

Grade Five

In the fifth grade, students expand and deepen the concepts, skills, and strategies learned in earlier grades. Fifth grade students read and comprehend texts from a variety of genres (fiction, nonfiction, poetry, and drama) and subject areas (math, science, social studies, and English language arts), and they make new connections as they encounter new ideas and begin to study subjects in more formal ways.

Students use writing as a tool for learning, and they write for a variety of purposes and audiences. Fifth graders write daily in order to maximize and formalize their writing skills. Students communicate their personal voices in writing, expressing ideas through journals, notes, and e-mail. They understand and articulate how authors use a variety of techniques and craft in their writing, and they show evidence of the author's craft in their own writing. Additionally, students are aware of the connections between reading and writing, and they use those skills to learn and understand more about their world and different cultures. Students continue to increase vocabulary knowledge through reading, word study, discussion, and content area study.

In their verbal interactions, students communicate effectively with different audiences. Fifth graders engage in student-to-student and student-to-teacher interactions about a variety of texts and concepts. They use appropriate conversational skills, and they speak in turns rather than all at once during group interaction. Students are able to understand a problem or conflict as stated in oral, visual, or written texts, and they can determine an appropriate solution. In this process, students utilize previous knowledge and experience, draw conclusions and/or make valid generalizations, and apply logic to develop possible solutions. Fifth grade students support solutions with a variety of evidence and reasons.

Students participate in a cooperative learning environment, and they move independently around the room to gain information from other students. Students work cooperatively in a variety of situations, assuming productive roles within each group. Fifth graders also complete more complex assignments that ask them to use sources to inform their oral and written discussions of topics.

Reading

In reading a text closely, the student works carefully to discern the author's perspective and the particular facts and details that support it. The student reads thoughtfully and purposefully, constantly checking for understanding of the author's intent and meaning so that the interpretation will be sound.

ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.
- b. Identifies and analyzes the structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in the plays read, viewed, written, and performed.
- c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version.
- d. Relates a literary work to information about its setting (historically or culturally).
- e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.
- f. Identifies and analyzes the author's use of dialogue and description.
- g. Applies knowledge of the concept that theme refers to the message about life and the world that the author wants us to understand whether implied or stated.
- h. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.
 - i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme)
 - ii. Figurative language (e.g., personification, metaphor, simile, hyperbole)
 - iii. Graphics (i.e., capital letters, line length, stanzas).
- i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.
- j. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.
- k. Identifies common structures and stylistic elements (e.g., hyperbole, refrain, simile) in traditional literature.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- a. Locates facts that answer the reader's questions.
- b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).
- c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations).
- d. Identifies and uses knowledge of common organizational structures (e.g.,

- chronological order, logical order, cause and effect, classification schemes).
- e. Distinguishes cause from effect in context.
 - f. Identifies and analyzes main ideas, supporting ideas, and supporting details.
 - g. Makes perceptive and well-developed connections.
 - h. Relates new information to prior knowledge and experience and makes connections to related topics or information.

ELA5R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

ELA5R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student

- a. Reads a variety of texts and incorporates new words into oral and written language.
- b. Determines the meaning of unfamiliar words using context clues (e.g., definition, example).
- c. Determines the meaning of unfamiliar words using knowledge of common roots, suffixes, and prefixes.
- d. Determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.
- e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-).
- f. Identifies the meaning of common idioms and figurative phrases.
- g. Identifies playful uses of language (e.g., puns, jokes, palindromes).
- h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.
- i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.

ELA5R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student

- a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.
- b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).
- c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).

Writing

The student writes clear, coherent text that develops a central idea or tells a story. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

- a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.
- c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).

ELA5W2 The student demonstrates competence in a variety of genres.

The student produces a narrative that:

- a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
- b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.
- c. Creates an organizing structure.
- d. Includes sensory details and concrete language to develop plot and character.
- e. Excludes extraneous details and inconsistencies.
- f. Develops complex characters through actions describing the motivation of characters and character conversation.
- g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.
- h. Provides a sense of closure to the writing.
- i. Lifts the level of language using appropriate strategies including word choice.

The student produces informational writing (e.g., report, procedures, correspondence) that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Develops a controlling idea that conveys a perspective on a subject.
- c. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- d. Includes appropriate facts and details.
- e. Excludes extraneous details and inappropriate information.
- f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.
- g. Draws from more than one source of information such as speakers, books, newspapers,

and online materials.

