

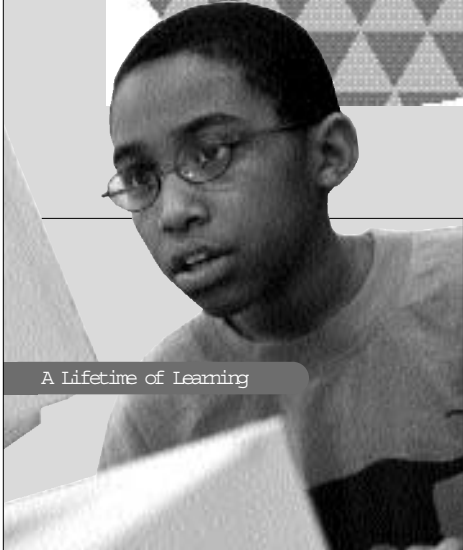
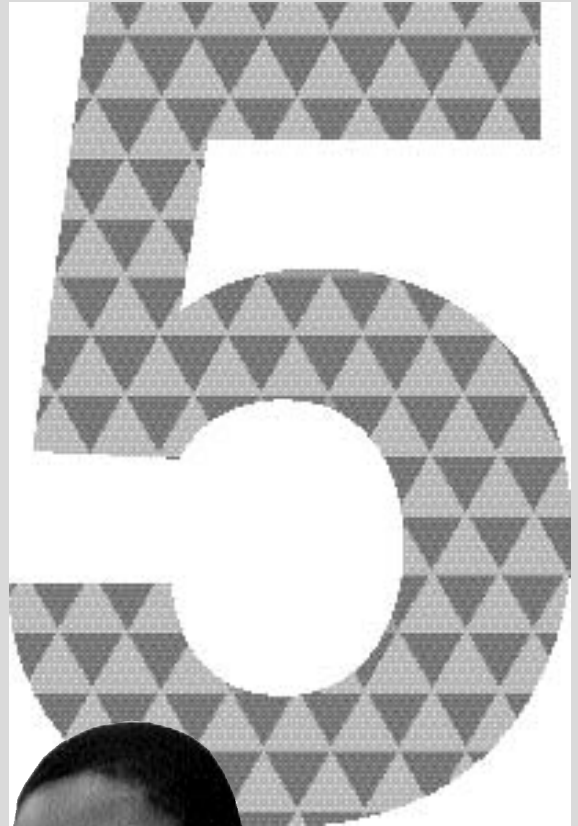
STAMFORD  
Public Schools

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STAMFORD PUBLIC SCHOOLS

# The 5<sup>th</sup> Grade Curriculum

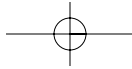
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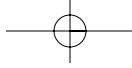


A Lifetime of Learning

### INSIDE

- > What your child will learn this school year.
- > Curriculum information.
- > Ways to support your child's learning.





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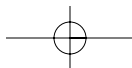
Dear Parents,

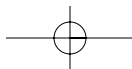
What will my child learn in fifth grade? It is a question you've no doubt asked, out of plain curiosity and the genuine desire to support your child through countless homework assignments and projects. Knowing what units of study are coming up can give you the big picture you're looking for, as well as the opportunity for enriching family conversations and experiences.

The Stamford Public Schools has prepared this Parent Curriculum Guide as a helpful resource for you. Our curriculum meets state and national standards in every subject and at every grade level, while also encouraging creativity and flexibility. Our teachers look forward to being your partners in developing your child's strengths and in responding to his or her specific needs and interests. That cooperative approach helps students truly enjoy school and lights the spark for a life-



