Dear Parent and Guardian:

As partners in your child’s education, it is important that you know what your child is expected to know and be able to do at the completion of each grade level. The competencies listed in each subject area represent the content and skills addressed in the district’s approved curriculum and reflect the integration of the New Jersey Core Curriculum Content Standards. I hope that you will work with all of our teachers and administrators in the Jersey City Public Schools to ensure that your child meets these expectations.

The district’s curriculum, aligned with the New Jersey Core Curriculum Content Standards, is intended for all students. This includes students who are college-bound or career-bound, gifted and talented, those whose native language is not English, students with disabilities, and students from diverse socioeconomic backgrounds. Mastering the NJCCCS means that every student will be involved in experiences addressing all of the expectations set forth in all content areas. Depending on their interests, abilities, and career plans, many students will and should develop knowledge and skills that go beyond the specific indicators. Nevertheless, all students should complete all elements of the core curriculum.

Each content area focuses on the development of higher order thinking skills and requires students to read, write, think, and create. Although these competencies have been organized into academic content areas that do not mean that each competency can only be met through one content-specific course. Learning lends itself to an integrated approach with reinforcement through experiences across disciplines and beyond the school day. All of our schools have, as their common goal, student achievement of these competencies aligned with state standards.

Sincerely,

Dr. Marcia V. Lyles
Superintendent of Schools
LANGUAGE ARTS
(Reading, Writing, Speaking & Listening, Language)

The competencies for language arts literacy capture language experiences all children need in order to grow intellectually, socially, and emotionally in classrooms across the curriculum. They are intended to promote students' capacities to construct meaning in any arena, with others as well as on their own. If students learn to read, write, speak, listen, and view critically, strategically, and creatively, and if they learn to use these arts individually and with others, they will have the literacy skills they need to discover personal and shared meaning throughout their lives.

Literacy is a way to acquire knowledge for thinking and communicating; it is more than the acquisition of a specific, predetermined set of skills in reading, writing, speaking, listening, and viewing. Literacy is also recognizing and understanding one's own purposes for thinking and communicating (through print or non print, verbal or nonverbal means) and being able to use one's own resources to achieve those purposes. New literacies include the ability to read, write, speak, listen and use standard conventions of Language in a variety of online environments that often involve communicating and collaborating across the globe. The mission and vision for language arts literacy education provide the foundation for the development of 21st century literacies.

This year your child will:

• Analyze characters, plot, theme, and key details in literature.
• Interpret and identify use of figurative language, flashback, foreshadowing, and author’s point of view.
• Analyze illustrations, diagrams, and multimedia elements of varied genre.
• Read literature independently, proficiently, and fluently at grade level.
• Analyze informational text to understand key details and cause/effect.
• Interpret the author’s use of specific word choices in text to understand ideas, concepts, and to compare and contrast author’s point of view of events.
• Compare and contrast various sources on the same subject.
• Distinguish fact and opinion.
• Write arguments about a topic and organize the reasons and evidence to support the claim.
• Write informative/explanatory text which introduces a topic and organizes information using strategies such as definition, classification, comparison/contrast, and cause/effect.
• Develop the topic with facts, definitions, details, quotations, and provide a conclusion.
• Write narratives with a point of view and an organized sequence of events or experiences including a setting, characters, and the use of sensory details.
• Use a variety of precise words and transition words, phrases, and clauses to convey sequence and show the relationships among events.
• Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
• Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
• Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources.
• Perform short, focused research projects in response to a question.
• Gather relevant information from multiple print and digital sources; assess the credibility of each source.
• Write in response to literary or informational sources
• Write routinely over extended time frames for a range of tasks, purposes, and audiences.
• Engage in group discussions by completing reading or conducting research.
• Cooperate with peers to set clear goals and to build on the ideas of others.
• Interpret information presented in visual, multimodal formats and/or claims made by speakers/presenters.
• Present information with descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.
• Incorporate digital and/or visual media displays to strengthen a presentation.
• Demonstrate a command of formal English Language.
• Observe conventions of grammar, usage, capitalization, punctuation, and spelling.
• Make effective language choices.
• Determine the meaning of unknown or multiple-meaning words.
• Interpret various figures of speech and understand word relationships.
• Use grade-appropriate vocabulary.
The vision for mathematics is focused on enabling ALL students to acquire the mathematical skills, understandings, and attitudes that they will need to be successful in their careers and daily lives.