- h. Provides a sense of closure to the writing.
- i. Lifts the level of language using appropriate strategies including word choice.

The student produces a response to literature that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Advances a judgment that is interpretive, evaluative, or reflective.
- c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.
- d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.
- e. Excludes extraneous details and inappropriate information.
- f. Provides a sense of closure to the writing.
- g. Lifts the level of language using appropriate strategies including word choice.

The student produces a persuasive essay that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. States a clear position in support of a proposal.
- c. Supports a position with relevant evidence.
- d. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- e. Addresses reader concerns.
- f. Excludes extraneous details and inappropriate information.
- g. Provides a sense of closure to the writing.
- h. Raises the level of language using appropriate strategies (word choice).

ELA5W3 The student uses research and technology to support writing. The student

- a. Acknowledges information from sources.
- b. Uses organizational features of printed text (i.e., citations, end notes, bibliographic references, appendices) to locate relevant information.
- c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers) as aids to writing.
- d. Uses the features of texts (e.g., index, table of contents, guide words, alphabetical/numerical order) to obtain and organize information and thoughts.
- e. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).
- f. Creates simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check).
- g. Uses a thesaurus to identify alternative word choices and meanings.

ELA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student

- a. Plans and drafts independently and resourcefully.
- b. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
- c. Edits to correct errors in spelling, punctuation, etc.

Conventions

Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of Standard English conventions helps readers understand and follow the student's meaning, while errors can be distracting and confusing. Standard English conventions are the "good manners" of writing and speaking that make communication fluid.

ELA5C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

- a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
- b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising sentences).
- c. Uses and identifies verb phrases and verb tenses.
- d. Recognizes that a word performs different functions according to its position in the sentence.
- e. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).
- f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments and run-ons).
- g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.

Listening/Speaking/Viewing

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student listens critically and responds appropriately to oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”).
- e. Confirms understanding by paraphrasing the adult’s directions or suggestions.
- f. Displays appropriate turn-taking behaviors.
- g. Actively solicits another person’s comments or opinions.
- h. Offers own opinion forcefully without domineering.
- i. Responds appropriately to comments and questions.
- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- k. Gives reasons in support of opinions expressed.
- l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a. Demonstrates an awareness of the presence of the media in the daily lives of most people.
- b. Evaluates the role of the media in focusing attention and in forming an opinion.
- c. Judges the extent to which media provide a source of entertainment as well as a source of information.

When delivering or responding to presentations, the student:

- a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
- b. Uses notes, multimedia, or other memory aids to structure the presentation.
- c. Engages the audience with appropriate verbal cues and eye contact.
- d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.

- e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.
- f. Uses technology or other memory aids to structure the presentation.

Mathematics Georgia Performance Standards

Grade 5

By the end of grade five, students will further develop their understanding of multiplication and division of whole numbers, decimals, and fractions. They will also understand and investigate algebraic mathematical expressions. Students will also expand their understanding of computing area and volume of simple geometric figures. Students will understand the meaning of congruent geometric shapes and the relationship of the circumference of a circle to its diameter. They will also use percentages and circle graphs to interpret statistical data.

Instruction and assessment should include the use of manipulatives and appropriate technology. Topics should be represented in multiple ways including concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used in the context of real world phenomena.

Concepts / Skills to Maintain

Add and subtract decimals

Whole numbers and decimals computation

Angle measurement

Length, area, and weight

Number sense

Add and subtract common fractions with like denominators

Data usage and representation

Characteristics of 2-D and 3-D shapes

Order of Operations

Properties of addition and multiplication

NUMBER AND OPERATIONS

Students will further develop their understanding of the concept of whole numbers. They will also understand the meanings of multiplication and division of decimals and use decimals and common fractions in computation, as well as in problem solving situations.

M5N1. Students will further develop their understanding of whole numbers.

- a. Classify the set of counting numbers into subsets with distinguishing characteristics (odd/even, prime/composite).
- b. Find multiples and factors.
- c. Analyze and use divisibility rules.

***Mathematics Georgia Performance Standards
Grade 5***

M5N2. Students will further develop their understanding of decimals as part of the base-ten number system.

