

# FIFTH GRADE

## ENGLISH

In fifth grade, reading and writing skills continue to support an increased emphasis on content-area learning and utilization of the resources of the media center, especially to locate and read primary sources of information. The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections. The student will continue to increase communication skills used in learning activities and will use online, print, and media resources to prepare presentations. The student will use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social studies Standards of Learning. In addition, the student will plan, draft, revise, and edit writings to describe, to entertain, and to explain.

### Oral Language

#### **5.1. The student will listen, draw conclusions, and share information in subject-related group learning activities.**

##### **a) Participate in and contribute to discussions across content areas.**

###### **CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to participate in and contribute to discussion across content areas by:

- Listening for main ideas;
- listening for sequence of ideas;
- taking notes;
- asking and answering questions at appropriate times;
- clarifying confusing points;
- preparing reports, projects, and giving oral presentations on inter-related content material; and
- reading and discussing trade books that relate to theme of literature and content areas.

##### **b) Organize information to present in reports of group activities.**

###### **CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to organize information to present reports of group activities by:

- Organizing information from group discussion for presentation;
- preparing an outline for presentation prior to delivery;
- recording the group information and presenting the information orally;
- presenting a biographical sketch of a person using an organizational chart, diagram; and
- reporting on a current issue.

##### **c) Summarize information gathered in group activities.**

###### **CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to summarize information gathered in group activities by:

- Listening for main ideas;
- listening for sequence of ideas;
- summarizing main ideas;
- summarizing a presentation orally prior to delivery;
- presenting the summarized information using various oral communication skills;
- presenting a biographical sketch of a person; and
- reporting on current issues.

##### **d) Communicate new ideas to others.**

##### **e) Demonstrate the ability to collaborate with diverse teams.**

##### **f) Demonstrate the ability to work independently.**

#### **5.2. The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.**

##### **a) Maintain eye contact with listeners.**

###### **CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to maintain eye contact by:

- Using appropriate eye contact with listeners while conversing.

##### **b) Use gestures to support, accentuate, or dramatize verbal message.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use gestures to support, accentuate, and dramatize verbal message by:

- Using appropriate body language to enhance their oral presentations;
- using dramatic gestures that are suitable to the content and the audience;
- participating in role playing and drama activities;
- presenting oral book reviews, debates, reports, and projects; and
- presenting written work from journal writings, questions, cooperative group activities, story starters, and writing prompts.

**c) Use facial expressions to support and dramatize verbal message.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use facial expressions to support and dramatize verbal message by:

- Using appropriate facial expressions to support , accentuate, and dramatize presentations;
- participating in role playing, and drama activities; and
- presenting oral book reviews, debates, and reports and projects.

**d) Use posture appropriate for communication setting.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use posture appropriate for communication setting by:

- Using acceptable posture according to the setting and the audience;
- participating in role playing, and drama activities; and
- presenting oral book reviews, debates, and reports and projects.

**e) Determine appropriate content for audience.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to determine appropriate content for audience by:

- Narrowing the topic;
- selecting information that develops the topic and is appropriate for the audience; and
- selecting appropriate method to show information gathered from a variety of reference materials.

**f) Organize content sequentially around major ideas.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to organize content sequentially around major ideas by:

- Grouping together related information and organizing the content sequentially;
- presenting a persuasive speech;
- reporting researched facts to a group; and
- giving an informative speech.

**g) Summarize main points as they relate to main idea or supporting details.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to summarize main points as they relate to main idea or supporting details by:

- Putting information in order;
- providing an overview of the information at the beginning of a presentation; and
- providing a summary of the information at the end of a presentation.

**h) Incorporate visual media to support the presentation.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to incorporate visual media to support the presentation by:

- Using visual aids to illustrate information;
- using a poster, diagram, chart, or graph in an oral presentation;
- using pictures and other visuals in oral presentations;
- using appropriate technology.

**i) Use language and style appropriate to the audience, topic, and purpose.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use language and style appropriate to the audience, topic, and purpose by:

- Using grammatically correct language when delivering oral presentations;
- using specific vocabulary suitable to the content and the audience; and
- using specific vocabulary to enhance oral presentations.

**5.3. The student will learn how media messages are constructed and for what purposes.**

**a) Differentiate between auditory, visual, and written media messages.**

- b) Identify the characteristics and effectiveness of a variety of mass media messages.

## Reading

### 5.4. The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use context to clarify meaning of unfamiliar words by:

- Applying knowledge of word structure and context clues to infer the correct meanings of unfamiliar words;
- reading familiar text with fluency, accuracy, and expression;
- using context clues to determine which meaning is appropriate in a given situation; and
- using word references and context clues to determine which meaning is appropriate in a given situation.

- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use root words, prefixes and suffixes by:

- Applying knowledge of root words, prefixes and suffixes;
- continuing to learn about Greek and Latin affixes;
- understanding that a word can be divided into root word, prefix, and suffix in order to pronounce the word;
- understanding how a prefix changes the meaning of a root word;
- reading familiar text with fluency, accuracy, and expression; and
- reading the whole passage to decide if the probable meaning makes sense.

- d) Identify an author's use of figurative language.

