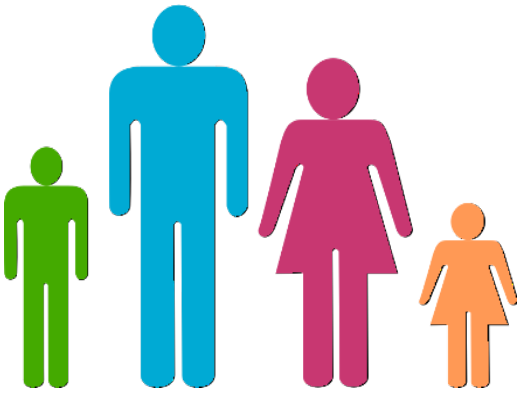
A Curriculum Guide For Families



Grade Five

Religion
Language Arts/Reading
Mathematics
Science
Social Studies
Fine Arts
Health & Physical Education
Technology

Office of Catholic Education
Revised 2022

Dear Family,

The purpose of this ***Curriculum Guide for Families*** is to communicate to parents and guardians the major skills and concepts that will be presented and developed in Grade Five. As a parent or guardian it is important that you are aware of the skills and concepts your child will be learning in the school setting. As the primary teacher, you will want to work with the teacher to reinforce that learning. By working together we, teacher and parent or guardian, can ensure maximum student learning.

You are encouraged to use this Guide as a basis for working with your child. You can use the Guide to support the learning of your child in the classroom by following the suggestions of ways you might work with your child. This Guide is a reminder of the key role you play in the education of your child. When home and school work together, student learning and achievement is more readily accomplished.

The ***Curriculum Guide for Families*** is an overview of the major learning objectives that will be taught in each of the content areas during Grade Five. The classroom teacher, in implementing the complete curriculum, will make decisions about the order in which concepts and skills are taught and the types of learning experiences that will be provided. In making these decisions, the teacher carefully considers:

- the experiences, needs, interests, and skills of each child,
- information shared by parents and guardians about the child, and
- appropriate teaching methods to be used.

In order to ensure that the curriculum is current, the Guide is reviewed every three years and modifications made if necessary. Every six years the curriculum undergoes a complete review and revision.

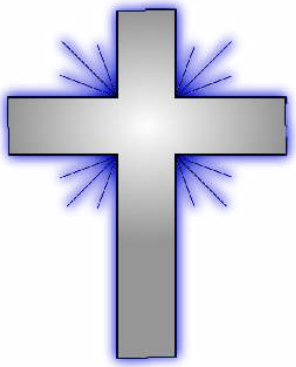
If you have any questions about the progress of your child in the educational program, please contact the teacher and/or principal.

We wish you well in your efforts to work with us to provide a quality Catholic education for your child.

The Office of Catholic Education
Catholic Diocese of Cleveland

MISSION

The Catholic Schools
of the Diocese of Cleveland
will work together
to provide a faith-centered
Catholic Education
rooted in the Gospel message
and evidenced
in community life,
family life
and
Christian witness
in service to others.



PROFILE
OF A CATHOLIC SCHOOL GRADUATE

A Catholic School Graduate is a faith-filled disciple of Christ who is

Called by Baptism and nourished by the Eucharist;
Active in the sacramental life of the Church through weekly participation in the Eucharist and regular participation in Reconciliation;
Centered in Gospel values;
Prayerful.

(As we describe the faith commitment of the Catholic School graduate, we understand that students of other faiths express these values in alternate faith commitments.)

A Catholic School Graduate is a Christian leader who is

A decision-maker whose conscience is formed by the teachings of the Catholic Church;
A witness to the Faith;
A person of integrity;
Respectful;
Committed to justice;
Collaborative;
A community builder;
A steward of the environment;
Active in parish life.

A Catholic School Graduate is a centered, well-rounded person who is

Self-confident;
Self-disciplined;
Open to growth;
Responsible;
An active and productive citizen.

A Catholic School Graduate is a loving person who is

Compassionate;
Kind;
Appreciative of diversity;
Welcoming;
A peace-filled mediator;
Respectful of the talents and abilities of others.

A Catholic School Graduate is a life-long learner who is

Articulate;
Creative;
Technologically literate;
Academically and spiritually competent;
A critical thinker;
A problem-solver.

