

***What a
Martin J. Gottlieb
Day School
Fifth Grader
Should Know
and
Be Able To Do!***

*General Studies
Judaic Studies
Resource Program*

ושננתם לבניך

“And you shall teach
your children...”



**MARTIN J. GOTTLIEB
DAY SCHOOL**
A SOLOMON SCHECHTER SCHOOL

VALUES • KNOWLEDGE • LEADERSHIP

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A Message to the Reader

This brochure lists skills and abilities in General Studies, Judaic Studies, and the Resource program that students should acquire by the end of Fifth Grade to earn promotion to the Sixth Grade. It answers questions that everyone in the school community needs to ask, such as:

- **What are students expected to know and be able to do?**
- **How are their achievements measured?**

This document is the product of extensive work by our faculty and administration, taking into account guidelines published by the Florida Education Department and the unique needs of our school community. Besides detailing the curricular goals and objectives of this particular grade, this document is designed to be part of the overall K-8 curriculum of the Martin J. Gottlieb Day School. Similar brochures can be obtained for other grades.

If you have any questions or suggestions, please be sure to contact Mr. Mitzmacher at 904-268-4200, ext. 148. We value your feedback and input.

Mission Statement

The mission of the Martin J. Gottlieb Day School, a Solomon Schechter school, is to provide a comprehensive, academically challenging curriculum in General and Judaic Studies. The school provides a caring, supportive community in which each student can grow academically, emotionally, socially and physically. Through the bilingual curriculum and school environment, the students are presented with a philosophy of life based upon the values and concerns embodied in Conservative Judaism, stressing social action and social responsibility.

Through a curriculum based on intellectual inquiry and critical thinking, students are challenged to meet the highest standards of academic excellence. The instructional approach fosters a lifelong passion for learning. We nurture the souls of each of our students, grounding them in Jewish values. By instilling personal and social responsibility and love for Israel, we create a foundation for a life of continuity and dedication to the community, which extends to the home, the synagogue and the community at large. Our studies foster a love of learning and openness to students' ideas.

Language Arts

Reading

By the end of the school year, students should:

- Read and understand
 - At least four books chosen by the teacher for a literature based curriculum in Reading.
 - Read and understand a variety of literature, including novels, short stories, and poetry.
 - Informational texts (such as reference materials, newspapers, textbooks, and magazines).
 - Poetry.
 - Read and understand chapter books, on or above grade level.
- Show evidence of understanding their reading in both writing and classroom discussion.
- Skim texts to get an overview of content or locate specific information.
- Put together ideas and information from different books, making decisions about what is most important.
- Read familiar books aloud:
 - With accuracy and expression.
 - Using strategies for self-correction.
 - Using strategies to figure out unfamiliar words.
- Read silently and independently.
- Use reference books and the Internet to obtain new information and words.
- Keep a record of the year's reading to show goals and accomplishments.

Reading—Getting the Meaning

By the end of the school year, students should:

- Be able to write about, discuss, and summarize the plot, setting, character, and main ideas in books and articles they have read.
- Compare and contrast characters, setting, and plot from one book to another, as well as with short stories and plays.
- Sequence story events.
- Employ self-questioning techniques to improve reading comprehension.
- Continue to expand their growing vocabulary through reading and Wordly Wise.

Literature

Using the literature read during the school year, students should be able to:

- Identify similarities and differences in themes from book to book.
- Think about how the author's word choices and decisions about content communicate meaning including but not limited to the four reasons for writing (persuade, inform, entertain and how-to).
- Compare and contrast different types of literature.

- Compare and contrast character traits among characters within a story as well as between stories.
- Develop ideas (for example draw conclusions, make predictions/inferences, use context clues) about events, characters and settings.
- Select books based on personal needs and interests.

Writing

Student writing should go through a process of planning, drafting, revising, and editing before it is considered a finished product. By the end of the school year, students are required to produce four types of writing:

- Informational Writing, such as a Science or Social Studies report. This writing should include appropriate facts and details and analysis.
- Write response to literature, such as a book review or book trailer. The writing should show an understanding of the book's story, setting, and characters.
- A story, fictional or autobiographical. This writing should establish interesting characters and situations, and should include details, descriptions, problems and solutions.
- A narrative procedure explaining how to do something. This writing should lay out clear steps that are coherent.
- All finished writing should be ready for publication.

