Becomes aware of past, present, and future community experiences | | | | | |
| | Belongs to one or more groups because of commitments; e.g., sports, fun, service | | | | | |
| | Belongs to peer groups who often develop their own codes of behavior | | | | | |
| | Begins to make choices independent of adults | | | | | |
| | Recognizes signs and symbols in games, sports, clothes, and professions | | | | | |
| | Appreciates and develops personal talents and abilities | | | | | |
| | Practices problem-solving | | | | | |
| | Begins to be aware of different customs and rituals among people | | | | | |
| | Values success in sports and is influenced by sports figures | | | | | |