A Catholic School Graduate is a healthy person who is

Respectful of life;
Practicing good health habits;
Committed to reaching his/her full potential;
A good sport.

CATHOLIC IDENTITY

INTEGRATED THROUGHOUT THE CURRICULUM

The Catholic schools of the Diocese find their true justification in the mission of the Church. Our schools are a means for the local church to evangelize, educate and contribute to the formation of a healthy and morally sound lifestyle among its members. Our schools fulfill this responsibility by ensuring that all aspects of the school are rooted in Catholic education philosophy, which brings faith, culture and life into harmony. (Adapted from: *Guidelines for Ohio Catholic Schools*. 2002)

Our school communities actively promote discipleship of Jesus Christ as integral to their Catholic culture and mission. Our schools offer a curriculum infused with Catholic beliefs and teachings and Gospel values. In particular, our schools provide a curriculum infused with the *Catholic Social Justice Teachings* and guided by the *Rights of Children*. In addition, all curricula are infused with Catholic Standards which are based on the *Catechism of the Catholic Church*. These Catholic Standards fall into the categories of The Profession of Faith, Life in Christ, The Celebration of the Christian Mystery, and Christian Prayer.

Catholic Social Justice Teachings

Life and Dignity of the Human Person

This principle is the foundation for the other six and calls for a reverence of life at all stages. Issues range from poverty to abortion, war, and economic policies and systems.

Call to Family, Community, and Participation

We live life in various communities. Our responsibilities include service to school and parish and involvement in the political system.

The Rights and Responsibilities of Every Person

This call involves both our personal and societal rights and duties.

The Preferential Option for the Poor and Vulnerable

Essential to the Gospel, this challenging theme calls for consideration of the marginalized and most in need in society. Concern for those left out, left alone, or left behind requires action for justice.

The Dignity of Work and the Rights of Workers

The right of the worker is key to making a living. Issues involve just wages and safe and healthful working conditions, as well as opportunities for education and training and societal support for those in situations limiting their ability to work or find work.

Love of Neighbor: Solidarity with All Peoples

The justice principles apply to all racial, ethnic, and religious groups. Respect for cultural and religious differences and valuing the contributions to society by every group is essential.

Care for Creation

Response to this theme encompasses awe and wonder, gratitude and reverence for the beauty, intricacies, and mysteries of creation on micro and macro scales: past, present, and future.

The Rights of Children

ALL CHILDREN HAVE:

- **THE RIGHT TO A CATHOLIC COMMUNITY** that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- **THE RIGHT TO A SAFE ENVIRONMENT** that promotes care, protection, and security.
- **THE RIGHT TO BE RESPECTED AS INDIVIDUALS** with human dignity.
- **THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT** through the development of their gifts and talents.
- **THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION** and challenges its members to critical and reflective thinking in their search for truth.
- **THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS** and to recognize the rights of others to be safe and free from harassment and abuse.
- **THE RIGHT TO LEARN THE SKILL OF SELF-PROTECTION** by identifying safe and unsafe situations.
- **THE RIGHT TO LEARN RESPONSIBILITY** for themselves and their actions.
- **THE RIGHT TO MAKE RESPONSIBLE DECISIONS** founded on religious conviction.
- **THE RIGHT TO GUIDANCE FROM THE CHURCH** in their development as loving people.

RELIGION

The curriculum is organized around the four strands of the *Catechism of the Catholic Church*.

The Profession of Faith

CCC 14. "'Those who belong to Christ through faith and Baptism must confess their baptismal faith before men' (Cf. Mt 10:32, Rom 10:9). First therefore the Catechism expounds revelation, by which God addresses and gives himself to man, and the faith by which man responds to God (Section One). The profession of faith summarizes the gifts that God gives man: as the Author of all that is good; as Redeemer; and as Sanctifier. It develops these in the three chapters on our baptismal faith in the one God: the almighty Father, the Creator; his Son Jesus Christ, our Lord and Savior; and the Holy Spirit, the Sanctifier, in the Holy Church (Section Two)."

The Celebration of Christian Mystery

CCC 15. "The second part of the Catechism explains how God's salvation, accomplished once for all through Christ Jesus and the Holy Spirit, is made present in the sacred actions of the Church's liturgy (Section One), especially in the seven sacraments (Section Two)."