By the end of the year, students should:

- Write daily on a variety of subjects.
- Pre-write by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, storyboards).
- Include new and more sophisticated vocabulary in their writing.
- Have a well-developed sense of what makes a good piece of writing, and implement strategies for improving writing.
- Utilize a writing rubric and display good writing traits.
- Include details that establish a mood and tone in their writing.
- Include different types of characters in stories and plays that use dialogue and description.
- Use author's study to incorporate language and ideas into their own writing.
- Write responses to literature, such as a book review or a book trailer. The writing should show an understanding of the book's story, setting, and characters.
- Share finished work with an audience.
- Make reflective comments on the classroom blog that are meaningful and incorporate good spelling, grammar, and writing techniques.
- Use classroom resources to help with writing and editing.

Speaking, Listening, and Viewing

By the end of the year, the student should:

- Listen and speak daily in whole class and small group discussions as well as in one-to-one conferences with the teacher.
- Share ideas, facts, observations and opinions with classmates and teachers.
- Demonstrate the difference between “fact” and “opinion.”
- Express his or her opinions and judgments.
- Collect information and identify important ideas.
- Present an oral report using notes and other memory aids.
- Ask questions to further understanding, and repeat what they have heard in their own words.
- Respond to questions thoughtfully, using details and examples.
- Take turns speaking, and respond to each other’s questions and comments.
- Select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video presentations).

Grammar and Usage of the English Language

By the end of the school year, students should demonstrate correct use of:

- Proper grammar usage, for example: nouns, pronouns, adjectives, verbs, adverbs, prepositions, and conjunctions.
- Present and past verb tense, noun-pronoun agreement, noun-verb agreement, and noun-pronoun agreement.
- Ending punctuation for declarative, interrogative, imperative, and exclamatory sentences.
- Punctuation such as commas, apostrophes, colons, quotation marks in dialogue, and apostrophes in singular and plural possessives.
- Subjects and predicates, both simple and complete.
- Punctuation such as commas, apostrophes, colons, quotation marks in dialogue, and apostrophes in singular possessives.
- Capitalization for proper nouns.
- Use spelling strategies for Fifth Grade content-area vocabulary.
- Use new vocabulary that is introduced and taught directly.
- Use context clues to determine meanings of unfamiliar words.
- Use a dictionary, thesaurus, and digital tools to determine meanings and pronunciations of unfamiliar words.

Mathematics

Arithmetic and Number Concepts

By the end of the school year, students should:

- Add, subtract, multiply, and divide whole numbers and decimals, with speed and accuracy.

- Read and write whole numbers to billion.
- Learn about special numbers (primes, factors, multiples).
- Continue to explore the concept of order of operations.
- Describe real-world situations using positive and negative numbers.
- Compare, order, and graph integers on a number line.
- Demonstrate rounding and estimation skills to the nearest hundred-thousandth.
- Practice writing equivalent forms of decimals and fractions, and compare them using “less than,” “greater than,” and “equivalent to” symbols.
- Change improper fractions to mixed numbers.
- Add and subtract fractions with like and unlike denominators.
- Find the greatest common factor and least common multiple of a set of numbers.
- Multiply and divide decimals to the thousandths.

Geometry and Measurement Concepts

By the end of the school year, students should:

- Construct figures (polygons and circles) using a compass and protractor.
- Compare the properties of two-dimensional figures and three-dimensional solids, including the number of edges, faces, and vertices.
- Continue to explore three-dimensional figures to understand volume.
- Estimate and measure the sizes of figures and objects in the real world.
- Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.
- Derive and apply formulas for areas of parallelograms, triangles, and trapezoids for the area of a rectangle.
- Use pictures and diagrams to model lines of symmetry.
- Identify and plot ordered pairs on the first quadrant of the coordinate plane.
- Read maps using coordinates.