- e) Use dictionary, glossary, thesaurus, and other word-reference materials.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use a dictionary, glossary, thesaurus, and other word reference materials by:

- Using word references and context clues to determine which meaning is appropriate in a given situation;
- identifying the word-reference materials such as dictionary, glossary, and thesaurus that is most likely to contain the information needed;
- using a table of contents, an index, and a glossary to locate specific information;
- using the pronunciation symbols and key to pronounce unfamiliar words; and
- distinguishing between multiple meanings of a word.

- f) Develop vocabulary by listening to and reading a variety of texts.

- g) Study word meaning across content areas.

### 5.5. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

- a) Describe the relationship between text and previously read materials.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to listen to describe the relationship between text and previously read materials by:

- Discussing the similarities and differences between text and previously read materials; and
- making text-to-text connections before, during, and after reading.

- b) Describe character development.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to describe character development in fiction and poetry selection by:

- Understanding that characters are developed by what is directly stated in the text, their speech and actions, and what other characters in the story say or think about them;
- understanding that some characters change during the story or poem and some characters stay the same;
- understanding that the main character has a problem that usually gets resolved;
- drawing conclusions about the character from what he does;
- predicting what a character will do;
- writing a description of the character based on what he thinks, says, and does; and

- determining a character's goal and how it is accomplished.

**c) Describe the development of plot and explain the resolution of conflict(s).**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to describe the development of plot, and explain how conflicts are resolved by:

- Identifying the problem of the plot;
- understanding that the plot is developed through a series of events;
- identifying the events in sequence that led to resolution of the conflict;
- explaining the character's actions and how they affect the plot;
- completing a plot structure map; and
- describing the relationship of events in the story.

**d) Describe the characteristics of free verse, rhymed and patterned poetry.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to the characteristics of free verse, rhymed, and patterned poetry by:

- Identifying the characteristics of free verse, rhymed, and patterned poetry;
- reading a variety of poetry types;
- understanding that free verse is poetry that does not rhyme or follow a regular beat;
- identifying rhymed poetry as having a repetition of rhyming words;
- understanding that in patterned poetry the words and language patterns are repeated for effect;
- categorizing poetry by its characteristics: free verse, rhymed or patterned; and
- writing different types of poetry.

**e) Describe how the author's choice of vocabulary contributes to the author's style.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to describe how the author's choice of vocabulary and style contribute to the quality and enjoyment of selections by:

- Discussing why an author might have used particular words and phrases;
- understanding the tone and the mood of writing;
- recognizing the author's use of vivid language;
- identifying the point of view the author uses;
- recognizing similes and metaphors to gain meaning; and
- identifying examples of literary devices such as allusion, exaggeration, flashback, foreshadowing, humor, irony, and symbolism.

**f) Identify and ask questions that clarify various points of view.**

**g) Identify main idea.**

**h) Summarize supporting details from text.**

**i) Draw conclusions and make inferences from text.**

**j) Identify cause and effect relationships.**

**k) Make, confirm, or revise predictions.**

**l) Use reading strategies throughout the reading process to monitor comprehension.**

**m) Read with Fluency and accuracy**

**5.6. The student will read and demonstrate comprehension of nonfiction texts.**

**a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use text organizers such as type, headings, and graphics to predict and categorize information by:

- Reading nonfiction print materials and trade books which reflect the Standards of Learning in history and social sciences, science, and mathematics;

- understanding how text features (e.g., formats, graphics, diagrams, illustrations, charts; maps) make information accessible and useable;
- applying prior knowledge to make predictions;
- using text set in special type styles, such as bold-faced and color, captions under pictures and graphics and headings of selections and chapters to predict and categorize information;
- using graphics to locate additional information;
- taking notes on important details; and
- summarizing the main idea.

**b) Use prior knowledge and build additional background knowledge as context for new learning.**

**c) Skim materials to develop a general overview of content and to locate specific information.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to skim materials to develop a general overview of content or to locate specific information by:

- Reading nonfiction print materials and trade books, which reflect the Standards of Learning in history and social science, science and mathematics;
- understanding how text features (e.g., formats, graphics, diagrams, illustrations, charts, maps) make information accessible and useable;
- using titles and headlines;
- locating a specific topic and details;
- using pictures and captions to gain information; and
- locating key words.

**d) Identify the main idea of nonfiction texts.**

**e) Summarize support details nonfiction texts.**

**f) Identify structural patterns found in nonfiction.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to identify structural patterns found in non-fiction by:

- Reading nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics;
- identifying structural and organizational patterns such as cause and effect, comparison/contrast, and chronological order; and
- understanding how the structural patterns make the information easier to comprehend.

**g) Locate information to support opinions, predictions, and conclusions.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to locate information to support opinions, predictions, and conclusions by:

- Reading nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics;
- identifying specific information in text that supports predictions;
- distinguishing between fact and opinion;
- forming opinions and drawing conclusions from the selection;
- locating details to support opinions, predictions, and conclusions;
- using information from what the characters think, say or do to make predictions;
- drawing conclusions from what the characters think, say, or do; and
- rereading to locate information to support opinions, predictions and conclusions

**h) Identify cause and effect relationships following transition words signaling the pattern.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to identify cause-and-effect relationships by:

- Reading nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics;
- identifying structural and organizational patterns such as cause and effect, comparison/contrast, and chronological order;
- understanding that cause-and-effect shows the relationship of what happened to why it happened;
- identifying clue words such as *because*, *so*, and *since* that signal the cause-effect relationship;
- identifying the positive and negative outcomes for the main characters; and
- understanding the causes of positive or negative outcomes.