Dr. Anthony L. Mazzullo  
Superintendent of Schools

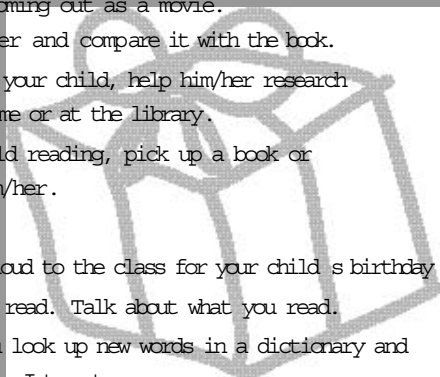




How to Hints

Help Your Child Build Reading Skills

- n Create a print-rich home with books, magazines, and newspapers and read and discuss them with your child.
- n Help your child create a comfortable, quiet reading spot with good lighting.
- n Develop family routines that encourage reading.
- n Read and discuss the newspaper.
- n Visit the library as a family every week. Invite your child to bring a friend along.
- n Listen together to books on tape.
- n Show your child household reading: contracts, bills, and directions.
- n Discuss the usefulness of reading in daily life.
- n Have a daily reading time with your child. Make reading a special time.
- n Read aloud to your child and with your child. Stop to ask simple and thought-provoking questions.
- n Visit book stores together. Let your child select a book s/he likes.
- n Find out your child's reading interests. Share yours. Suggest new books by a favorite author.
- n Read a book that is coming out as a movie. See the movie together and compare it with the book.
- n If something interests your child, help him/her research it on the Internet at home or at the library.
- n When you see your child reading, pick up a book or magazine and join him/her.
- n Give books as gifts.
- n Bring a book to read aloud to the class for your child's birthday.
- n Let your child see you read. Talk about what you read.
- n Let your child see you look up new words in a dictionary and interesting topics on the Internet.
- n Reading and writing go hand-in-hand. Encourage your child to write: e-mails, letters, journals, stories, and poems.



READING

The Grade Five reading curriculum emphasizes an advanced understanding of grade level books of fiction and nonfiction and the ability to interpret and evaluate more challenging books.

Reading in Many Genres (kinds of texts)

- Read novels
- Read poems
- Read informational texts (magazine articles, science and social studies textbooks)
- Read historical fiction
- Read letters
- Read plays



Students learn to make connections between reading and experiences.

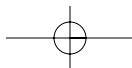
Comprehension, Part 1

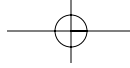
Initial Understanding

- Determine main idea of informational writing
- Determine themes of novels and short stories
- Analyze story elements, including characterization, setting, conflict, resolution, symbolism, and author's craft
- Synthesize fictional and informational texts
- Support conclusions with relevant information from the text
- Understand the organizational patterns of informational texts (sequential, cause and effect, question and answer, main idea and supporting details, opinion and support information, con-

Comprehension, Part 2

- explanation)
- Developing an Interpretation
- Recognize the pattern a fictional author uses (flashback, sequential, time lapse, circular, time leap, or time regression)
- Discuss the implications of the theme of fiction
- Draw conclusions about the important elements of an informational text
- Make connections between text and experiences





Hypothesize about the author's purpose in including or omitting incidents or facts. Provide evidence from the text to support conclusions about characters, conflicts,



Comprehension, Part 3

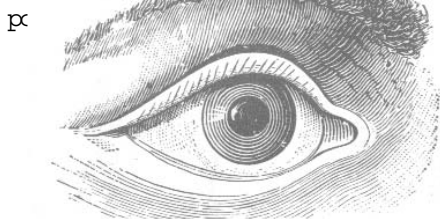
Taking a Critical Stance

- Judge the quality of a story relative to other stories
- Determine the implications of an informational piece of writing, based on other texts read
- Use information to predict what might happen to characters after the end of a story
- Extend an informational text to say what would happen under given circumstances in an historical time or in a scientific experiment
- Evaluate the effectiveness of an author's use of literary devices (symbolism, figures of speech, word patterns)
- Evaluate the relative importance of information in a factu-

Reading Strategies

- Demonstrate awareness of values, customs, ethics, and beliefs in a text
- Use context clues to determine meaning
- Select or create an appropriate graphic organizer to improve understanding
- Recognize inconsistencies in a text
- Apply new vocabulary words when reading
- Visualize text while reading
- Monitor comprehension when reading a challenging text
- Interpret pictures, illustrations, maps, charts, tables, and graphs
- Ask questions of the text

...ulty of text and pur-



WRITING

The Grade Five writing curriculum emphasizes writing in a wider range of genres (types of writing) for an increased range of purposes (to express an emotion, explain an idea, explore an idea, remember and analyze an event or the impact of a person, persuade a person or group, tell a tale, or entertain an audience).