Excellent mathematical education is based on the twin premises that all students can learn mathematics and that all students need to learn mathematics.

Your child will:

- **Ratios and Proportional Relationships**
  - Understand ratio concepts and use ratio reasoning to solve problems.

- **The Number System**
  - Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
  - Multiply and divide multi-digit numbers and find common factors and multiples.
  - Apply and extend previous understandings of numbers to the system of rational numbers.

- **Expressions and Equations**
  - Apply and extend previous understandings of arithmetic to algebraic expressions.
  - Reason about and solve one-variable equations and inequalities.
  - Represent and analyze quantitative relationships between dependent and independent variables.

- **Geometry**
  - Solve real-world and mathematical problems involving area, surface area, and volume.

- **Statistics and Probability**
  - Develop understanding of statistical variability.
  - Summarize and describe distributions.

- **Mathematical Practices**
  1. Make sense of problems and persevere in solving them.
  2. Reason abstractly and quantitatively.
  3. Construct viable arguments and critique the reasoning of others.
  4. Model with mathematics.
  5. Use appropriate tools strategically.
  6. Attend to precision.
  7. Look for and make use of structure.
  8. Look for and express regularity in repeated reasoning.
SOCIAL STUDIES

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- 6.2.8.A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.
- 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
- 6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources.
- 6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
- 6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
- 6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- 6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government.
- 6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
- 6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
- 6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
- 6.2.8.D.2.c Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
- 6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
- 6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
• 6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
• 6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.
• 6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
• 6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
• 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
• 6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
• 6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
• 6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
• 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

• 6.3.4.A.1 Evaluate what makes a good rule or law.
• 6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.
• 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
• 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
• 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
• 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue.
• 6.2.8. D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
• 6.2.8. D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
• 6.2.8. A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

• 6.2.8. A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carat, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.

• 6.2.8. B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.

• 6.2.8. B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

• 6.2.8. B.4.c Determine how Africa’s physical geography and natural resources posed challenges and opportunities for trade and development.

• 6.2.8. B.4.d Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

• 6.2.8. B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

• 6.2.8. B.4.f Explain how the geographies of China and Japan influenced their development and their relationship with one another.

• 6.2.8. C.4.d Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.

• 6.2.8. C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

• 6.2.8. D.4.b Analyze how religion both unified and divided people.

• 6.2.8. D.4.c Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

• 6.2.8. D.4.e Assess the demographic, economic, and religious impact of the plague on Europe.

• 6.2.8. D.4.g Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

• 6.2.8. D.4.i Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.

• 6.2.8. D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- 6.3.4. A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4. C.1 Develop and implement a group initiative that addresses an economic issue impacting children.
- 6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
HEALTH

Unit 1 – Health & Wellness

2.2.6B. Decision Making

- Demonstrate effective decision making in health and safety situations.
- Analyze the influence of family, peers and the media on health decisions and investigate how conflicting interests may influence decisions and choices.
- Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.
- Explain how personal ethics influence decision making.

2.2.6C. Planning and Goal Setting

- Use health data and information to formulate health goals.
- Develop strategies to support the achievement of short- and long-term health goals.

2.2.6F. Social and Emotional Health

- Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.
- Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.
- Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.
- Describe the physical and emotional signs of stress and the short-and long-term impacts of stress on the human body.
- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
- Discuss how stereotyping might influence one’s goals, choices, and behaviors.

Unit 2 – Mental & Emotional Health Suggested

2.1.6A Personal Health

- Describe the appropriate selection and use of healthcare and personal hygiene products.
- Evaluate the impact of health behaviors and choices on personal and family wellness.
- Interpret health data to make predictions about wellness.
- Investigate how technology and medical advances impact wellness.
2.1.6B Growth and Development

- Discuss how body systems are interdependent and interrelated.
- Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.
- Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.