**i) Differentiate between fact and opinion.**

**j) Identify, compare, and contrast relationships.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to identify, compare, and contrast relationships by:

- Reading nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics;
- identifying structural and organizational patterns such as cause and effect, comparison/contrast, and chronological order;
- making text-to-self connections before, during, and after reading;
- making text-to-text connections before, during, and after;
- making text-to-world connections before, during, and after reading; and
- using writing to compare and contrast relationships.

**k) Identify new information gained from reading.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use identify new information gained from reading by:

- Reading nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics;
- identifying details of informational text;
- summarizing content and providing details;
- making inferences;
- formulating opinions;
- connecting information to prior knowledge; and
- using writing to clarify their thinking.

**l) Use reading strategies throughout the reading process to monitor comprehension.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use text organizers such as type, headings, and graphics to predict and categorize information by:

- Reading nonfiction print materials and trade books which reflect the Standards of Learning in history and social sciences, science, and mathematics;
- understanding how text features (e.g., formats, graphics, diagrams, illustrations, charts; maps) make information accessible and useable;
- applying prior knowledge to make predictions;
- using text set in special type styles, such as bold-faced and color, captions under pictures and graphics and headings of selections and chapters to predict and categorize information;
- using graphics to locate additional information;
- taking notes on important details; and
- summarizing the main idea.

**m) Read with fluency and accuracy.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use text organizers such as type, headings, and graphics to predict and categorize information by:

- Reading nonfiction print materials and trade books which reflect the Standards of Learning in history and social sciences, science, and mathematics;
- understanding how text features (e.g., formats, graphics, diagrams, illustrations, charts; maps) make information accessible and useable;
- applying prior knowledge to make predictions;
- using text set in special type styles, such as bold-faced and color, captions under pictures and graphics and headings of selections and chapters to predict and categorize information;
- using graphics to locate additional information;
- taking notes on important details; and
- summarizing the main idea.

## Writing

**5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.**

**a) Identify intended audience.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to identify intended audience by:

- Applying knowledge of the writing domains of composing, written expression, and usage/mechanics;
- purposefully shaping and controlling language to demonstrate an awareness of the intended audience; and
- selecting specific information to guide readers more purposefully through the piece.

**b) Use a variety of prewriting strategies.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use a variety of prewriting strategies by:

- Applying knowledge of the writing domains of composing, written expression, and usage/mechanics; and
- creating a plan and organizing thoughts before writing.

**c) Organize information to convey a central idea.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to organize information to convey a central idea by:

- Applying knowledge of the writing domains of composing, written expression, and usage/mechanics;
- focusing, organizing, and elaborating to construct an effective message for the reader;
- using a graphic organizer;
- classifying ideas and facts; and
- outlining.

**d) Write a clear topic sentence focusing on the main idea.**

**e) Write multi-paragraph compositions.**

**f) Use precise and descriptive vocabulary to create tone and voice.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use precise and descriptive vocabulary to create tone and voice by:

- Applying knowledge of the writing domains of composing, written expression, and usage/mechanics;
- selecting specific information to guide readers more purposefully through the piece;
- choosing precise descriptive vocabulary and information to create tone and voice; and
- using specialized vocabulary, synonyms, and analogies to create tone and voice.

**g) Vary sentence structure by using transition words.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to vary sentence structure by using transition words by:

- Including sentences of various lengths and beginning to create a pleasant, informal rhythm;
- applying knowledge of the writing domains of composing, written expression, and usage/mechanics;
- writing for different purposes; and
- using a variety of sentence types.

**h) Revise for clarity of content using specific vocabulary and information.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to revise for clarity of content using specific vocabulary and information by:

- Applying knowledge of the writing domains of composing, written expression, and usage/mechanics;
- clarifying writing when revising.

**i) Include supporting details that elaborate the main idea.**

**5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.**

**a) Use plural possessives.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use plural possessives by:

- Using plural possessives correctly in writing (e.g., "The books' covers are torn.")

**b) Use adjective and adverb comparisons.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use adjective and adverb comparisons by:

- Using adverb comparisons such as *fast*, *faster*, *fastest*;
- using adjective comparisons such as *big*, *bigger*, *biggest*; and
- using adverbs instead of adjectives where appropriate (e.g., "He played *really* well." Instead of, "He played *real* well.")

c) Identify and use interjections.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to identify and use interjections by:

- Identifying and using interjections such as, “*Oh my, look at the size of that bug!*”

d) Use apostrophes in contractions and possessives.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use apostrophes in contractions and possessives by:

- Punctuating correctly apostrophes in contractions such as *its* and possessives such as *Jan’s*; and
- understanding that editing for punctuation makes the meaning of the writing clearer to the reader.

e) Use quotation marks with dialogue.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use quotation marks with dialogue by:

- Using quotation marks in written passages correctly;
- understanding that editing for punctuation makes the meaning of the writing clearer to the reader.

f) Use commas to indicate interrupters.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use commas to indicate interrupters by:

- Using commas as interrupters in written passage;
- using commas in the salutation and closing of a letter; and
- understanding that editing for punctuation makes the meaning of the writing clearer to the reader.

g) Use a hyphen to divide words at the end of a line.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use a hyphen to divide words at the end of a line by:

- Using hyphens correctly when dividing words at the end of a line; and
- understanding that editing for sentence formation makes the meaning of the writing clearer to the reader.

h) Edit for fragments and run-on sentences.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to edit for fragments and run-on sentences by:

- Avoiding fragments (use of clausal fragments, such as “*Although he was not supposed to go out of the house*”) is not penalized in direct writing;
- avoiding run-ons (e.g., “*I opened the door, the dog went out.*”);
- avoiding excessive coordination (e.g., “*I opened the door and the dog went out and he chased the cat and then he came back inside.*”); and
- understanding that editing for clausal fragments makes the meaning of the writing clearer to the reader.

i) Eliminate double negatives.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to eliminate double negatives by:

- Applying knowledge of the writing domains of composing, written expression, and usage/ mechanics;
- using negative words correctly; and
- using a rubric to self-assess writing.

j) Use correct spelling of commonly used words.

k) Identify and use conjunctions.

5.9 The student will find, evaluate, and select appropriate resources for a research project.

a) Construct questions about a topic.

b) Collect information from multiple resources including online, print, and media.

c) Use technology as a tool to research, organize, evaluate, and communicate information.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to use technology as a tool to research, organize, evaluate, and communicate information by:

- Using available technology to gather information and aid in writing.

d) Organize information presented on charts, maps, and graphs.

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to organize information presented on charts, maps, and graphs by:

- Using visual representations such as thinking maps, charts, maps, timelines, and graphs to organize information;
- charting information to solve problems, to make predictions, to identify main ideas and details, and to compare and contrast information;
- graphing information to show changes in values; and
- using maps to better understand events in the text, by creating a visual image of the setting.

**e) Develop notes that include important concepts, summaries, and identification of information sources.**

**CHESAPEAKE OBJECTIVE:**

The student will demonstrate the ability to develop notes that include important concepts, summaries, and identification of information by:

- Taking notes from a variety of print resources;
- identifying the source of information;
- summarizing important concepts;
- skimming the text to locate details; and
- taking notes that include specific facts and details in fewest possible words.

**f) Give credit to sources used in research.**

**g) Define the meaning and consequences of plagiarism.**

## **MATH**

The fifth grade standards place emphasis on developing proficiency in using whole numbers, fractions, and decimals to solve problems. Students will collect, display, and analyze data in a variety of ways and solve probability problems, using a sample space or tree diagram. Students also will solve problems involving area and perimeter, classify triangles. Variables, expressions, and open sentences will be introduced. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Students also will identify real-life applications of the mathematical principles they are learning that can be applied to science and other disciplines they are studying.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

**5.1 The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.**

- Round decimal numbers to the nearest whole number, tenth, or hundredth.

**5.2 The student will**

**a) recognize and name fractions in their equivalent decimal form and vice versa; and**

**b) compare and order fractions and decimals in a given set from least to greatest and greatest to least.**

- Represent fractions (halves, fourths, fifths, eighths, tenths, and twelfths) in their equivalent decimal form and vice versa.
- Recognize and name equivalent relationships between decimals and fractions with denominators up to 12.
- Compare and order from least to greatest and greatest to least a given set of no more than five numbers written as decimals, fractions, and mixed numbers with denominators of 12 or less.

**5.3 The student will**

**a) identify and describe the characteristics of prime and composite numbers; and**

**b) identify and describe the characteristics of even and odd numbers.**

- Identify prime numbers less than or equal to 100.
- Identify composite numbers less than or equal to 100.
- Explain orally and in writing why a number is prime or composite.
- Identify which numbers are even or odd.
- Explain and demonstrate with manipulatives, pictorial representations, oral language, or written language why a number is even or odd.

**5.4**

**The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.**

- Select appropriate methods and tools from among paper and pencil, estimation, mental computation, and calculators according to the context and nature of the computation in order to compute with whole numbers.
- Create single-step and multistep problems involving the operations of addition, subtraction, multiplication, and division with and without remainders of whole numbers, using practical situations.
- Estimate the sum, difference, product, and quotient of whole number computations.
- Solve single-step and multistep problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers, using paper and pencil, mental computation, and calculators in which
  - sums, differences, and products will not exceed five digits;
  - multipliers will not exceed two digits;
  - divisors will not exceed two digits; or
  - dividends will not exceed four digits.
- Use two or more operational steps to solve a multistep problem. Operations can be the same or different.

**5.5 The student will**

- a) find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit); and**  
**b) create and solve single-step and multistep practical problems involving decimals.**

- Determine an appropriate method of calculation to find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths, selecting from among paper and pencil, estimation, mental computation, and calculators.
- Estimate to find the number that is closest to the sum, difference, and product of two numbers expressed as decimals through thousandths.
- Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using paper and pencil, estimation, mental computation, and calculators.
- Determine the quotient, given a dividend expressed as a decimal through thousandths and a single-digit divisor. For example, 5.4 divided by 2 and 2.4 divided by 5.
- Use estimation to check the reasonableness of a sum, difference, product, and quotient.
- Create and solve single-step and multistep problems.
- A multistep problem needs to incorporate two or more operational steps (operations can be the same or different).