Life in Christ

CCC 16. "The third part of the Catechism deals with the final end of man created in the image of God: beatitude, and the ways of reaching it - through right conduct freely chosen, with the help the twofold commandment of charity, specified in God's Ten Commandments (Section Two)."

Christian Prayer

CCC 17. "The last part of the Catechism deals with the meaning and importance of prayer in the life of believers (Section One). It concludes with a brief commentary on the seven petitions of the Lord's Prayer (Section Two), for indeed we find in these the sum of all the good things which we must hope for, and which our heavenly Father wants to grant us."

As a parent or guardian at home, you can help your child in religion by:

- praying together as a family;
- celebrating the liturgical seasons, such as Advent and Lent at home;
- planning some service or outreach that can be done together;
- reading the Gospels together;
- discussing the importance of the Sacraments in our lives;
- taking an active role in parish life, and practicing respect and courtesy;
- expressing faith in word and deed;
- helping your child understand the purposes of prayer as adoration, blessing, thanksgiving, petition, contrition, and praise;
- valuing Scripture as the revelation of God to us;
- attending Sunday Mass together;
- reflecting on the various vocations within the Church.

LANGUAGE ARTS

The Language Arts Curriculum is aligned to Ohio's New Learning Standards and develops the skills of communication in Reading: Literature, Informational Text, and Foundational Skills; Writing; Listening and Speaking; and Language. The new standards have brought about three shifts in language arts:

Informational Text: In addition to literature, students will be reading more non-fiction pieces from across all content areas.
Evidence from Texts: Students will also have to read more carefully to understand the message the author is trying to convey. Writing will focus more on opinion rather than narration.
Complex Text and Academic Language: The standards create a staircase of complexity, so all students will be exposed to complex text for their reading level and given strategies for understanding this text in order to be prepared for success in college or the career of their choosing in future years.

Capacities of the Literate Individual

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

Reading: Literature

Key Ideas and Details

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem 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; summarize the text.
- 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).

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

- 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.

Reading: Informational Text

Key Ideas and Details

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 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.

Craft and Structure

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 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.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

- 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.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

- 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.

Reading: Foundational Skills

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
    a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar texts.

Fluency

- 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.

Writing

Text Types and Purposes

- 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.
- 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 when useful to aiding comprehension.
    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.

- 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.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
    a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
    b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Range of Writing

- 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.

Speaking and Listening

Comprehension and Collaboration

- 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.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

Conventions of Standard English

- 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).

- 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

- 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

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases 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.
- 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.

Demonstrate knowledge of critical elements for more complex motor skills.

- Apply critical elements to analyze and provide feedback on motor-skill performance of others.
- Suggest ways to improve skill performance using the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identifying key cues). 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).

As a parent or guardian at home, you can help your child in language arts by:

- listening to your child read;
- reading aloud to your child;
- conducting research in the library and/or on the Internet with your child;
- helping your child synthesize information by note taking;
- helping your child write nonfiction reports and informal letters;
- encouraging your child to read for enjoyment as well as for information;
- encouraging your child to use the dictionary for assistance with the meaning and spelling of words;
- reminding your child of the practice of attentive listening;
- monitoring use of the computer, TV, movies and other media by your child;
- involving your child in conversations on a variety of topics.

MATHEMATICS

The Mathematics Curriculum is built upon Ohio's New Learning Standards for Mathematical Practice and Mathematical Content. Developing a solid mathematical foundation means nurturing the confidence of students and increasing their successes. In Grade Five instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Three important shifts have occurred in mathematics as a result of the new standards:

Focus: Each year, teachers will spend more time teaching important areas in mathematics. By focusing deeply on specific content, students will gain a strong foundation and a solid understanding of the concepts.
Coherence: The standards logically progress from grade to grade. The majority of standards at each grade level are not new topics, but extensions of what students have learned in previous years.
Rigor: Students are expected to have conceptual understanding of certain topics, fluency and skill in procedural calculations, and the ability to apply what they have learned in the classroom in everyday situations.

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

Write and interpret numerical expressions.

- Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- 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.

- 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.*

Number and Operations in Base Ten

Understand the place value system.

- 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.
- 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.
- 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.
- Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

- Fluently multiply multi-digit whole numbers using the standard algorithm.
- 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.

- Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations–Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

- Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
- 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 2/5 + ½ = 3/7, by observing that 3/7 < ½.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret ¾ as the result of dividing 3 by 4, noting that ¾ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size ¾. 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?*
- 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 part 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.
- 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.

- Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- 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. *For example, how much chocolate will each person get if 3 people share ½ lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

Measurement and Data

Convert like measurement units within a given measurement system.

- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

- Make a line plot to display a data set of measurements in fractions of a unit (½, ¼, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- 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 wholenumber products as volumes, e.g., to represent the associative property of multiplication.
    b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
    c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

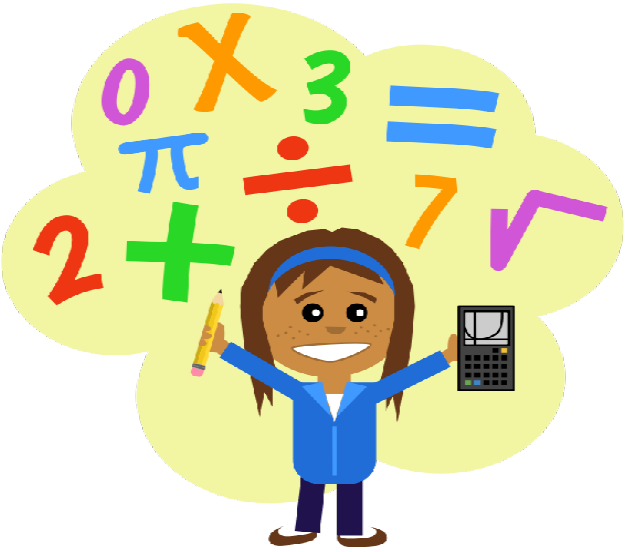
- Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the 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.

Classify two-dimensional figures into categories based on their properties.

- Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
- Classify two-dimensional figures in a hierarchy based on properties.

As a parent or guardian at home, you can help your child in mathematics by:

- calling the attention of your child to labels on items for length and weight;
- having your child assist with cooking or other jobs requiring measurement;
- encouraging your child to identify shapes and patterns in nature and in buildings;
- promoting the use of math in practical applications;
- showing the use of graphs and tables in magazines and newspapers;
- constructing and reading bar graphs;
- adding, subtracting, multiplying, and dividing like and unlike fractions;
- talking through the thinking steps in problem solving;
- modeling estimating and checking of calculations and conclusions;
- suggesting that your child predict events or conditions;
- pointing out math in news stories or various careers;
- creating word problems and having your child solve them.



SCIENCE

The Science Curriculum is designed to give learners a greater awareness of how science is integrated in their daily lives and its importance for survival. It is our hope that students will learn to apply science concepts to their world. But most importantly, the science curriculum is a foundation for greater understanding of science in relation to our Catholic beliefs and a deeper appreciation of our Creator. Teaching students to respect God, themselves, others, and our world is vitally important. We are guests of God in creation and have a responsibility to care for the earth.

Science Inquiry and Application

Theme: Interconnections within Systems. This theme focuses on helping students recognize the components of various systems and then investigate dynamic and sustainable relationships within systems using scientific inquiry.

- Identify questions that can be answered through scientific investigations;
- Design and conduct a scientific investigation;
- Use appropriate mathematics, tools and techniques to gather data and information;
- Analyze and interpret data;
- Develop descriptions, models, explanations and predictions;
- Think critically and logically to connect evidence and explanations;
- Recognize and analyze alternative explanations and predictions; and
- Communicate scientific procedures and explanations.

Earth and Space Science (ESS)

Topic: Cycles and Patterns in the Solar System

- 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.

Physical Science (PS)

Topic: Light, Sound and Motion

- 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.

Life Science (LS)

Theme: Interactions with Ecosystems

- Organisms perform a variety of roles in an ecosystem.
- All of the processes that take place within organisms require energy.

As a parent or guardian at home, you can help your child in science by:

- encouraging your child to observe and describe changes in nature;
- encouraging your child to take an interest in forming a collection of objects found in nature, such as rocks, minerals, leaves, etc.;
- explaining to your child how things work or have them explain to you how things work;
- visiting the Cleveland Science Center, the Botanical Garden, zoo, and Metro Parks;
- investigating some questions with your child, and discussing science-related events in the news;
- helping your child collect new scientific data in a notebook;
- getting involved in a community project with your child that focuses on caring for the environment;
- observing the moon together over several weeks and noting the changes that are observed;
- keeping a weather journal for several weeks and making inferences, predictions, and conclusions based on the data.