- a. Understand place value.
- b. Analyze the effect on the product when a number is multiplied by 10, 100, 1000, 0.1, 0.01, and .001.
- c. Use $<$, $>$, or $=$ to compare decimals and justify the comparison.

M5N3. Students will further develop their understanding of the meaning of multiplication and division with decimals and use them.

- a. Model multiplication and division of decimals.
- b. Explain the process of multiplication and division, including situations in which the multiplier and divisor are both whole numbers and decimals.
- c. Multiply and divide with decimals including decimals less than one and greater than one.
- d. Understand the relationships and rules for multiplication and division of whole numbers also apply to decimals.

M5N4. Students will continue to develop their understanding of the meaning of common fractions and compute with them.

- a. Understand division of whole numbers can be represented as a fraction ($a/b = a \div b$).
- b. Understand the value of a fraction is not changed when both its numerator and denominator are multiplied or divided by the same number because it is the same as multiplying or dividing by one.
- c. Find equivalent fractions and simplify fractions.
- d. Model the multiplication and division of common fractions.
- e. Explore finding common denominators using concrete, pictorial, and computational models.
- f. Use $<$, $>$, or $=$ to compare fractions and justify the comparison.
- g. Add and subtract common fractions and mixed numbers with unlike denominators.
- h. Use fractions (proper and improper) and decimals interchangeably.
- i. Estimate products and quotients.

M5N5. Students will understand the meaning of percentage.

- a. Explore and model percents using multiple representations.
- b. Apply percents to circle graphs.

Mathematics Georgia Performance Standards

Grade 5

MEASUREMENT

Students will compute the area of geometric plane figures. They will also understand the concept of volume and compute the volume of simple geometric solids and measure capacity. Students will convert from one unit to another within one system of measurement.

M5M1. Students will extend their understanding of area of geometric plane figures.

- a. Estimate the area of geometric plane figures.
- b. Derive the formula for the area of a parallelogram.
- c. Derive the formula for the area of a triangle.
- d. Find the areas of triangles and parallelograms using formulae.
- e. Estimate the area of a circle through partitioning and tiling.
- f. Find the area of a polygon (regular and irregular) by dividing it into squares, rectangles, and/or triangles and find the sum of the areas of those shapes.
- g. Derive the formula for the area of a circle.
- h. Find the area of a circle using the formula and $\pi \approx 3.14$.

M5M2. Students will extend their understanding of perimeter to include circumference.

- a. Derive the formula for the circumference of a circle.
- b. Find the circumference of a circle using the formula and $\pi \approx 3.14$.

M5M3. Students will measure capacity with appropriately chosen units and tools.

- a. Use milliliters, liters, fluid ounces, cups, pints, quarts, and gallons to measure capacity.
- b. Compare one unit to another within a single system of measurement.

M5M4. Students will understand and compute the volume of a simple geometric solid.

- a. Understand a cubic unit (u^3) is represented by a cube in which each edge has the length of 1 unit.
- b. Identify the units used in computing volume as cubic centimeters (cm^3), cubic meters (m^3), cubic inches (in^3), cubic feet (ft^3), and cubic yards (yd^3).
- c. Derive the formula for finding the volume of a cube and a rectangular prism using manipulatives.
- d. Compute the volume of a cube and a rectangular prism using formulae.
- e. Estimate the volume of a simple geometric solid.
- f. Understand the similarities and differences between volume and capacity.

Mathematics Georgia Performance Standards

Grade 5

GEOMETRY

Students will further develop their understanding of geometric figures.

M5G1. Students will understand congruence of geometric figures and the correspondence of their vertices, sides, and angles.

M5G2. Students will understand the relationship of the circumference of a circle to its diameter is pi ($\pi \approx 3.14$).

ALGEBRA

Students will represent and investigate mathematical expressions algebraically by using variables.

M5A1. Students will represent and interpret the relationships between quantities algebraically.

- a. Use variables, such as n or x , for unknown quantities in algebraic expressions.
- b. Investigate simple algebraic expressions by substituting numbers for the unknown.
- c. Determine that a formula will be reliable regardless of the type of number (whole numbers or decimals) substituted for the variable.

DATA ANALYSIS AND PROBABILITY

Students will gather, organize, and display data and interpret graphs.