**CHESAPEAKE OBJECTIVE:** \*Solve problems involving the sum, difference, and product of two numbers expressed as decimals through thousandths.

\*Now part of SOL

**5.6**

**The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.**

- Solve single-step and multistep practical problems involving addition and subtraction with fractions having like and unlike denominators. Denominators in the problems should be limited to 12 or less (e.g.,  $\frac{1}{5} + \frac{1}{4}$ ) and answers should be expressed in simplest form.
- Solve single-step and multistep practical problems involving addition and subtraction with mixed numbers having like and unlike denominators, with and without regrouping. Denominators in the problems should be limited to 12 or less, and answers should be expressed in simplest form.
- Use estimation to check the reasonableness of a sum or difference

**5.7**

**The student will evaluate whole number numerical expressions, using the order of operations limited to parentheses, addition, subtraction, multiplication, and division.**

- Simplify expressions by using the order of operations in a demonstrated step-by-step approach.
- Find the value of numerical expressions, using the order of operations.
- Given an expression involving more than one operation, describe which operation is completed first, which is second, etc.

**5.8**

**The student will**

- a) find perimeter, area, and volume in standard units of measure;**  
**b) differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation;**  
**c) identify equivalent measurements within the metric system;**  
**d) estimate and then measure to solve problems, using U.S. Customary and metric units; and**  
**e) choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units.**
- Determine the perimeter of a polygon, with or without diagrams, when

- the lengths of all sides of a polygon that is not a rectangle or a square are given;
  - the length and width of a rectangle are given; or
  - the length of a side of a square is given.
  - Estimate and determine the perimeter of a polygon, and area of a square, rectangle, and right triangle following the parameters listed above, using only whole number measurements given in metric or U.S. Customary units, and record the solution with the appropriate unit of measure (e.g., 24 square inches).
  - Estimate and determine the area of a square, with or without diagrams, when the length of a side is given.
  - Estimate and determine the area of a rectangle, with or without diagrams, when the length and width are given.
  - Estimate and determine the area of a right triangle, with or without diagrams, when the base and the height are given.
  - Differentiate among the concepts of area, perimeter, and volume.
- 5.9 The student will identify and describe the diameter, radius, chord, and circumference of a circle.**
- Identify and describe the diameter, radius, chord, and circumference of a circle.
  - Describe the relationship between
    - diameter and radius;
    - diameter and chord;
    - radius and circumference; and
    - diameter and circumference.
  - The length of the diameter of a circle is twice the length of the radius
- 5.10 The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.**
- Determine elapsed time in hours and minutes within a 24-hour period.
- CHESAPEAKE OBJECTIVE:** Add and subtract time.
- 5.11 The student will measure right, acute, obtuse, and straight angles.**
- Identify the appropriate tools (e.g., protractor and straightedge or angle ruler as well as available software) used to measure and draw angles and triangles.
  - Measure right, acute, straight, and obtuse angles, using appropriate tools, and identify their measures in degrees.
  - Recognize angle measure as additive. When an angle is decomposed into nonoverlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.
  - Solve addition and subtraction problems to find unknown angle measures on a diagram in practical and mathematical problems, (e.g., by using an equation with a symbol for the unknown angle measure).
- 5.12 The student will classify**
- a) angles as right, acute, obtuse, or straight; and
  - b) triangles as right, acute, obtuse, equilateral, scalene, or isosceles.
- Classify angles as right, acute, straight, or obtuse.
  - Classify triangles as right, acute, or obtuse.
  - Classify triangles as equilateral, scalene, or isosceles.
- 5.13 The student, using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will**
- a) develop definitions of these plane figures; and
  - b) investigate and describe the results of combining and subdividing plane figures.
- Develop definitions for squares, rectangles, triangles, parallelograms, rhombi, and trapezoids.
  - Investigate and describe the results of combining and subdividing plane figures.
- 5.14 The student will make predictions and determine the probability of an outcome by constructing a sample space.**
- Construct a sample space, using a tree diagram to identify all possible outcomes of a single event.
  - Construct a sample space, using a list or chart to represent all possible outcomes of a single event.
  - Predict and determine the probability of an outcome by constructing a sample space. The sample space will have a total of 24 or less possible outcomes.
- 5.15 The student, given a problem situation, will collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs.**
- Formulate the question that will guide the data collection.
  - Collect data, using observations (e.g., weather), measurement (e.g., shoe sizes), surveys (e.g., hours watching television), or experiments (e.g., plant growth).
  - Organize the data into a chart, table, stem-and-leaf plots, and line graphs.
  - Display data in line graphs and stem-and-leaf plots.
  - Construct line graphs, labeling the vertical axis with equal whole number, decimal, or fractional increments and the horizontal axis with continuous data commonly related to time (e.g., hours, days, months, years, and age). Line graphs will have no more than six identified points along a continuum for continuous data (e.g., the decades: 1950s, 1960s, 1970s, 1980s, 1990s, and 2000s).

- Construct a stem-and-leaf plot to organize and display data, where the stem is listed in ascending order and the leaves are in ascending order, with or without commas between leaves.
- Title the given graph or identify the title.
- Interpret the data in a variety of forms (e.g., orally or in written form).