Expressing Ideas in Writing

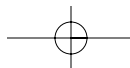
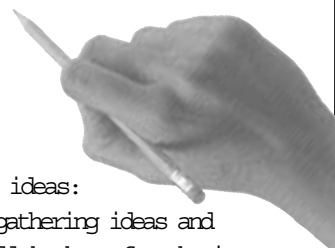
- Convey a message
- Discuss a person
- Express an emotion
- Explain a point
- Tell a story
- Persuade an audience
- Explore an idea
- Entertain an audience
- Analyze an event
- Offer an opinion

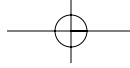
Writing in Many Different Genres (Types of Writing)

- Write poetry
- Write memoirs
- Write expository (informational) writing (including preparation for the Connecticut Mastery Test, research reports, and content area writing)
- Write historical fiction
- Write letters
- Write plays

Using a Writing Process

- Use a writing process to express ideas:
  - Plan for a piece of writing by gathering ideas and deciding what kind of writing will be best for sharing those ideas
  - Compose a piece of writing by putting ideas on paper
  - Shape a piece of writing by adding, deleting, elaborating on, or organizing ideas





**Editing**

Apply rules of grammar and usage:

Use complete sentences: avoid sentence fragments, on and on sentences, and run-on sentences

Use correct capitalization: upper case letters for titles, proper nouns, months of the year, days of the week, first word in dialogue, names of organizations, names of buildings, nationalities, historical events

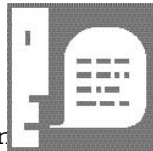
Apply knowledge of spelling to spell grade level words correctly in final drafts

**ORAL LANGUAGE**

The Grade Five oral language curriculum emphasizes the use of speaking and listening skills for a broad range of purposes (to express an emotion, explain an idea, explore an idea, remember and analyze an event or the impact of a person, persuade a person or group, tell a tale, or entertain an audience).

**Speaking**

- Deliver a speech
- Participate in a panel discussion
- Contribute orally in research and other work
- Engage in conversation with classmates and adults
- Relate experiences and interests



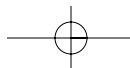
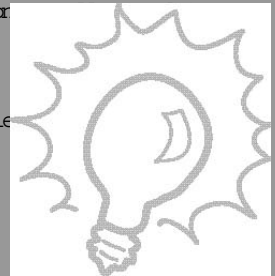
**Listening**

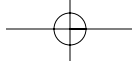
- Evaluate the effectiveness of speeches
- Receive and extend others' ideas
- Encourage the participation of others in working groups
- Ask questions to clarify a speaker's point

**How to Hints**

**Help Your Child Build Math Skills**

- n Make math important. Regardless of your own experience with math, encourage your child to develop a love of math by discussing his or her homework each day and helping with school projects.
- n Make math fun. Play simple board games and puzzles with your child. They encourage positive attitudes and strong math skills.
- n Mix in math. The kitchen is a great place to teach fractions like doubling and dividing cookie recipes.
- n Use real world examples to teach math. Point out ways that people use math to pay bills, balance checkbooks, make change, and tip at restaurants. Ask older children to use math to figure out how to lay out a garden, build a bookshelf, or calculate gas mileage.
- n Tune into technology. Encourage your child to use computers and the Internet for tasks like developing charts, graphs, maps, and spreadsheets.
- n Stay informed. Familiarize yourself with specific academic standards that children are required to meet at each grade level.
- n Be a champion for challenge. Support a challenging math curriculum and seek out math enrichment activities like Family Math and Science Nights.
- n Encourage advanced courses. By mastering geometry and algebra by ninth grade, your child will be able to take higher levels of math necessary for admission to a college, increasing number of jobs.
- n Prepare your child for a profession. Have your child meet people in a variety of vocations that require a sound base in math, such as carpentry, landscaping, medicine, pharmacy, aeronautics, and meteorology, to name a few.
- n Encourage your child to solve problems. Provide assistance, but let your child figure things out him/herself. Problem solving is a lifetime skill.