Function and Algebra Concepts

By the end of the school year, students should:

- Develop formulas for the area and perimeter of squares and rectangles.
- Understand variables.
- Continue to develop and understanding of functions and functional relationships.
- Construct and describe a graph showing continuous data, such as a graph of quantity that changes over time.
- Use the properties of equality to solve numerical and real world situations.

Statistics and Probability Concepts

By the end of the school year, students should:

- Collect and organize information.
- Construct and analyze line graphs and double bar graphs.
- Gather data about an entire group by sampling group members.
- Predict results and find out why some results are more likely than others, less likely than others, or equally likely as others.
- Show and compare data in tables, charts, and graphs.
- Identify events that have different types of probability.

Mathematical Process

By the end of the school year, students should:

- Create, analyze, and solve word problems both written and orally.
- Create a problem situation based on a given open sentence using a single variable.
- Continue to make real life comparisons of measurements.
- Recognize that mathematics is found in all curriculum areas and in real world situations.
- Continue to develop and use mathematics vocabulary.
- Clarify problems by discussing them in small group situations.
- Use estimation, number relationships and mathematical checks to justify answers.
- Understanding that a group of things may be researched by studying just a few of them.

Science

Science in Grades 4 & 5 is cross-grouped. Please consult the following key to help you understand which standards students will master in which academic school year:

Key:

- 2011-2012 school year
- 2012-2013 school year
- every school year

Physical Sciences

By the end of the school year, students should:

- Continue to investigate and describe variables of shape, material, and mass.
- Understanding of phase change.
- Know that objects and substances can be classified by their chemical and physical properties.

- Develop a deeper understanding of electrical circuits, including parallel and series circuits.
- Observe and investigate how light, heat, electrical, and sound affect objects.
- Know that some materials conduct heat better than others.

Life Sciences

By the end of the school year, students should:

- Observe, explain, and give demonstrate an understanding of how plants and animals depend upon each other and how these characteristics help them survive in different environments (adaptation/interdependence).
- Demonstrate an understanding of the life cycles of organisms.
- Investigate how adaptations, interdependence, and environment help certain organisms survive.
- Know the parts of plant and animal cells.
- Understand how body systems interact.
- Use magnifying tools to identify similar cells and different kinds of structures.
- Understand how similar cells are organized to form structures.

Earth and Space Sciences

By the end of the school year, students should:

- Understand the stages of the rock cycle.
- Understand how the eroded materials are transported and deposited over time.
- Understand the process of weathering.
- Understand that geological features result from the movement of the crust of the Earth.
- Understand how the Earth, the Moon, and other objects in the sky move in regular patterns.
- Understand the effect of the tilt of the Earth.
- Understand the phases of the moon.

Scientific Thinking

By the end of the school year, students should:

- Work independently and cooperatively to solve problems, using a variety of inquiry skills.
- Apply the scientific method.
- Ask appropriate questions that can be investigated by performing experiments.
- Communicate their experiences and observations in a variety of ways.

Scientific Tools and Technology

By the end of the school year, students should:

- Continue to use technology and tools such as magnifiers, thermometers, balances (scale), and computers.

- Continue to use standard and non-standard units of measurement for length, width, weight, and volume, and record data.
- Continue to use data tables and graphs to record, read, and understand scientific data/results.

Social Studies

History

By the end of the school year, students should understand that:

- Technological developments that shaped European exploration.
- The nationality, sponsoring country, motives, dates and routes of travel of the European explorers.
- Interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
- Different ethnic, national, and religious groups, including Native Americans, have contributed to the cultural diversity of the nation and regions by sharing their customs, traditions, beliefs, ideas and languages.
- Key turning points in United States history.
- Major explorers of the United States and the impacts of exploration (social/cultural, economic, political, and geographic).
- The slave trade and slavery in the colonies.
- Characteristics of New England, Middle, and Southern Colonies and make comparisons.
- Different types of daily activities during the colonial period including social/cultural, political, economic, scientific/technological, or religious.
- Colonial governments.
- Causes for revolution: social, political, economic.
- Effects of the Revolutionary War.
- Effects of the Industrial Revolution.
- Differences between North and South led to growing tensions between the two regions.
- Causes of the Civil War.
- Life in the United States during the Civil War.
- Life of African-Americans before, during, and after the Civil War.
- The Underground Railroad.
- Life in the United States after the Civil War.