**5.16 The student will**

- a) **describe mean, median, and mode as measures of center;**
  - b) **describe mean as fair share;**
  - c) **find the mean, median, mode, and range of a set of data; and**
  - d) **describe the range of a set of data as a measure of variation.**
- Describe and find the mean of a group of numbers representing data from a given context as a measure of center.
  - Describe and find the median of a group of numbers representing data from a given context as a measure of center.
  - Describe and find the mode of a group of numbers representing data from a given context as a measure of center.
  - Describe mean as fair share.
  - Describe and find the range of a group of numbers representing data from a given context as a measure of variation.
  - Describe the impact on measures of center when a single value of a data set is added, removed, or changed.

**5.17 The student will describe the relationship found in a number pattern and express the relationship.**

- Describe numerical and geometric patterns formed by using concrete materials and calculators.
- Describe the relationship found in patterns, using words, tables, and symbols to express the relationship.

**5.18 The student will**

- a) **investigate and describe the concept of variable;**
  - b) **write an open sentence to represent a given mathematical relationship, using a variable;**
  - c) **model one-step linear equations in one variable, using addition and subtraction; and**
  - d) **create a problem situation based on a given open sentence, using a single variable.**
- Describe the concept of a variable (presented as boxes, letters, or other symbols) as a representation of an unknown quantity.
  - Write an open sentence with addition, subtraction, multiplication, or division, using a variable to represent a missing number.
  - Model one-step linear equations using a variety of concrete materials such as colored chips on an equation mat or weights on a balance scale.
  - Create and write a word problem to match a given open sentence with a single variable and one operation.

**5.19 The student will investigate and recognize the distributive property of multiplication over addition.**

- Investigate and recognize the distributive property of whole numbers, limited to multiplication over addition using diagrams and manipulatives.
- Investigate and recognize an equation that represents the distributive property, when given several whole number equations, limited to multiplication over addition.

## **SCIENCE**

The fifth-grade standards emphasize the importance of selecting appropriate instruments for measuring and recording observations. The organization, analysis, and application of data continue to be an important focus of classroom inquiry. Science skills from preceding grades, including questioning, using and validating evidence, and systematic experimentation, are reinforced at this level. Students are introduced to more detailed concepts of sound and light and the tools used for studying them. Key concepts of matter including those about atoms, molecules, elements, and compounds, are studied, and the properties of matter are defined in greater detail. The cellular makeup of organisms and the distinguishing characteristics of groups of organisms are stressed. Students learn about the characteristics of the oceans and Earth's changing surface.

The fifth-grade standards focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions.

### **Scientific Investigation, Reasoning, and Logic**

**5.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which**

- a) **items such as rocks, minerals, and organisms are identified using various classification keys;**
- b) **estimates are made and accurate measurements of length, mass, volume, and temperature are made in metric units using proper tools;**
- c) **estimates are made and accurate measurements of elapsed time are made using proper tools**
- d) **hypotheses are formed from testable questions;**

- e) independent and dependent variable are identified;
- f) constants in experimental situation are identified;
- g) data are collected, recorded, analyzed, and communicated using proper graphical representations and metric measurements;
- h) predictions are made using patterns from collected and simple graphical data are generated;
- i) inferences are made and conclusion are drawn;
- j) models are constructed to clarify explanations, demonstrate relationships, and solve needs; and
- k) current applications are used to reinforce science concepts.

### **Force, Motion, and Energy**

5.2 The student will investigate and understand how sound is created and transmitted, and how it is used.

Key concepts include:

- a) compression waves;
- b) vibration, compression, wavelength, frequency, amplitude;
- c) the ability of different media (solids, liquids, and gases) to transmit sound; and
- d) uses and applications of sound waves.

5.3 The student will investigate and understand basic characteristics of visible light and how it behaves.

Key concepts include:

- a) transverse waves;
- b) the visible spectrum;
- c) opaque; transparent, and translucent;
- d) reflection of light from reflective surfaces; and
- e) refraction of light through water and prisms.

### **Matter**

5.4 The student will investigate and understand that matter is anything that has mass and takes up space; and occurs as

Key concepts include:

- a) distinguishing properties of each phase of matter;
- b) the effect of temperature on the phases of matter;
- c) atoms and elements;
- d) molecules and compounds; and
- e) mixtures including solutions.

### **Living Systems**

5.5 The student will investigate and understand that organisms are made of one or more cells and have distinguishing characteristics that play a vital role in the organism's ability to survive and thrive in its environment.

Key concepts include:

- a) basic cell structure and functions;
- b) classification of organisms using physical characteristics, body structures, and behavior of the organism; and
- c) traits of organisms that allow them to survive in their environment.

### **Interrelationships in Earth/Space Systems**

5.6 The student will investigate and understand characteristics of the ocean environment.

Key concepts include:

- a) geological characteristics;
- b) physical characteristics; and
- c) ecological characteristics.

### **Earth Patterns, Cycles, and Change**

5.7 The student will investigate and understand how the Earth's surface is constantly changing.

Key concepts include:

- a) identification of rock types;
- b) the rock cycle and how transformations between rocks occur;
- c) Earth history and fossil evidence;
- d) the basic structure of Earth's interior;
- e) changes in Earth's crust due to plate tectonics;
- f) weathering, erosion, and deposition; and
- g) human impact.