M5D1. Students will analyze graphs.

- a. Analyze data presented in a graph.
- b. Compare and contrast multiple graphic representations (circle graphs, line graphs, line plot graphs, pictographs, Venn diagrams, and bar graphs) for a single set of data and discuss the advantages/disadvantages of each.
- c. Determine and justify the mean, range, mode, and median of a set of data.

M5D2. Students will collect, organize, and display data using the most appropriate graph.

Process Skills

Each topic studied in this course should be developed with careful thought toward helping every student achieve the following process standards.

M5P1. Students will solve problems (using appropriate technology).

- a. Build new mathematical knowledge through problem solving.
- b. Solve problems that arise in mathematics and in other contexts.
- c. Apply and adapt a variety of appropriate strategies to solve problems.
- d. Monitor and reflect on the process of mathematical problem solving.

Mathematics Georgia Performance Standards

Grade 5

M5P2. Students will reason and evaluate mathematical arguments.

- a. Recognize reasoning and proof as fundamental aspects of mathematics.
- b. Make and investigate mathematical conjectures.
- c. Develop and evaluate mathematical arguments and proofs.
- d. Select and use various types of reasoning and methods of proof.

M5P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- c. Analyze and evaluate the mathematical thinking and strategies of others.
- d. Use the language of mathematics to express mathematical ideas precisely.

M5P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

M5P5. Students will represent mathematics in multiple ways.

- a. Create and use representations to organize, record, and communicate mathematical ideas.
- b. Select, apply, and translate among mathematical representations to solve problems.
- c. Use representations to model and interpret physical, social, and mathematical phenomena.

The following terms and symbols are often misunderstood. These concepts are not an inclusive list and should not be taught in isolation. However, due to evidence of frequent difficulty and misunderstanding associated with these concepts, instructors should pay particular attention to them and how their students are able to explain and apply them.

The definitions are for teacher reference only and are not intended to be memorized by students. Teachers should present these concepts to students with models and real life examples. Students should understand the concepts involved and be able to recognize and/or demonstrate them with words, models, pictures, or numbers.

Terms / Symbols:

simplify, common denominator, congruence, %, percent, improper fraction, divisibility, multiple, factor, estimate, volume, tiling, irregular polygon, polygon, capacity, circumference, pi, circle graph, cup, pint, quart, gallon, milliliter, liter, mean, \approx , \cong , π

Fifth Grade Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the fifth grade level. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet student needs. Safety of the student should always be foremost in science instruction.

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire an understanding of both the **Characteristics of Science** and its **Content**. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, **A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME**. For this reason they are presented as co-requisites.

This Performance Standards include four major components. They are

The Standards for Georgia Science Courses. The Characteristics of Science co-requisite standards are listed first, followed by the Content co-requisite standards. Each Standard is followed by elements that indicate the specific learning goals associated with it.

Tasks that students should be able to perform during or by the end of the course. These are keyed to the relevant Standards. Some of these can serve as activities that will help students achieve the learning goals of the Standard. Some can be used to assess student learning, and many can serve both purposes.

Samples of student work. As a way of indicating what it takes to meet a Standard, examples of successful student work are provided. Many of these illustrate how student work can bridge the Content and Characteristics of Science Standards. The Georgia DOE Standards web site will continue to add samples as these domains are identified and teachers are encouraged to submit examples from their own classroom experiences.

Teacher Commentary. Teacher commentary is meant to open the pathways of communication between students and the classroom teacher. Showing students why they did or did not meet a standard enables them to take ownership of their own learning.

Georgia Performance Science Standards-- Explanation of Coding

Characteristics of Science Standards

SKCS1

Science Kindergarten Characteristics of Science Standard #1****

S8CS2

Science Grade **8 Characteristics of Science Standard #**2****

SCSh8

Science Characteristics of Science high school Standard #8****

Content Standards

S5P3

Science Grade **5 Physical Science Standard #**3****

S4E2

Science Grade **4 Earth Science Standard #**2****

S7L4

Science Grade **7 Life Science Standard #**4****

SC1

Science Chemistry Standard #1****

SB4

Science Biology Standard #4****

SPS6

Science Physical Science Standard #6****

SP3

Science Physics Standard #3****

Fifth grade students offer reasons for findings and consider reasons offered by others. They keep records of investigations and observations and understand why they should not alter records. They use numerical data to describe and compare objects. They will convert the fractions (halves, thirds, fourths, fifths, tenths, and hundredths) to decimals in scientific calculations. They identify the largest and smallest possible value of something. Fifth graders use cameras and tape recorders to gather and record information. They use reference books, back issues of magazines or newspapers, and computer databases to locate scientific information. They use the information found in these sources to support statements. Fifth graders realize that safety is a fundamental concern in all experimental science and follow safety guidelines. They wear goggles any time chemicals, glassware, or heat is used.