Geography

By the end of the school year, students should understand:

- Ways that Pioneers depended on and modified their physical environments.
- Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors.

- How political boundaries change over time and place.
- Maps, globes, and atlases to gather data/information.
- Google Earth and Google Maps to gather data/information.

Economics

By the end of the school year, students should understand that:

- A market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
- Rural to urban to suburban migration.
- Economic interdependence (e.g., resource use; from farm to market, and worldwide impact).
- The development of technology and the impact of major inventions on business productivity during the early development of the United States.
- The labor movement and child labor.

Political

By the end of the school year, students should understand that:

- Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Declaration of Independence, and the Constitution of the United States of America.
- The importance of the Bill of Rights.
- Individuals and groups who helped to strengthen democracy in the United States.
- The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
- The fundamental values of American democracy, including an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.
- The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.
- The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good.
- An introduction to the probable consequences of the absence of government.
- The structure and function of the branches of government, including executive, legislative, and judicial branches.
- The meaning of key terms and concepts related to government, including democracy, power, and citizenship.
- Civic values such as justice, due process, equality, and majority rule.

- The use of global communication with other countries using Skype.

Judaic Studies

Conservative Judaism

We are a school proudly aligned with the Conservative Movement. We adopt the guiding principles of our Movement for our school's curriculum and program. As such we provide learning and experiences that encourage:

- Development of a personal relationship with God.
- The centrality of Mitzvah and Torah Study.
- Valuing and cherishing Jewish plurality and diversity, both within our school and the larger world around us.
- Identity with Jews in Israel and the world.

Some real-world examples from our school include a biennial Jewish History Fair, an annual *Sukkah Hop*, *Tashikh Service*, and Model Seders.

Mitzvah

As a Conservative Day School, we teach, experience, and celebrate mitzvah. All of the mitzvot are both taught and observed throughout our school program. Much of the Mitzvah curriculum is implicit in all phases of our school program. This applies both to mitzvot we traditionally call "ritual" (*mitzvot bein Adam l'Makom*) and those we sometimes refer to as "ethical" (*mitzvot bein Adam l'chavero*). For example, all children give tzedakah each week. So too, Kashrut is strictly observed throughout the school. At the same time, we teach respect for teachers through an emphasis on proper behavior (*derekh erez*).

While we recognize the wide range of observances among our families, the school remains committed to the observance of mitzvot for our children and families.

Tefillah

Tefillah is seen as the central way we express our thoughts, needs, and wishes as Jewish people. Tefillah teaches us the central categories of Jewish values and helps us communicate with God. Because the school sees Hebrew as the language of the Jewish people, tefillah is always done in Hebrew. Boys and girls participate equally in all aspects of the school's curriculum and Jewish experiences.

We teach tefillah both to help children learn the *matbayah tefillah* (the way the tefillot are recited in the synagogue services) and the ideas and aspirations the tefillah encompasses.

Tefillah is a sequential curriculum. Each year builds on the tefillot learned in the previous school years. By the end of their learning in the Elementary School, the children are capable of leading almost all of the daily and Shabbat tefillot. By the end of Middle School, students are expert-level tefillah-leaders.

Tefillah is a daily experience. On Friday, the children anticipate the beginning of Shabbat through the Kabbalat Shabbat. An overt connection is made between our school celebration and home observances and celebrations.

By the end of the Fourth Grade, the expectation is that our students will be familiar with the following tefillot:

Modeh Ani; Mah Tovu; Yigdal; Birchot haShachar; Baruch Sheamar; Ashrei; Haleluyah; Az Yashir Moshe: Yishtabach; Hatzi Kaddish, Barcho...Yotzer Or...Or Chadash; Ahava Raba: Shema v'ahavtah and v'yomer; Mi Khamoch: the entire weekday Amidah; Vayehi Binsoa ha-aron: Torah Tzeva Lano Moshe; Birchot haTorah; V'zot HaTorah; Aleino; Ayn Keloheino; AdonOlam; Kiddush Shel Shabbat; Kabbalat Shabbat; Tefilot Mincha – Ashrei, Amidah, Aleino and the Shabbat Torah service.