2.1.6C Nutrition

- Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.
- Describe healthy ways to lose, gain or maintain weight.
- Describe the impact of nutrients on the functioning of human body systems.
- Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.

2.1.6D Diseases and Health Conditions

- Investigate current and emerging methods to diagnose and treat diseases and health conditions.
- Classify diseases and health conditions as communicable, non communicable, acute, chronic, or inherited.
- Compare and contrast diseases and health conditions, including hepatitis, STIs, HIV/AIDS, breast cancer and testicular cancer.
- Analyze local and state public health efforts to prevent and control diseases and health conditions.

2.1.6F Social and Emotional Health

- Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.
- Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence and life skills.
- Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
- Analyze the effectiveness of home, school and community efforts to prevent conflict, harassment, vandalism, and violence.
- Debate the consequences of conflict and violence on the individual, family, and the community.
- Describe the situations that may produce stress, describe the body’s responses to stress, and demonstrate healthy ways to manage stress.
- Analyze how culture influences the ways families and groups cope with crisis and change.
Unit 3 – Healthy Relationships

2.1.6A Personal Health

- Describe the appropriate selection and use of healthcare and personal hygiene products.
- Evaluate the impact of health behaviors and choices on personal and family wellness.
- Interpret health data to make predictions about wellness.
- Investigate how technology and medical advances impact wellness.

2.1.6B Growth and Development

- Discuss how body systems are interdependent and interrelated.
- Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.
- Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual’s uniqueness.

2.1.6C Nutrition

- Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.
- Describe healthy ways to lose, gain or maintain weight.
- Describe the impact of nutrients on the functioning of human body systems.
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- and other health conditions.

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- Compare and contrast diseases and health conditions, including hepatitis, STIs, HIV/AIDS, breast cancer and testicular cancer.
- Analyze local and state public health efforts to prevent and control diseases and health conditions.

2.1.6F Social and Emotional Health

- Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development
• 2. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence and life skills.
• Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
• Analyze the effectiveness of home, school and community efforts to prevent conflict, harassment, vandalism, and violence.
• Debate the consequences of conflict and violence on the individual, family, and the community.
• Describe the situations that may produce stress, describe the body’s responses to stress, and demonstrate healthy ways to manage stress.
• Analyze how culture influences the ways families and groups cope with crisis and change.

Unit 4 – Nutrition
2.1.6 A Personal Health

• Describe the appropriate selection and use of healthcare and personal hygiene products.
• Evaluate the impact of health behaviors and choices on personal and family wellness.
• Interpret health data to make predictions about wellness.
• Investigate how technology and medical advances impact wellness.

2.1.6 B Growth and Development

• Discuss how body systems are interdependent and interrelated.
• Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.
• Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual’s uniqueness.

2.1.6 C Nutrition

• Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.
• Describe healthy ways to lose, gain or maintain weight.
• Describe the impact of nutrients on the functioning of human body systems.
• Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.

2.1.6 D Diseases and Health Conditions

• Investigate current and emerging methods to diagnose and treat diseases and health conditions.
• Classify diseases and health conditions as communicable, non-communicable, acute, chronic, or inherited.
• Compare and contrast diseases and health conditions, including hepatitis, STIs, HIV/AIDS, breast cancer and testicular cancer.
• Analyze local and state public health efforts to prevent and control diseases and health conditions.

2.1.6 F Social and Emotional Health

• Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development
• Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, and a healthy body image, emotional independence and life skills.
• Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
• Analyze the effectiveness of home, school and community efforts to prevent conflict, harassment, vandalism, and violence.
• Debate the consequences of conflict and violence on the individual, family, and the community.
• Describe the situations that may produce stress, describe the body’s responses to stress, and demonstrate healthy ways to manage stress.
• Analyze how culture influences the ways families and groups cope with crisis and change.