Evidence

Fifth grade students investigate scientific concepts. They understand that science is a process for gaining knowledge about the natural world. Students are active learners and use hands on activities to discover and explain phenomena. They are able to conduct experiments and report their findings in the form of written reports, charts, and various other presentations including multi-media projects. Their scientific explanations emphasize evidence and begin to use scientific principles, models, and theories.

Major Concepts/Skills:	Concepts/Skills to Maintain
Earth Science	Habits of Mind
Landforms of Georgia	Records observations
Effects of constructive forces	Offers and considers reasoning
Effects of destructive forces	Quantifies data
Role of technology in control	Measures and estimates
Physical Science	Uses scientific tools
Introduction to conservation of matter	Assembles, describes, takes apart, and reassembles
Physical Changes	Identifies parts and makes models
Chemical Changes	Describes changes
Electricity and magnetism	Compares physical attributes
Life Science	Draws and sketches
Classification of organisms	Questions and seeks to find answers
Inheritance of traits	Researches for scientific information
Learned behaviors	Replicates investigations
Cells and microorganisms	Works safely

Co-Requisite - Characteristics of Science

Habits of the Mind

S5CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Keep records of investigations and observations and do not alter the records later.
- b. Carefully distinguish observations from ideas and speculation about those observations.
- c. Offer reasons for findings and consider reasons suggested by others.
- d. Take responsibility for understanding the importance of being safety conscious.

S5CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.
- b. Use fractions and decimals, and translate between decimals and commonly encountered fractions – halves, thirds, fourths, fifths, tenths, and hundredths (but not sixths, sevenths, and so on) – in scientific calculations.
- c. Judge whether measurements and computations of quantities, such as length, area, volume, weight, or time, are reasonable answers to scientific problems by comparing them to typical values.

S5CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

- a. Choose appropriate common materials for making simple mechanical constructions and repairing things.
- b. Measure and mix dry and liquid materials in prescribed amounts, exercising reasonable safety.
- c. Use computers, cameras and recording devices for capturing information.
- d. Identify and practice accepted safety procedures in manipulating science materials and equipment.

S5CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Observe and describe how parts influence one another in things with many parts.
- b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world. Identify ways in which the representations do not match their original counterparts.
- c. Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate.
- d. Identify the biggest and the smallest possible values of something.

S5CS5. Students will communicate scientific ideas and activities clearly.

- a. Write instructions that others can follow in carrying out a scientific procedure.
- b. Make sketches to aid in explaining scientific procedures or ideas.
- c. Use numerical data in describing and comparing objects and events.
- d. Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.

S5CS6. Students will question scientific claims and arguments effectively.

- a. Support statements with facts found in books, articles, and databases, and identify the sources used.
- b. Identify when comparisons might not be fair because some conditions are different.

The Nature of Science

S5CS7. Students will be familiar with the character of scientific knowledge and how it is achieved.

Students will recognize that:

- a. Similar scientific investigations seldom produce exactly the same results, which may differ due to unexpected differences in whatever is being investigated, unrecognized differences in the methods or circumstances of the investigation, or observational uncertainties.
- b. Some scientific knowledge is very old and yet is still applicable today.

S5CS8. Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.
- b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.
- c. Scientists use technology to increase their power to observe things and to measure and compare things accurately.
- d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.

Co-Requisite - Content

Earth Science

S5E1. Students will identify surface features of the Earth caused by constructive and destructive processes.