Students in Grade Five will also begin to master *ta'amei ha-mikrah*, trop for Torah – the musical notation system for properly chanting Torah.

Shabbat and Holidays

Through the weekly and monthly life of the school, the children see Shabbat and the Jewish holidays as special moments for Jewish celebration. Connections are made between the mitzvot of the Torah, our Jewish life in school, and our lives as Jews at home and in the wider world.

The Holiday curriculum is integrated with the Torah curriculum, which will introduce students to rabbinic commentary, here with the commentaries of Chazal on such holidays as Rosh Hashanah/Yom Kippur, Chanukah, Tu B'Shevat, Purim, Passover and Shavuot.

Torah Study

The goal of Torah study is to fulfill the mitzvah of *Talmud Torah*. We study the Torah as the central unifying story of our people's understanding of the world and our relationship with God. By studying the Torah, we come to identify with our Jewish history and fulfill God's covenant with the Jewish people. Finally, we begin to appreciate God's commands and wishes for us as responsible and committed Jewish people.

Torah Study in Schechter consists of both weekly study of the week's Torah Portion (Parashat Ha'Shavua) in which students learn to glean the relevant *mitzvot* and values and apply them to their daily lives. Torah Study also consists of more detailed study each year of different biblical texts.

In Grade Five, weekly Torah Study (*Parashat Ha'Shavua*) revolves around three books of the Torah – B'reshit (Genesis), *Shemot* (Exodus), and *Vayikra* (Leviticus). We continue to utilize the Torah track of Tal AM. The primary text is Sefer Shemot, chapters 18-24 (the Book of Exodus) which continues the themes of Exodus from Egypt (*Yetziat Mitzraim*) and Revelation on Mt. Sinai (*Matan Torah*).

As was started in Second Grade, the children use a Hebrew text for their Torah Study. As the children's ability with Hebrew grows, they are able to focus on the differences between Biblical and Modern Hebrew.

Hebrew Language

The Fifth Grade Tal AM curriculum is a spiraled continuation of Fourth Grade both in skills and content. It also introduces new learning to acquire skills such as:

- Brainstorming skills.
- Improving retention of new vocabulary and language skills.
- Creative and constructive peer learning.
- Understand stories related to life lessons.

By the end of the year, children should be able to:

- Answer all questions using complete sentences.
- Understand short stories and write summaries.
- Apply rules of grammar appropriate to Fifth Grade.
- Assimilate new vocabulary words related to the Torah and class activities for the Fifth grade that thinks and acts successfully.
- Follow all class directions.

Medinat Yisrael

All children in the school learn about the State of Israel. Focusing primarily on modern day Israel, the children daily express our love of Medinat Yisrael by singing Hatikvah at the start of the school day.

Through our annual celebration of Yom Ha'Atzmaut (Israel Independence Day), the children learn about different aspects of modern day life in Israel, ranging from Jerusalem to the Army, from the map of Israel to the joy of Israel's existence. The children regularly engage in projects fostering their connection to the State of Israel and our responsibility to Israeli Jews. These projects range from letter writing to tzedakah projects.

Resource Program

21st Century Technology & Learning

At MJGDS, we incorporate 21st Century skills with academic curriculum. Computer technologies are utilized as a tool for students to use in creating, communicating, making connections, researching, and solving problems. Never are computer skills taught in isolation; students acquire fluency with technology concepts, applications, terminologies and troubleshooting through working on projects and assignments that enhance and extend classroom learning. Our program provides a framework for the development of 21st century literacies including information literacy, media literacy, digital citizenship, global literacy and network literacy. All lessons are designed to help students meet [ISTE's NETS](#) (National Educational Technology Standards) for students. The NETS provide a foundation for "what students should know and be able to do to learn effectively and live productively in an increasingly digital world."

These include:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

Fifth Graders are proficient digital citizens and fluent users of digital tools. Fifth Graders learn to not only search information from a variety of sources, but also learn to filter and evaluate all kinds of information. They respect copyright and develop a basic understanding of the ways in which work is shared and licensed. They create and share original work and engage in critique and reflection.