MATH

The Stamford Public Schools mathematics curriculum reflects state and national standards of what students need to know and be able to do. It also is designed to help students understand that math is an important part of daily life and is the basis of many varied pro-

Number Sense

- Solve problems involving 100 more or less and 1000 more or less
- Read, order, and compare whole numbers, decimals, and fractions
- Read and write whole numbers through one hundred billion in short word form, expanded form, and standard form
- Identify alternative forms of expressing whole numbers less than 10,000 using regrouping
- Identify alternative forms of expressing whole numbers less than 10,000 using expanded form
- Use place value concepts to interpret the meaning of numbers
- Find factors of prime and composite numbers
- Develop an understanding of fractions as points on a number line
- Relate fractions, mixed numbers, decimals, and integers to concrete, pictorial, and symbolic representations
- Develop an understanding of fractions as parts of a set
- Find the fraction of a whole number
- Find least common denominator
- Use fractional representations in real life settings
- Rename equivalent fractions
- Use models and pictures to construct, level, and write mixed numbers in both proper and improper form
- Relate fractions and mixed numbers to pictures and vice versa



Students read, order, and compare whole numbers, decimals, and fractions.

Estimate and use simple equivalent fractions to find the percent

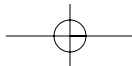
- Read and write decimals through the thousandth place
- Relate decimals and percents to fractions
- Relate decimals (0.01 - 2.99) to pictorial representations
- Use a variety of estimation strategies including front-end rounding
- Apply rule for rounding to whole numbers, decimals, and money amounts
- Use estimation to check the reasonableness of answers to whole number, fraction, and decimal computations
- Recognize when estimation is appropriate and understand the usefulness of an estimate
- Explain why a particular strategy will result in an underestimate or overestimate
- Develop logical reasoning through games and activities

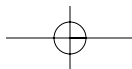
Patterns/Relationships

- Recognize, analyze, and extend patterns and sequences
- Develop and test generalizations based on observations of patterns and relationships
- Create and extend patterns involving transformations, slides, flips, and rotations
- Use a variety of materials to recognize, describe, extend, analyze, and construct patterns involving numbers and attributes and state rules for given problems
- Interpret patterns in organized data and make predictions
- Graph patterns on a coordinate grid
- Use a graph to generalize a rule for a relationship
- Study patterns and functions to analyze, represent, and

Operations/Computations/Problem Solving

- Use a variety of techniques to estimate and add/subtract 2-, 3-, and 4-digit numbers with zero in any position
- Identify the appropriate operation to solve story problems
- Solve one-step problems involving whole numbers and money amounts
- Use parentheses to show the order of operations
- Estimate answers to story problems before solving them
- Solve problems involving rounding whole numbers
- Estimate a reasonable answer to one- and two-step problems involving whole numbers and money amounts





Use appropriate mathematical language and symbols related to operations

Write story problems using +, -, x, , using 4-, 5-, and 6-digit numbers

Use inverse operations to check answers in addition, subtraction, multiplication, and division calculations

Solve problems involving order and magnitude of whole numbers less than 100,000

Solve problems involving order and magnitude of decimals and fractions

Solve multi-step problems that relate operations to real life world experiences and justify solutions

Identify needed information in problem situations

Develop fluency with basic facts of multiplication and division

Find products of factors that are multiples of 10, 100, and 1000

Multiply and divide multiples of 10 and 100 by 10 and 100

Multiply and divide 2- and 3-digit whole numbers and money amounts less than \$10.00 by one digit

Divide with two-digit divisor

Multiply and divide fractions

Add and subtract fractions and mixed numbers like-denominators

Develop and verbalize various meanings of addition and subtraction with fractions using concrete, pictorial, and symbolic models

Add, subtract, multiply, and divide decimals

Identify an appropriate procedure for making estimates involving sums or differences of whole numbers and decimals (tenths)

Solve money problems that involve multiplication and division

Identify an appropriate procedure for making estimates involving whole number computations

Understand and use the commutative and associative properties of addition and multiplication

Write story problems that can be solved from multiplication and division number sentences

Explore combinations and permutations using



Measurement



Demonstrate an understanding of the relationship between customary and metric measures

Identify and use appropriate tools to measure in customary and metric units

Identify appropriate metric or customary units of measure for given situation

Estimate and measure length using customary and metric measures

Measure length to the nearest 1/2 inch, 1/4 inch, and 1/8 inch

Estimate length and areas

Measure/determine perimeter and areas

Measure and draw lengths to the nearest inch or centimeter

Convert customary and metric measures (e.g., inches to feet, centimeters to meters)