SOCIAL STUDIES

Social Studies is a multifaceted discipline, integrating the study of social sciences and humanities. The purpose of the Social Studies Curriculum is to promote civic competence and responsible behaviors that enable students to actively participate in our democratic society. Our approach in the teaching of Social Studies integrates our Christian values with the development of civic attitudes and responsibilities. We consciously connect responsible citizenship with the Social Justice Teachings of the Catholic Church, establishing real-world applications for Social Justice in the study of historical events and figures, economic conditions, cultural influences and appreciation, political issues, and the participation of civilizations in society.

History

Theme: Regions and People of the Western Hemisphere
Topic: Historical Thinking and Skills
- Multiple-tier timelines can be used to show relationships among events and places.

Topic: Early Civilization
- Early Indian 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.

Topic: Heritage
- European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.

Geography

Theme: Regions and People of the Western Hemisphere
Topic: Spatial Thinking and Skills
- Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.
- Latitude and longitude can be used to make observations about location and generalizations about climate.

Topic: Places and Regions
- Regions can be determined using various criteria (e.g., landform, climate, population).

Topic: Human Systems

- Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.
- American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.
- Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.
- The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.

Government

Theme: Regions and People of the Western Hemisphere
Topic: Civic Participation and Skills

- Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Topic: Roles and Systems of Government

- Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

Economics

Theme: Regions and People of the Western Hemisphere
Topic: Economic Decision Making and Skills

- Information displayed be used to show relative proportions of segments of data to an entire body of data.
- The choices people make have both present and future consequences.

Topic: Scarcity

- The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.

Topic: Production and Consumption

- The availability of productive resources and the division of labor impact productive capacity.

Topic: Markets

- 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.

Topic: Financial Literacy

- Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

As a parent or guardian at home, you can help your child in social studies by:

- discussing current events, and collecting and organizing data with your child;
- relating events to countries on a map or globe using the map key and latitude and longitude;
- involving your child in civic activities;
- sharing pictures or information about family history and heritage;
- visiting museums and other historical sites with your child;
- traveling and discussing region/climate/history of the place;
- using a map of North America and asking your child to locate states, the Great Lakes, significant cities, mountains, and rivers;
- watching news together and looking for stories related to the United States government;
- identifying products in your home that come from North America;
- helping your child to be aware of examples of economic activity around you every day such as the competition between two grocery stores.

FINE ARTS
ART AND MUSIC

The Fine Arts play a major role in developing the Christian call to Message, Worship, Community, and Service. Stained glass windows have told biblical stories as cathedrals have told stories of faith in stone. Music, whether Gregorian chant or polyphonic pieces, has bound faith communities together in faith and worship. The arts have enhanced ritual and religious drama from Medieval mystery, morality, and miracle plays to vestments, incense, and bells. The arts depict symbols and have often been a means of breaking down barriers, developing understanding, and bonding people together in peace. Art and music are a part of every culture. They are the vehicle for expressing inner thoughts and emotions. Art and music expand the world view and appreciation for diverse nationalities in an individual.

ART

Perceiving/Knowing (PE)

- Understand that the context of an art object has an effect on how that object is perceived.
- Identify and communicate how historical and cultural contexts influence ideas that inform artists.
- Investigate the role of cultural objects in our everyday environment.
- Compare and contrast how form and style are influenced by social, environmental and political views in artworks.
- Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.
- Select and access contemporary digital tools in media arts to investigate ideas and inform artmaking.

Producing/Performing (PR)

- Integrate observational and technical skills to strengthen artmaking.
- Use digital tools to explore ideas, create and refine works of art during the artmaking process.
- Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.
- Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.

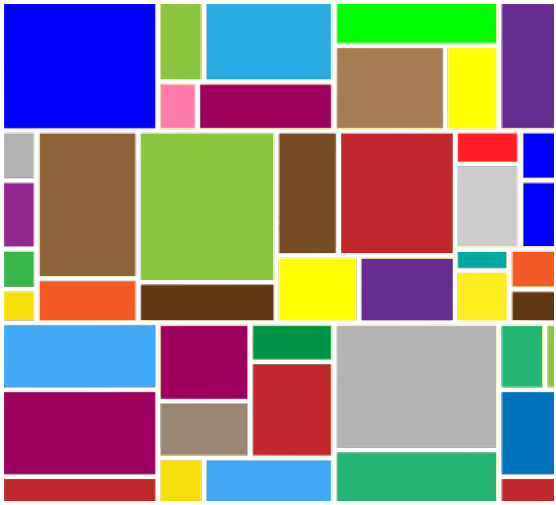
- During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.