Library

Fifth Grade students at MJGDS attend library class one time a week for 40 minutes. In library the students learn information literacy skills and study various authors and genres. In addition, 5th graders participate in WJEW news one morning a week. Each student has the opportunity to participate as anchor, co-anchor, cameraperson, switcher, and floor manager on a rotating basis during the school year. Students learn to operate the studio

camera, switcher, video distribution system, and sound equipment.

Fifth Grade also participates in the shelf adoption program, where students may voluntarily “adopt” a shelf and maintain it during each library visit. Stars are earned for passed “shelf inspections” and then used to checkout additional materials over the checkout limit, have additional computer time, or traded for prizes at the end of the year during library store time. The Shelf Adoption Program has been extremely successful at promoting library ownership and student responsibility.

Art

Each Fifth Grader has Art once a week.

Skills and techniques

Students will be given the opportunity to create art using a variety of techniques and different mediums. The mediums they will use include, but are not limited to: tempera paint, colored pencils, watercolor paint, oil pastels, charcoal, markers, and clay. They will develop painting, drawing, sculpting and printmaking techniques. They will demonstrate how the elements of design affect the principles of design. The elements of art are line, shape, color, value, form, space and texture. The principles of art are balance, contrast, emphasis, movement, pattern, rhythm, and unity. They will draw from experience, observation and imagination. They will use computer technology skills to create works of art.

Creation and Communication

Students will use personal experience, observation and imagination to create works of art while using a variety of themes. They will be able to explain their intentions in personal works of art. Students will identify artwork created for cultural, commercial and expressive purposes.

Cultural and historical connections

Students will compare and contrast art from different time periods and cultures. Artists studied may vary from Pablo Picasso, Wassily Kandinsky, Nam June Paik, Frida Kahlo to Leonardo DaVinci. Cultures studied can vary from Africa, Australian Aboriginal art, Japanese Art, etc. They will discuss the use of historical markings and visual symbols in works of art, for example, cave paintings or hieroglyphics.

Aesthetic and Critical Analysis

Students will learn how a work of art can be judged by one or more perspectives such as economic, cultural, functional historical, or religious,

Applications to life

Students will understand how art impacts everyday life and understand various art careers.

Music

The music program combines singing and playing of percussion instruments to enhance rhythmic concepts, and improve sight reading and sight-singing skills. Solfège (do-re-mi) is used to develop harmonization and counterpoint skills. Vocal exercises are done to practice and strengthen breath control, intonation, timbre, vibrato, diction, and phrasing.

Music appreciation units are comprised popular, folk, Broadway, Americana, patriotic, holiday, and Jewish and Israeli music. Students are provided with social, historical, and cultural information pertaining to each performance piece.

By the end of the school year students should be able to

- Sight-sing a simple melodic pattern in C Major scale using letters, numbers, and Solfège
- Speak rhythm of song with and without clapping
- Read and utilize musical terminology during rehearsal and performance
- Follow conductor hand cues and use them to enhance performance
- Use appropriate performance skills – standing, eye contact, line-up
- Use appropriate pronunciation and diction while singing in various foreign languages
- Perform a piece of music in a round and canon
- Perform a piece of music using two-part counterpoint
- Perform a piece of music using two-part harmony
- “Answer” a melody using appropriate note duration and rests

Physical Education

Students at MJGDS have PE three times a week.

Movement Competency

Students will be able to continuously strike an object at desired speed or direction using good form. They will be able to throw a leading pass overhand to a moving partner. Children will focus on offensive and defensive strategies when necessary.

Cognitive Abilities

Children will have the ability to design and perform movement routines and new games. They will identify basic practice and conditioning principles that enhance performance. They will also detect, analyze and correct errors in personal movement patterns.

Lifetime Fitness

Students will formulate a plan to increase the amount of time spent on physical activity. They will use technology to enhance regular participation in sports. They will also plan short term and long-term fitness goals.

Responsible Behavior and Values

Children will recognize positive attributes that all children bring to physical activity. They will work productively with a partner to improve performance. They will also identify the benefits of physical activity and discover enjoyable activities.