- a. Identify surface features caused by constructive processes.
 - Deposition (Deltas, sand dunes, etc.)
 - Earthquakes
 - Volcanoes
 - Faults

- b. Identify and find examples of surface features caused by destructive processes.
 - Erosion (water—rivers and oceans, wind)
 - Weathering
 - Impact of organisms
 - Earthquake
 - Volcano
- c. Relate the role of technology and human intervention in the control of constructive and destructive processes.
Examples include, but are not limited to
 - Seismological studies,
 - Flood control, (dams, levees, storm drain management, etc.)
 - Beach reclamation (Georgia coastal islands)

Physical Science

S5P1. Students will verify that an object is the sum of its parts.

- a. Demonstrate that the mass of an object is equal to the sum of its parts by manipulating and measuring different objects made of various parts.
- b. Investigate how common items have parts that are too small to be seen without magnification.

S5P2. Students will explain the difference between a physical change and a chemical change.

- a. Investigate physical changes by separating mixtures and manipulating (cutting, tearing, folding) paper to demonstrate examples of physical change.
- b. Recognize that the changes in state of water (water vapor/steam, liquid, ice) are due to temperature differences and are examples of physical change.
- c. Investigate the properties of a substance before, during, and after a chemical reaction to find evidence of change.

S5P3. Students will investigate the electricity, magnetism, and their relationship.

- a. Investigate static electricity.
- b. Determine the necessary components for completing an electric circuit.
- c. Investigate common materials to determine if they are insulators or conductors of electricity.
- d. Compare a bar magnet to an electromagnet.

Life Science

S5L1. Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.

- a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).
- b. Demonstrate how plants are sorted into groups.

S5L2. Students will recognize that offspring can resemble parents in inherited traits and learned behaviors.

- a. Compare and contrast the characteristics of learned behaviors and of inherited traits.
- b. Discuss what a gene is and the role genes play in the transfer of traits.

Teacher note: Be sensitive to this topic since biological parents may be unavailable.

S5L3. Students will diagram and label parts of various cells (plant, animal, single-celled, multi-celled).

- a. Use magnifiers such as microscopes or hand lenses to observe cells and their structure.
- b. Identify parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus) and determine the function of the parts.
- c. Explain how cells in multi-celled organisms are similar and different in structure and function to single-celled organisms.

S5L4. Students will relate how microorganisms benefit or harm larger organisms.

- a. Identify beneficial microorganisms and explain why they are beneficial.
- b. Identify harmful microorganisms and explain why they are harmful.

Grade Five

UNITED STATES HISTORY SINCE 1860

In fifth grade, students continue their formal study of United States history. As with fourth grade, the strands of history, geography, civics, and economics are fully integrated. Students study United States history beginning with the Civil War and continue to the present. The geography strand emphasizes the influence of geography on U. S. history. The civics strand emphasizes concepts and rights as outlined in amendments to the U. S. Constitution. The economics strand uses material from the historical strand to further understanding of economic concepts.

Historical Understandings

SS5H1 The student will explain the causes, major events, and consequences of the Civil War.

- a. Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry, and explain how each of these events was related to the Civil War.
- b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South.
- c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.
- d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson.
- e. Describe the effects of war on the North and South.

SS5H2 The student will analyze the effects of Reconstruction on American life.

- a. Describe the purpose of the 13th, 14th, and 15th Amendments.
- b. Explain the work of the Freedmen’s Bureau.
- c. Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs.

SS5H3 The student will describe how life changed in America at the turn of the century.

- a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
- b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
- c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.
- d. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled.
- e. Describe the impact of westward expansion on Native Americans; include the Battle of the Little Bighorn and the relocation of Native Americans to reservations.

SS5H4 The student will describe U.S. involvement in World War I and post-World War I America.

- a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.
- b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).

SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

- a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
- b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority.
- c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

SS5H6 The student will explain the reasons for America's involvement in World War II.

- a. Describe Germany's aggression in Europe and Japan's aggression in Asia.
- b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
- c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.
- d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.
- e. Describe the effects of rationing and the changing role of women and African-Americans; include "Rosie the Riveter" and the Tuskegee Airmen.
- f. Explain the U.S. role in the formation of the United Nations.

SS5H7 The student will discuss the origins and consequences of the Cold War.

- a. Explain the origin and meaning of the term "Iron Curtain."
- b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
- c. Identify Joseph McCarthy and Nikita Khrushchev.

SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975.

- a. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.
- b. Explain the key events and people of the Civil Rights movement; *include Brown v. Board of Education (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.*
- c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
- d. Discuss the significance of the technologies of television and space exploration.