## **HISTORY AND SOCIAL SCIENCE**

The standards for Virginia Studies are covered in a two-year study of Virginia in fourth and fifth grades. In the first year of studying Virginia, grade four introduces students to a contemporary geographic regional investigation of Virginia. Students should begin to focus on the historical study of Virginia from early exploration to the American Revolution. Fifth grade begins with a review of Virginia from early exploration to the American Revolution and continues the study of Virginia to the present. The standards for Virginia Studies allow students to develop a greater understanding of Virginia's rich history.

Geographic, economic, and civic concepts continue to be presented within this contemporary and historic context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history, and understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also are included as part of the story of Virginia. The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

### **Skills**

#### **VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to**

- a) identify and interpret artifacts primary and secondary source documents to understand events in history;
- b) determine cause and effect relationships;
- c) compare and contrast historical events;
- d) draw conclusions and make generalizations;
- e) make connections between past and present;
- f) sequence events in Virginia history;
- g) interpret ideas and events from different historical perspectives;
- h) evaluate and discuss issues orally and in writing;
- i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

#### **Political Growth and Western Expansion: 1781 to the Mid 1800s**

#### **VS.6 The student will demonstrate knowledge of the new role of Virginia in the establishment of the new American nation by**

- a) explaining why George Washington is called the "Father of our Country" and James Madison is called the "Father of the Constitution";
- b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the *Virginia Declaration of Rights* and the *Virginia Statute for Religious Freedom*;
- c) explaining the influence of geography on the migration of Virginians into western territories.

#### **Civil War and Post-War Eras**

#### **VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by**

- a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
- b) describing Virginia's role in the war, including identifying major battles that took place in Virginia;
- c) describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.

#### **VS.8 The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by**

- a) identifying the effects of Reconstruction on life in Virginia;
- b) identifying the effects of segregation and "Jim Crow" on life in Virginia for whites, African Americans, and American Indians.
- c) describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.

#### **Virginia: 1900 to the Present**

#### **VS.9 The student will demonstrate knowledge of twentieth and twenty-first century Virginia by**

- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;
- b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events.
- c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
- d) identifying the political, social and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr. and L. Douglas Wilder.

#### **VS.10 The student will demonstrate knowledge of government, geography and economics by**

- a) identifying the three branches of Virginia government and the function of each;

- b)describing the major products and Industries of Virginia's five geographic regions;
- c)explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in a global economy.

## **MUSIC**

### **Music Theory/Literacy**

#### **5.1 The student will read and notate music, including**

- 1. identifying the treble (G) and bass (F) clefs; using a system to sight-read melodies based on the diatonic scale; using traditional notation to write melodies containing skips and leaps; reading and notating rhythmic patterns of increasing complexity; identifying the meaning of the upper and lower numbers of compound time signatures ( $\frac{6}{8}$ ); and identifying tempo markings.

### **Performance**

#### **5.2 The student will sing a varied repertoire of songs alone and with others, including**

- 1. demonstrating beginning choral behaviors and skills in ensemble singing; singing with attention to blend, balance, intonation, and expression; singing melodies of increasing complexity written on the treble staff; singing in two- and three-part harmony; and modeling proper posture for singing.

#### **5.3 The student will play a variety of pitched and nonpitched instruments alone and with others, including**

- 1. playing music of increasing difficulty in a variety of ensembles; playing melodies and accompaniments of increasing difficulty written on the treble staff; playing with expression; and demonstrating proper playing techniques.

#### **5.4 The student will perform rhythms of increased complexity, including syncopations.**

#### **5.5 The student will respond to music with movement by**

- 1. performing non-choreographed and choreographed movements, including music in duple and triple meters; and performing traditional folk dances and other music activities.

#### **5.6 The student will create music by**

- 1. improvising melodies and rhythms of increasing complexity; composing a short original composition within specified guidelines; and using contemporary media and technology.

### **Music History and Cultural Context**

#### **5.7 The student will explore historical and cultural aspects of music by**

- 1. identifying representative composers and music compositions from four different periods of music history; comparing and contrasting a variety of musical styles, using music terminology; describing how people may participate in music within the community as performers, consumers of music, and music advocates; and recognizing various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business attorneys, arts administrators, music therapist, music teacher).

#### **5.8 The student will exhibit acceptable performance behavior as a participant and/or listener in relation to the context and style of music performed.**

#### **5.9 The student will compare and contrast the relationships between music and other fields of knowledge.**

#### **5.10 The student will describe the roles of music and musicians in society.**

### **Analysis, Evaluation, and Critique**

#### **5.11 The student will analyze music by**

- 1. grouping classroom, orchestral, and world instruments into categories based on how their sounds are produced; experimenting with the science of sound; analyzing elements of music through listening, using music terminology; and explaining theme-and-variations form.

#### **5.12 The student will evaluate music by applying accepted criteria when judging the quality of compositions and performances.**

#### **5.13 The student will define *copyright* as applied to the use of music.**

#### **5.14 The student will collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.**

## **Aesthetics**

- 5.15 The student will develop personal criteria to be used for determining the quality and value of musical compositions.
- 5.16 The student will analyze preferences among musical compositions, using music terminology.
- 5.17 The student will examine factors that may inspire musicians to perform or compose.