Estimate and measure mass using customary (ounce, pound) and metric (milligram, gram, and kilogram) measures

Estimate and measure volume using customary (cup, quart, half gallon, gallon) and metric (milliliter, liter, kiloliter) measures

Use formula to find volume and area

Solve problems involving conversions of measures within customary and metric systems

Solve measurement problems using length, height, perimeter, area, volume, capacity, mass, weight, and temperature

Construct and name parts of a circle (radius, chord, diameter, center, circumference, arc, semicircle) and explore the relationship between them

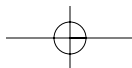
Identify, draw, describe, compare, and classify geometric shapes and solids

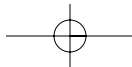
Relate hours to days and months

Solve problems involving elapsed time measured in days, hours, minutes and measure angles and describe shapes with appropriate tools such as rulers, protractors, compasses, and isometric dot paper

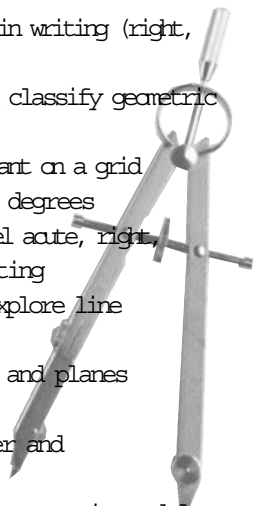
Identify, describe, and explore symmetry, congruence, and similarity in plane figures

Classify quadrilaterals and triangles by sides and by angles





Identify types of triangles and describe in writing (right, equilateral, isosceles, scalene)  
 Identify, draw, describe, compare, and classify geometric shapes and figures on a grid  
 Graph ordered pairs in the first quadrant on a grid  
 Use protractors to measure angles in degrees  
 Recognize, estimate, classify, and label acute, right, and obtuse angles and describe in writing  
 Identify or draw lines of symmetry to explore line symmetry and half-turn symmetry  
 Identify segments, rays, lines, points, and planes  
 Use compasses to draw circles  
 Identify concepts of area and perimeter and relate them to geometric shapes  
 Represent and solve problems using geometric models  
 Investigate, explore, and describe the geometry in nature and real-world applications



Data Analysis/Statistics/Probability

Collect, sort, and classify data based on multiple attributes  
 Explore a variety of ways for systematically recording, organizing, and analyzing data  
 Solve process problems involving the organization of data  
 Interpret information presented in graphs (pictorial, bar, line, circle, pie), stem and leaf plots, tables, charts, and maps  
 Draw reasonable conclusions from graphs, tables, and charts  
 Recognize patterns and trends, make predictions, and justify conclusions based on data from tables, graphs, and charts  
 Construct graphs from a given set of data  
 Use appropriate labels for the axes of a graph  
 Calculate and find the range, mean, median, and mode for a data  
 Solve problems involving elementary notions of probability and fairness and justify answers  
 Create, conduct, and summarize probability experiments which investigate the likelihood of possible outcomes  
 Compare and contrast the results of similar probability

Algebra/Functions

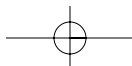
Develop, use, and explain concepts of equality and inequality  
 Represent ordered pairs on a coordinate grid  
 Represent and analyze patterns and functions using words, tables, and graphs  
 Use a symbol or letter to represent an unknown quantity  
 Solve one-step and simple two-step equations  
 Investigate how a change in one variable relates to a

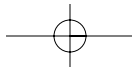
SCIENCE

The science curriculum was developed to meet the goals and content objectives of the National Science Education Standards. The curriculum is divided into three standards-based strands: Life Science, Earth and Space Science, and Physical Science.