SS5H9 The student will trace important developments in America since 1975.

- a. Describe U. S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, the Persian Gulf War, and the War on Terrorism in response to September 11, 2001.
- b. Explain the impact the development of the personal computer and the Internet has had on American life.

Geographic Understandings

SS5G1 The student will locate important places in the United States.

- a. Locate important physical features; include the Grand Canyon, Salton Sea, Great Salt Lake, and Mojave Desert.
- b. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL.

SS5G2 The student will explain the reasons for the spatial patterns of economic activities.

- a. Explain how factors such as population, transportation, and resources influenced industrial location in the United States between the end of the Civil War and 1900.
- b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas.

Government/Civic Understandings

SS5CG1 The student will explain how a citizen's rights are protected under the U.S. Constitution.

- a. Explain the responsibilities of a citizen.
- b. Explain the freedoms granted and rights protected by the Bill of Rights.
- c. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process.

SS5CG2 The student will explain the process by which amendments to the U.S. Constitution are made.

- a. Explain the amendment process outlined in the Constitution.
- b. Describe the purpose for the amendment process.

SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy.

- a. Explain the purpose of the 12th and 17th amendments.
- b. Explain how voting rights were protected by the 15th, 19th, 23rd, 24th , and 26th amendments.

Economic Understandings

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

- a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to ration goods during WWII).
- b. Explain how price incentives affect people’s behavior and choices (such as decisions to participate in cattle trails because of increased beef prices).
- c. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20th century).
- d. Explain how voluntary exchange helps both buyers and sellers (such as how specialization leads to the need to exchange to get wants and needs).
- e. Describe how trade promotes economic activity (such as how the Panama Canal increases trade between countries).
- f. Give examples of technological advancements and their impact on business productivity during the continuing development of the United States (such as the development of the personal computer and the internet).

SS5E2 The student will describe the functions of four major sectors in the U. S. economy.

- a. Describe the household function in providing resources and consuming goods and services.
- b. Describe the private business function in producing goods and services.
- c. Describe the bank function in providing checking accounts, savings accounts, and loans.
- d. Describe the government function in taxation and providing certain goods and services.

SS5E3 The student will describe how consumers and businesses interact in the U. S. economy.

- a. Describe how competition, markets, and prices influence people’s behavior.
- b. Describe how people earn income by selling their labor to businesses.
- c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.

Social Studies Skills Matrices

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

Georgia Performance Standards Framework for Physical Education

FIFTH GRADE

PE5.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Description: Students can move through space using any movement pattern in combination with any non-locomotor skill in complex environments. Movement patterns are demonstrated with consistency and with good form. Some specialized skills, like those associated with sports, are refined and used in game play. Students demonstrate the ability to hit targets when performing manipulative skills. Students are able to combine movement in meaningful ways, creating movement sequences that are smooth and fluid and done to several different rhythmic patterns.

Elements:

a. Demonstrates hand striking skills in repetition in both a controlled setting and during game play.

Examples:

- Volleys a ball with a partner using correct technique.
- Uses correct form while dribbling around defenders during a basketball lead up game.

b. Demonstrates foot striking skills in repetition with the foot in a controlled setting or during game play.

Examples:

- Uses control when dribbling a soccer ball around cones.
- Advances a soccer ball down the field while passing it back and forth with a partner and while keeping it away from others.

c. Demonstrates striking skills with equipment.

Examples:

- Uses proper technique when using the forehand during a pickle ball game.
- Uses proper technique when shooting a floor hockey puck.

d. Demonstrates the ability to create and perform rhythmic patterns in a 4/4 beat.

Examples:

- Performs a rope jumping routine, ball routine, or dance routine.
- Performs a group gymnastics movement sequence using three or more elements.

Georgia Performance Standards Framework for Physical Education

FIFTH GRADE

PE5.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students will perform complex motor skills and be able to transfer concepts learned in other skills/games for performance of the new skill/game. They self-analyze their own skills as well as those of their classmates and discuss methods for improving performance.

Elements:

a. Applies critical elements to improve personal performance and in various movement tactics in small sided game play.

Examples:

- Explains the strategy of moving to an open space in game play.
- Watches a video of own performance to improve form.

b. Creates a complex rhythmic/aerobic routine.