Responding/Reflecting (RE)

- Apply reasoning skills to analyze and interpret the meaning in artworks.
- Describe how personal experiences can influence artistic preferences.
- Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.
- Communicate how personal artistic decisions are influenced by social, environmental and political views.
- Express what was learned and the challenges that remain when assessing their artworks.
- Use criteria to assess works of art individually and collaboratively.

As a parent or guardian at home, you can help your child in art by:

- discussing with your child the natural ways that art is a reflection of our spiritual nature;
- providing experiences for your child in the area of art such as visiting the Cleveland Museum of Art;
- encouraging your child to produce various types of art works;
- talking about how much art impacts and influences our daily lives.



MUSIC

Perceiving/Knowing/Creating (CE)

- Explore and identify musical instruments from different historical periods and world cultures.
- Listen to, identify, and respond to music of different composers, historical periods and world cultures.
- Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).
- Recognize and identify longer music forms (e.g., sonata, 12-bar blues, and theme and variations).
- Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.
- Differentiate between melody and harmony.
- Identify patterns of whole and half steps in a major scale.

Producing/Performing (PR)

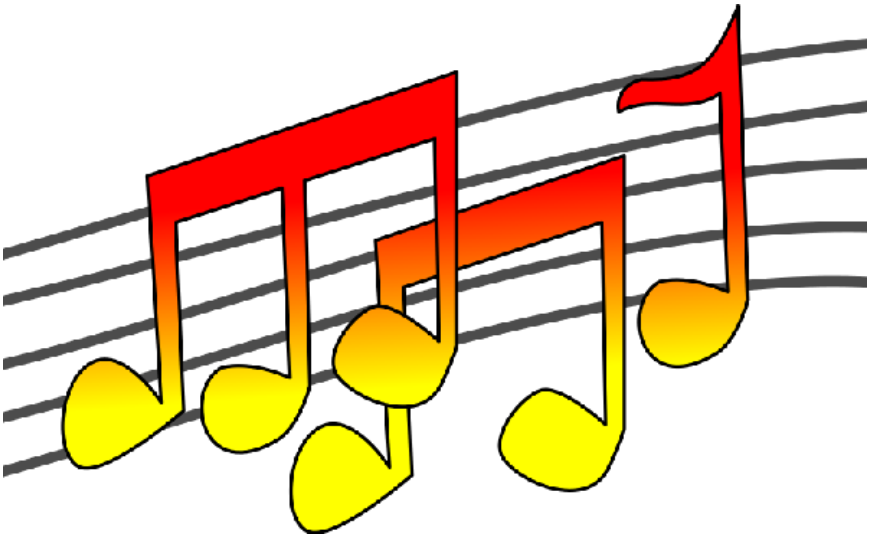
- Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.
- Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.
- Improvise, compose and arrange music.
- Use technology and the media arts to create and perform music.
- Read, write and perform rhythm patterns (e.g., 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half note and syncopated rhythms.
- Read, write and perform diatonic melodies and the major scale on the treble staff.
- Demonstrate appropriate audience etiquette at live performances.

Responding/Reflecting (RE)

- Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.
- Discuss contributions of musical elements to aesthetic qualities in performances of self and others.
- Describe how the process of learning in music connects to learning in other arts and other subject areas.
- Defend interpretations of music via dance, drama and visual art using appropriate vocabulary.
- Consider and articulate the influence of technology on music careers.
- Develop and apply criteria for critiquing more complex performances of live and recorded music.

As a parent or guardian at home, you can help your child in music by:

- discussing with your child the natural ways that music is a reflection of our spiritual nature;
- providing experiences for your child in the area of music such as attending a performance by the Cleveland Orchestra or other performing groups;
- encouraging your child to listen to various types of music;
- talking with your child about how much music impacts and influences our daily lives;
- encouraging your child to participate in the singing at Sunday Mass.