Life Science

What are cells and what do they do? Describe structures found in cells, analyze processes that take place in cells and describe interactions that take place in cells  
 How do body systems transport materials? Recognize that multicellular organisms have specialized structures that transport materials, describe how the blood, heart, and lungs work together to help the body take in oxygen and give off carbon dioxide; analyze how the parts of the digestive system function; explain the role of the excretory system and identify tissues and organs  
 How do bones, muscles, and nerves work together? Describe the





How does nature reuse materials? Identify the significance of the carbon- oxygen and nitrogen cycles; describe processes responsible for the formation of coal and petroleum; conclude that human activities can upset the balance of the carbon-oxygen cycle; describe the importance of the water cycle; recognize that water is a limited resource that needs to be protected

What are ecosystems and how does energy flow through an ecosystem? Describe interactions that occur within an ecosystem; analyze adaptive characteristics that result in an organism's unique niche in an ecosystem; identify the factors that limit the number and type of organisms in an ecosystem; identify the roles of producers, consumers, and decomposers in an ecosystem; describe how energy flows from one organism to another in food chains and in food webs

How do organisms compete and survive in an ecosystem? Identify ways in which organisms are adapted to compete for resources; describe some mutually beneficial interactions that occur within an ecosystem;

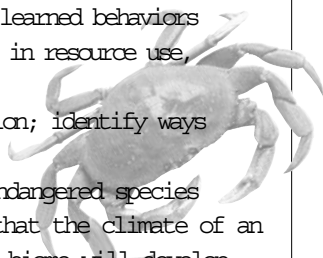
compare instinctive behaviors with learned behaviors  
What is extinction? Identify trends in resource use, describe some

natural and human causes of extinction; identify ways humans can

work to prevent the extinction of endangered species  
What are land biomes? Recognize that the climate of an area determines which biome will develop there; identify characteristics of each of the six major land biomes in North America; compare the adaptive characteristics of species that improve their ability to survive in a particular biome

What are water ecosystems? Observe pond organisms and classify them as producers or consumers; identify three types of water ecosystems; describe adaptations that allow organisms to survive in saltwater environments

How do ecosystems change naturally? Identify actions that require time for changes to be measurable (succession); compare primary succession with



How can people help restore damaged ecosystems? Describe the role of wetlands in filtering water; recognize ways in which damaged ecosystems are restored; identify how students can restore natural ecosystems in their own back yards

Earth and Space

What processes change landforms? Distinguish between erosion and deposition, explain how Earth's crust is broken down into soil; describe how water, wind, and ice change landforms

What causes mountains, volcanoes, and earthquakes? Describe the three layers of Earth; explain how mountains form and describe what causes volcanoes and earthquakes

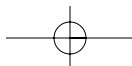
How has Earth's surface changed? Explain the theory of continental drift, describe how features of Earth's surface have changed over millions of years; explain how fossils help scientists learn about plants and animals of the past

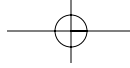
What are minerals and rocks? Collect information about minerals using observational skills; describe properties of minerals; explain how minerals form and how they are used; differentiate among different kinds of rocks; describe the relationship between rocks and minerals; explain how different rocks form; give examples of sedimentary, igneous, and metamorphic rocks

What is the rock cycle? Describe Earth's rocks; describe the rock cycle; identify the effects of dissolving, and weathering

What causes weather and how do we measure weather? Describe how weather conditions

explain how clouds form; describe causes of weather; describe Earth's weather patterns; explain how

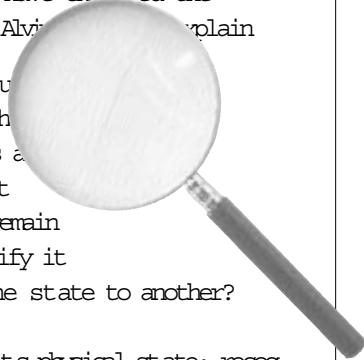




What about the oceans? Describe what oceans and seas are; explain what causes salinity in ocean water; describe features of the ocean floor; describe how waves move; explain what causes currents and tides; explain how ocean waves and currents shape the shore; explain how human activities affect the shore

How do people explore the oceans and use resources? Describe how scientists have explored the oceans; describe the submersible Alvin; explain how people use ocean resources

How can physical properties be used to identify matter? Recognize that matter is anything that has mass and takes up space and conclude that an object's physical properties remain constant and can be used to identify it



How does matter change from one state to another? Compare and classify matter according to its physical state; recognize that heat is responsible for changes in the state of matter and identify melting and boiling points as constant temperatures at which substances change state

How does matter react chemically? Compare a physical change and a chemical change and conclude that physical and chemical properties can be used to identify substances and to separate mixtures; observe that matter is conserved during both a physical change and a chemical reaction