## **PHYSICAL EDUCATION**

### **Motor Skill Development**

- 5.1 The student will demonstrate mature movement forms, create movement patterns, and begin to describe movement principles.
- Demonstrate mature form in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include overhand and underhand throw and catch, execution to a target, hand dribble, foot dribble, consecutive striking with a partner over a net or against a wall, and striking a ball while stationary and moving.
  - Create and perform an educational gymnastic sequence including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, shape, speed, and flow.
  - Create and perform individual or group rhythm/dance sequences including American and international dances and a jump-rope routine (self-turn or long rope).
  - Demonstrate use of space in a variety of activities.
  - Demonstrate accuracy in a variety of activities.
  - Demonstrate use of force in a variety of activities.
  - Apply concepts of direction and force to strike an object with purpose and accuracy.

### **Anatomical Basis of Movement**

- 5.2 The student will apply anatomical knowledge and movement strategies in complex movement activities.
- Identify components of major body systems, to include cardiorespiratory, vascular, muscular, and skeletal.
  - Apply knowledge of body systems, bones, and muscles to accurately describe a variety of specific movements such as a ball strike, overhand throw, or volley.
  - Describe concepts of direction and force used to strike an object with purpose and accuracy.

### **Fitness Planning**

- 5.3 The student will use personal fitness assessment data to enhance understanding of physical fitness.
- Identify methods for evaluating and improving personal fitness such as health-related criterion referenced tests, heart rate, body mass index (BMI), and pedometer data.
  - Compare and analyze fitness data to health-related criterion-referenced standards (Virginia wellness-related fitness standards, Fitnessgram®, CDC guidelines) to assess levels of personal fitness and identify strengths and weaknesses.
  - Create a basic personal fitness plan for at least one health-related component of fitness, to include baseline fitness data, SMART goal, activities that will address the goal, log of activities inside and outside of school, reassessment data (post-data) and reflection of goal progress/attainment.
  - Explain the FITT (frequency, intensity, time, and type) principle.
  - Calculate resting heart rate and calculate heart rate during a variety of activities.
  - Explain the relationship between heart rate and cardiorespiratory fitness.

### **Social Development**

- 5.4 The student will participate in establishing and maintaining a safe environment for physical activities.
- Create and implement rules and consequences for one or more activities.
  - Create and implement safety rules for at least one activity.
  - Create and implement etiquette for one activity.
  - Explain the importance of inclusion in physical activity settings.
  - Describe and demonstrate respectful behavior in physical activity settings.

### **Energy Balance**

- 5.5 The student will identify and explain the nutrition component and activity guidelines for energy balance.
- Explain RDA (Recommended Dietary Allowance).
  - Explain that there are different RDA recommendations for children, teens, and adults.
  - Explain the effect of portion size on RDA.
  - Explain the purpose of vitamins and minerals.
  - Evaluate components of food labels for a variety of foods, to include macronutrients, RDA, and portion size.
  - Explain that physical activity guidelines recommend 60 minutes of moderate to vigorous physical activity (MVPA) every day.

## **ART**

### **Visual Communication and Production**

- 5.1 The student will use steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, and refining, to synthesize ideas for and create works of art.
- 5.2 The student will execute and complete works of art with attention to detail and craftsmanship.
- 5.3 The student will express personal ideas, images, and themes through artistic choices of media, techniques, and subject matter.

- 5.4 The student will identify and apply ethical decisions in art making.
- 5.5 The student will use the following to express meaning in works of art:
1. Color—student-mixed hues, tints, shades, tones
  2. Form—convex, concave, positive, negative
  3. Texture—surface embellishment
  4. Value—gradation to create the illusion of depth on a two-dimensional surface
  5. Balance—formal, informal
  6. Pattern—repetition to create rhythm
- 5.6 The student will use atmospheric perspective in works of art.
- 5.7 The student will use size and proportion to emphasize spatial relationships in works of art.
- 5.8 The student will draw the human figure in proportion from observation.
- 5.9 The student will use contemporary media to create works of art.
- 5.10 The student will create sculpture in the round, high relief, or bas-relief, using three-dimensional media, including clay.
- 5.11 The student will combine various craft techniques in works of art.

#### **Art History and Cultural Context**

- 5.12 The student will examine the influence of historic events on works of art.
- 5.13 The student will describe similarities and differences among art and artists from a variety of cultures.
- 5.14 The student will compare and contrast contemporary and historical works of art, including architecture.
- 5.15 The student will describe how artists contribute to society.
- 5.16 The student will describe various commercial art careers.

#### **Analysis, Evaluation, and Critique**

- 5.17 The student will compare and contrast natural and constructed environments.
- 5.18 The student will analyze and interpret works of art based on visual properties and context.
- 5.19 The student will analyze an artist's point of view based on contextual information.
- 5.20 The student will use specific criteria to evaluate a finished product.

#### **Aesthetics**

- 5.21 The student will describe how criteria used to assess the value of art may vary over time.
- 5.22 The student will select a preferred work of art and defend the selection.
- 5.23 The student will compare and contrast objects in terms of aesthetic preferences.
- 5.24 The student will reflect on and describe the nature of art.