HEALTH

Health is an integral part of all learning. The Health Curriculum contributes to critical thinking and problem solving. It provides a solid foundation for lifetime wellness. Through the curriculum students appreciate the sanctity of life, Christian values and principles and take responsibility to make healthy choices in an ever-changing society. The curriculum focuses on nutrition, growth and development, disease prevention and control, safety, abuse prevention and first aid, and health issues and dangerous substances. Each area enables students to understand the importance of a healthy lifestyle.

Health Promotion and Disease Prevention

- Describe the relationship between healthy behaviors and personal health.
- Identify examples of emotional, intellectual, physical, and social health.
- Describe ways in which safe and healthy school and community environments can promote personal health.
- Describe ways to prevent common childhood injuries and health problems.
- Describe when it is important to seek health care.

Influence of Factors on Health Behaviors

- Describe how family influences personal health practices and behaviors.
- Identify the influence of culture on health practices and behaviors.
- Identify how peers can influence healthy and unhealthy behaviors.
- Describe how the school and community can support personal health practices and behaviors.
- Explain how media influences thoughts, feelings, and health behaviors.
- Describe ways that technology can influence personal health.

Valid Information, Products and Services

- Identify characteristics of valid health information, products, and services.
- Locate resources from home, school, and community that provide valid health information.

Interpersonal Communication Skills

- Demonstrate effective verbal and nonverbal communication skills to enhance health.
- Demonstrate refusal skills that avoid or reduce health risks.
- Demonstrate nonviolent strategies to manage or resolve conflict.
- Demonstrate how to ask for assistance to enhance personal health.

Decision-Making Skills

- Identify health-related situations that might require a thoughtful decision.
- Analyze when assistance is needed in making a health-related decision.
- List healthy options to health-related issues or problems.
- Predict the potential outcomes of each option when making a health-related decision.
- Choose a healthy option when making a decision.
- Describe the outcomes of a health-related decision.

Goal-Setting Skills

- Set a personal health goal and track progress toward its achievement.
- Identify resources to assist in achieving a personal health goal.

Health-Enhancing Behaviors

- Identify responsible personal health behaviors.
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- Demonstrate a variety of behaviors to avoid or reduce health risks.

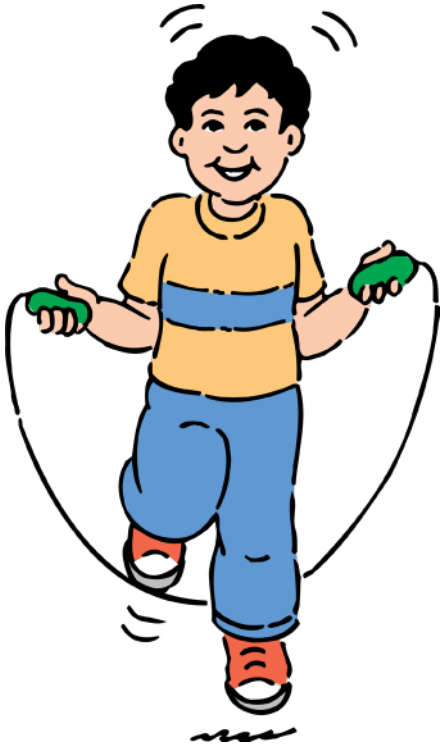
Advocacy

- Express opinions and give accurate information about health issues.
- Encourage others to make positive health choices.

As a parent or guardian at home, you can help your child in health by:

- discussing the influence of the media on health issues;
- having periodic conversations about mature choices versus peer pressure and other influences;
- developing practices of good health at home in nutrition, hygiene, and by having regular medical/dental checkups;
- talking about the importance and benefits of a good breakfast;
- helping your child value their identity and realize that the physical is only part of their identity;
- encouraging your child to have a positive attitude when working or playing with others;
- talking to your child about saying NO to alcohol, tobacco, and other drugs;
- teaching your child to say a firm and clear NO to a stranger and to leave unsafe situations immediately.

American Cancer Society. *National Health Education Standards: Achieving Excellence, Second Edition*. (Atlanta, GA: American Cancer Society, 2007), 8, cancer.org/bookstore.



PHYSICAL EDUCATION

The Physical Education Curriculum helps our students to acquire knowledge about movement and the development of skills through progressively designed experiences. This knowledge enables them to participate in a variety of movement experiences and fosters the desire for continued participation throughout life. The Physical Education Curriculum encourages thinking and self-discovery for the development of a positive self-concept with regard to the body and physical activities. It fosters qualities of self-confidence, self-discipline, and self-direction. Students learn to make choices related to physical education based on Christian values.