What are atoms, elements, and compounds? Identify an atom and its major parts; describe an element; describe and compare the properties of metals; recognize how the elements are grouped in the periodic table; identify a compound as a combination of two or more elements; describe what a chemical formula reveals about a molecule

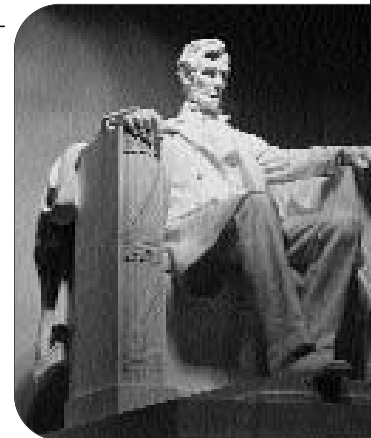
SOCIAL STUDIES

In Grade Five, students continue their study of American history, beginning with the building of a new nation.

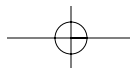
Children recognize the influence of other cultures on the American culture of today and discuss the causes of Westward Expansion. Students also analyze the way in which social, economic, and cultural differences between the North and South contributed to the onset of the

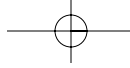
American History

- Articles of Confederation
- Northwest Ordinance
- U.S. Constitution and its system of checks and balances
- Federal system - the connection between local, state, and federal governments
- Louisiana Purchase
- Lewis and Clark Expedition
- Gold Rush
- Pioneers of the West
- Plains Indians
- Industrial Revolution
- Slavery
- Major battles of the Civil War
- Historical figures of the Civil War
- Reconstruction



In fifth grade, children learn about historical figures of the Civil War.





## VISUAL ARTS

The basic elements and principles of design (drawing, painting, printmaking, sculpture, and crafts) form the basis of the units studied in the elementary grades. Students achieve a level of understanding and skill, which prepares them for lifelong enjoyment and involvement in the visual arts

### Media, Techniques, and Processes

Use media, techniques, and processes to communicate ideas, reflect on choices, and analyze what makes them effective  
 Improve the communication of ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques, and processes (two dimensional, including media/technology)

Use different media, techniques and processes (two dimensional,

### Elements and Organizational Principles of Art

Arrange visual characteristics and reflect on what makes them effective in conveying ideas  
 Recognize and reflect on the effect of arranging visual characteristics in one's own and others work  
 Select and use the elements of art and principles of design to improve communication of ideas



### Subject Matter, Symbols, and Ideas

Consider, select, and apply a variety of sources for art content to communicate intended meaning  
 Consider and compare the sources for subject matter, symbols,

### The Visual Arts in Relation to History and Cultures

Know and compare the characteristics and purposes of works of art representing various cultures, historical periods, and artists

Describe and place a variety of specific significant art objects by artist, style, and historical and cultural context

### Interpreting and Evaluating Art Work

Compare and contrast purposes for creating works of art  
 Describe and analyze visual characteristics of works of art using visual art terminology

Compare a variety of individual responses to, and interpretations of, one's own works of art and those from various eras and cultures

Describe one's own responses to, and interpretations of, specific works of art

Reflect on and evaluate the quality and effectiveness of one's own and others work, using specific criteria (e.g., technique, formal and

### The Visual Arts in Connection to Other Disciplines and Daily Life

Describe and analyze one's own artistic growth over time in Compare the characteristics of works in the visual arts and other art

forms that share similar subject matter, themes, purposes, historical periods or cultural context

Describe ways in which the principles and subject matter of the visual arts

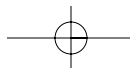
and other disciplines taught in school

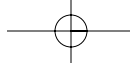
are interrelated

Combine the visual arts with another art

form to create coherent multimedia work

Apply visual arts knowledge and skills





## MUSIC

The Stamford Public Schools music curriculum provides opportunities for students to develop their abilities in keeping with state and national content standards. Areas of study include vocal performance, music reading and notation, listening, creating, movement, and history and culture.