Examples:

- Demonstrates a self created jump rope, tumbling, dance, or ball routine.
- Writes the steps on paper for a folk dance that represents one's heritage.

c. Designs a new game.

Examples:

- Creates a new game that has skills related to other activities.
- Given appropriate equipment, makes up a new game that includes a fitness component.

Georgia Performance Standards Framework for Physical Education

FIFTH GRADE

PE5.3: Participates regularly in physical activity.

Description: Students will be able to use information from a variety of sources to regulate their activity behavior.

Elements:

a. Sets reachable but challenging goals as they relate to activity.

Examples:

- Improves the number of jumps in a 2 minute time test.
- Increases distance from target as a self-challenge.

b. Monitors effects of activity to increase participation.

Examples:

- Takes pulse rate at regular intervals during a soccer game.
- Compares pretest and posttest of a skill assessment.

c. Participates in physical activities that provide important opportunities for challenges in social interaction and group membership with the goal of voluntary participation outside of class.

Examples:

- Makes physical activity choices based on personal interests and capabilities to maintain an active lifestyle.
- Participates in an organized sport or intramural activity of own choosing outside of the school day.

d. Identifies physical activities and personal choice behaviors that promote a health-enhancing lifestyle.

Examples:

- Brainstorms and compiles a list of physical activities that the student would enjoy participating in with friends or family outside of school.
- Identifies stretches performed daily to increase flexibility.

e. Regularly participates in physical activities outside of the school day.

Examples:

- Follows a teacher generated activity calendar for one week.
- Develops strategies for monitoring regular participation in physical activities.

Georgia Performance Standards Framework for Physical Education

FIFTH GRADE

PE5.4: Achieves and maintains a health-enhancing level of physical fitness.

Description: Under the direction of the teacher, students will identify personal strengths and areas to improve as determined by the results of the fitness assessments. Using this information, students will be able to choose activities that will help to improve their fitness levels.

Elements:

a. Participates in criterion-referenced fitness assessments with close teacher guidance and supervision (Ex. Fitnessgram).

Examples:

- Practices with a peer in the criterion- referenced test.
- Participates in a fitness assessment targeting each health-related component of fitness.

b. Interprets results of fitness testing to compare their scores with health related standards.

Examples:

- Compares personal scores with the health-related fitness standards as defined by the national fitness assessment.
- Identifies at least two activities that will improve health-related fitness components.
- Participates in moderate to vigorous physical activity.
- Participates in 30 minutes of moderate to vigorous activity at least 3 days per week.

Georgia Performance Standards Framework for Physical Education

FIFTH GRADE

PE5.6: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students begin to show competence in working cooperatively. They demonstrate an evolving appreciation for positive class conduct and a willingness to work with students of various abilities.

Elements:

a. Demonstrates the ability to work together in a group setting.

Examples:

- Describes and demonstrates how to accommodate various abilities.
- Works with a group to choreograph a dance.

b. Performs activities safely and follows class rules of conduct.

Examples:

- Demonstrates proper safety procedures for swinging racket or long handled implement in a group setting.
- Chooses a safe space for a rope jumping activity.

c. Describes and demonstrates teamwork in a small sided game.

Examples:

- Passes the ball to a teammate to gain advantage while playing a game.
- Plays position while participating in a net game.

Georgia Performance Standards Framework for Physical Education

FIFTH GRADE

PE5.6: Values physical activity for health, enjoyment, challenge, self expression, and/or social–interaction.

Description: Students will identify those activities they enjoy, as well as classmates that have similar and different physical activity interests.

Elements:

a. Demonstrates enjoyment that is obtained from physical activity.

Examples:

- Develops team cheer chant to motivate others on a team.
- Claps and jumps in excitement while playing a game.

b. Participates in interactive and individual physical activity throughout the day.

Examples:

- Incorporates activity into leisure time.
- Leads others to become involved in free-time or free choice activities.
- Signs up for a physical activity class at a community center.

c. Chooses to engage in new activities.

Examples:

- Participates in new physical activities.
- Explores multi-cultural and/or diverse games.

d. Identifies the characteristics of physical activity that brings enjoyment.

Examples:

- Expresses a feeling of accomplishment for meeting a personal goal.
- Displays excitement for achieving an improvement in the mile run.