Competency in Motor Skill and Movement Patterns

Combine locomotor and non-locomotor skills into movement patterns.

- Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.
- Jump rope demonstrating a variety of footwork, arm action skills and/or tricks of choice.
- Combine balance and transferring weight with movement skills in a gymnastics or dance sequence.
- Combine skills in dances with correct rhythm and pattern.

Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

- Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.
- Catch with an implement (e.g., glove, scoop) using the critical elements.
- Strike an object with an implement using critical elements in relation to distance, space and direction demands.
- Receive a kick, dribble and then kick a ball to a target using the critical elements (e.g., move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to target).
- Dribble under control during a game or game-like situation using the critical elements.
- Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.

Knowledge of Movement and Performance

Demonstrate and apply basic tactics and principles of movement.

- Identify similar patterns/concepts across related activities (e.g., striking with a bat, tennis forehand).
- Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players) in a dynamic or changing environment.
- Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).
- Demonstrate basic decision-making capabilities in simple performance settings (e.g., what skill should I use?).

Demonstrate knowledge of critical elements for more complex motor skills.

- Apply critical elements to analyze and provide feedback on motor-skill performance of others.
- Suggest ways to improve skill performance using the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identifying key cues).

Level of Physical Activity and Fitness

Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.

- Identify school, home and community physical activity opportunities to meet physical activity guidelines.
- Track physical activity minutes to determine progress toward daily recommendation.
- Discuss the benefits of healthy eating in relation to physical activity.

Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.

- Recall specific activities that could improve each health-related fitness component.
- Interpret heart rate during physical activity and exercise to determine appropriate level of intensity.
- Identify specific activities to improve muscular strength and endurance throughout the body.
- Identify warm-up and cool-down activities.
- Analyze the results of a fitness assessment to identify exercises and/or activities to improve or maintain health-related fitness components.
- Link/match the FITT principle with the appropriate description.

Behavior That Respects Self and Others

Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.

- Adhere to class and activity-specific rules and safe practices.
- Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).
- Engage in activities and take responsibility for actions.

Interact and communicate positively with others.

- Lead, follow and support group members to improve play in cooperative and competitive settings.
- Evaluate personal behavior to ensure positive effects on others.
- Demonstrate respectful and responsible behavior toward peers different from oneself.
- Demonstrate cooperation with others when resolving conflict.

Value of Physical Activity

Identifies multiple, specific health benefits as a reason to value physical activity.

- Identify multiple specific health benefits from different dimensions (e.g., physical, emotional, intellectual) from participation in physical activity.

Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.

- Identify multiple specific reasons for enjoying a selected physical activity.
- Identify aspects of a physical activity that are challenging, yet enjoyable.
- Identify specific social benefits of a selected physical activity.

As a parent or guardian at home, you can help your child in physical education by:

- encouraging your child to engage in appropriate daily exercise;
- taking walks with your child and observing nature;
- playing catch to develop coordination skills;
- encouraging physical activities or outdoor games;
- beginning to work and play co-operatively.

TECHNOLOGY

An integral part of preparing students with core knowledge and skills for the future is the incorporation of technology into educational programs. Technology provides the framework for transforming teaching and learning. Technology is used by both students and teachers as a means of enhancing the teaching/learning environment. It is through exposure and experiences with integrated activities using technology that student achievement improves.

Information and Communications Technology

- Identify and use appropriate digital learning tools and resources to accomplish a defined task.
- Use digital learning tools and resources to locate, evaluate and use information.
- Use digital learning tools and resources to construct knowledge.
- Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

Society and Technology

- Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.
- Analyze the impact of communication and collaboration in both digital and physical environments.
- Explain how technology, society, and the individual impact one another.

Design and Technology

- Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.
- Identify a problem and use an engineering design process to solve the problem.
- Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding, and systems thinking.
- Evaluate designs using functional, aesthetic and creative elements.

As a parent or guardian at home, you can help your child in technology by:

- explaining the importance of acting in accord with the Acceptable Use Policy of the school, library, and other public places;
- monitoring use of the computer;
- exploring educational sites together;
- using technology as an educational resource and tool;
- communicating with grandparents, aunts/uncles, and friends using email.

Notes

Notes

Office of
Catholic Education

Catholic Diocese
of Cleveland