### Singing

Sing alone and with others a variety of songs in unison and parts, developing vocal technique

### Playing An Instrument

Play recorder beginning in Grade Three developing fundamental woodwind technique

### Creating Music

Improvise and arrange music within specified guidelines

### Responding To Music

Respond to music through more advanced movement, games, and dances

Explore and experience music in relation to history and culture

### Elective Performance Ensembles in Grade Four

Sing as a member of chorus alone and with others a variety of songs in

unison and parts, refining vocal technique including tone production,

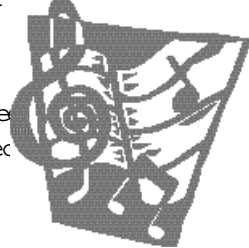
articulation, breathing and music reading, along with learning to follow

a conductor. Admission is by audition

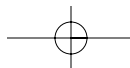
Play a variety of music alone and with others on a band or

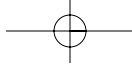
### 20 Stamford Public Schools

instrument, developing fundamental instrumental technique,



Fifth grade, children learn to respond to music through more advanced movement, games, and dances.





PHYSICAL EDUCATION

Students will become competent in a variety of physical activities. They will understand and apply principles of human movement to the learning and development of motor skills. Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression, and

Physical Activity

Throw a variety of objects demonstrating both accuracy and distance (footballs, frisbees, etc.)

Hand dribble and foot dribble while preventing an opponent from stealing the ball

Strike an object to a wall or a partner, using a short or long handled implement, using forehand and backhand strokes

Throw and catch a ball while guarded by opponents

Identify and apply characteristics of highly skilled performance to enable the development of movement competence and proficiency

Understand and apply discipline-specific information to one's own performances (e.g., biomechanical and physiological principles)

Understand and apply pertinent scientific information

regarding movement performance

Analyze and improve performance of

Understand various offensive and defensive strategies for game forms

Display an understanding of the correlation

between the purpose of movement and its effect on performance



Fitness

Demonstrate the skills, knowledge and desire to monitor and adjust activity levels to meet personal fitness needs

Use the results of fitness assessments to guide changes in personal

programs of physical activity

Design a personal health fitness program based on an accurately assessed fitness profile

Attain and maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and

Responsible Behavior

composition necessary for a healthy lifestyle  
Apply safe practices, rules, procedures, and etiquette in all physical activity settings

Demonstrate leadership and cooperate, as appropriate, in order to accomplish goals

Accept the decisions and respect the role of an official. Anticipate and avoid potentially dangerous situations in physical activities

Balance the goal of winning with other established goals of participation

Initiate responsible behaviors and function independently while

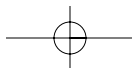
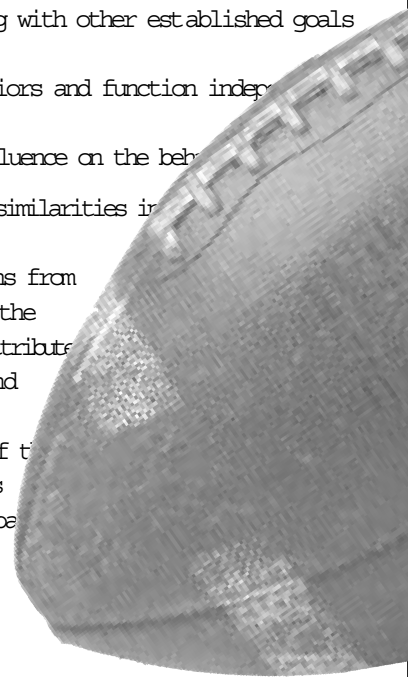
Respect for Differences

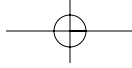
Recognize differences and similarities in physical activity settings

other's physical activity

Indicate respect for persons from different backgrounds and the cultural significance they attribute to various games, dances, and physical activity

Demonstrate acceptance of the skills and abilities of others through verbal and nonverbal behavior





### Benefits of Physical Activity

Recognize the role of games, sports, and dance in getting to know and understand self and others

Identify benefits resulting from participation in different forms of physical activities

Describe ways to use the body and movement activities to communicate ideas and feelings

Seek physical activity in informal settings that utilize skills and knowledge gained in physical education classes

For more information about the 5th grade curriculum, call:  
Mr. Sidney Abramowitz 203.977.4906 or  
Dr. Margaret Queenan 203.977.5106

#### Credits

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