Unit 5 – Physical Activity & Fitness

2.6.6A. Fitness and Physical Activity

• Describe the physical, social, and emotional benefits of regular physical activity.
• Differentiate among activities that improve skill fitness versus health-related fitness.
• Describe how body systems adapt over time to regular physical activity.
• Describe how gender, age, heredity, training, and health behaviors impact fitness.
• Investigate technological advances that impact physical activity and fitness.
• Describe the relationship between physical activity, healthy eating, and body composition.

2.6.6B. Training

• Discuss the relationship between practice, training, and injury prevention.
• Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.
• Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.
• Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.

2.6.6C. Achieving and Assessing Fitness

• Engage in moderate to vigorous forms of physical activity that address each component of fitness.
• Engage in physical activity at a target heart rate for a minimum of 20 minutes.
• Monitor physiological indicators before, during, and after exercise.
• Assess personal fitness; develop a personal fitness plan based on the findings, and use technology to implement the plan.
• Demonstrate age- and gender-specific progress towards improving each component of fitness.

Unit 6 – Personal Health

2.2.6A. Communication

• Summarize health information from a variety of valid and reliable health resources.
• Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.
• Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.
• Describe and demonstrate active and reflective listening.
• Compare and contrast the economic and social purposes of health messages presented in the media.

2.2.6B. Decision Making

• Demonstrate effective decision making in health and safety situations.
• Analyze the influence of family, peers and the media on health decisions and investigate how conflicting interests may influence decisions and choices.
• Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.
• Explain how personal ethics influence decision making.

2.2.6C. Planning and Goal Setting

• Use health data and information to formulate health goals.
• Develop strategies to support the achievement of short- and long-term health goals.
Unit 7 – Alcohol, Tobacco & Drugs

2.3.6A. Medicines

- Discuss factors to consider when choosing an over-the-counter medicine.
- Discuss medicines used to treat common diseases and health conditions.
- Discuss the safe administration and storage of over-the-counter and prescription medicines.
- Describe factors that impact the effectiveness of a medicine.

2.3.6B. Alcohol, Tobacco, and Other Drugs

- Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease.
- Describe ways to reduce the health impact of tobacco smoke on non-smokers.
- Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries.
- Discuss the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death.
- Discuss the classifications of illegal drugs and controlled substances and give examples of each.
- Describe the physical and behavioral effects of each classification of drugs.
- Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
- Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.

2.3.6C. Dependency/Addiction and Treatment

- Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.
- Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models.
- Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.

Unit 8 – Safety & the Environment

2.1.6E Safety

- Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents.
- Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.
• Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding.
• Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.

Unit 9 – Growth & Development – Preventing Diseases

2.2.6 B. Decision Making

• Demonstrate effective decision making in health and safety situations.
• Analyze the influence of family, peers and the media on health decisions and investigate how conflicting interests may influence decisions and choices.
• Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.
• Explain how personal ethics influence decision making.

2.4. 6A. Relationships

• Compare and contrast the interconnected and cooperative roles of family members.
• Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.
• Describe the characteristics of a healthy relationship and discuss factors that support and sustain it.
• Describe how peer relationships may change during adolescence.
• Discuss different forms of dating and explain the role of dating in personal growth.

2.4. 6B. Sexuality

• Describe the individual growth patterns of males and females during adolescence.
• Discuss strategies to remain abstinent and resist pressures to become sexually active.
• Discuss the possible physical, social, and emotional impacts of adolescent sexual activity.
• Describe behaviors that place one at risk for HIV/AIDS, STIs, or unintended pregnancy.
• Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them.
• Discuss how parents, peers, and the media influence attitudes about sexuality.
SCIENCE

By End of Grade 6 Students Will be Able to Master the Following Concepts:

- **5.1.4. A.2** -- Use outcomes of investigations to build and refine questions, models, and explanations.
- **5.1.4. A.3** -- Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments.
- **5.1.4. B.1** -- Design and follow simple plans using systematic observations to explore questions and predictions.
- **5.1.4. B.2** -- Measure, gather, evaluate, and share evidence using tools and technologies.
- **5.1.4. B.3** -- Formulate explanations from evidence.
- **5.1.4. B.4** -- Communicate and justify explanations with reasonable and logical arguments.
- **5.1.4. C.2** -- Revise predictions or explanations on the basis of learning new information.
- **5.1.4. C.3** -- Present evidence to interpret and/or predict cause-and-effect outcomes of investigations.
- **5.2.6. A.1** -- Determine the volume of common objects using water displacement methods.
- **5.2.6. A.2** -- Calculate the density of objects or substances after determining volume and mass.
- **5.2.6. A.3** -- Determine the identity of an unknown substance using data about intrinsic properties.
- **5.2.8. A.1** -- Explain that all matter is made of atoms, and give examples of common elements.
- **5.2.8. A.2** -- Analyze and explain the implications of the statement “all substances are composed of elements.”
- **5.2.8. A.3** -- Use the kinetic molecular model to predict how solids, liquids, and gases would behave under various physical circumstances, such as heating or cooling.
- **5.2.8. A.4** -- Predict the physical and chemical properties of elements based on their positions on the Periodic Table.
- **5.2.8. A.5** -- Identify unknown substances based on data regarding their physical and chemical properties.
- **5.2.8. A.6** -- Determine whether a substance is a metal or nonmetal through student-designed investigations.
- **5.2.8. A.7** -- Determine the relative acidity and reactivity of common acids, such as vinegar or cream of tartar, through a variety of student-designed investigations.
- **5.2.6. C.3** -- Relate the transfer of heat from oceans and land masses to the evolution of a hurricane.
- **5.2.8. C.1** -- Structure evidence to explain the relatively high frequency of tornadoes in “Tornado Alley.”
- **5.4.6. B.2** -- Examine Earth’s surface features and identify those created on a scale of human life or on a geologic time scale.
- **5.4.6. B.3** -- Determine if landforms were created by processes of erosion (e.g., wind, water, and/or ice) based on evidence in pictures, video, and/or maps.
- **5.4.6. B.4** -- Describe methods people use to reduce soil erosion.
• 5.4.8. B.1 -- Correlate the evolution of organisms and the environmental conditions on Earth as they changed throughout geologic time.
• 5.4.8. B.2 -- Evaluate the appropriateness of increasing the human population in a region (e.g., barrier islands, Pacific Northwest, Midwest United States) based on the region’s history of catastrophic events, such as volcanic eruptions, earthquakes, and floods.
• 5.4.6. C.2 -- Distinguish physical properties of sedimentary, igneous, or metamorphic rocks and explain how one kind of rock could eventually become a different kind of rock.
• 5.4.6. C.3 -- Deduce the story of the tectonic conditions and erosion forces that created sample rocks or rock formations
• 5.4.8. C.2 -- Explain how chemical and physical mechanisms (changes) are responsible for creating a variety of landforms.
• 5.4.6. D.1 -- Apply understanding of the motion of lithosphere plates to explain why the Pacific Rim is referred to as the Ring of Fire.
• 5.4.6. D.2 -- Locate areas that are being created (deposition) and destroyed (erosion) using maps and satellite images.
• 5.4.6. D.3 -- Apply knowledge of Earth’s magnetic fields to successfully complete an orienteering challenge.
• 5.4.8. D.1 -- Model the interactions between the layers of Earth.
• 5.4.8. D.2 -- Present evidence to support arguments for the theory of plate motion.
• 5.4.8. D.3 -- Explain why geomagnetic north and geographic north are at different locations.
• 5.4.6. E.1 -- Generate a conclusion about energy transfer and circulation by observing a model of convection currents.
• 5.4.8. E.1 -- Explain how energy from the Sun is transformed or transferred in global wind circulation, ocean circulation, and the water cycle.
• 5.4.6. F.1 -- Explain the interrelationships between daily temperature, air pressure, and relative humidity data.
• 5.4.6. F.2 -- Create climatographs for various locations around Earth and categorize the climate based on the yearly patterns of temperature and precipitation.
• 5.4.8. F.1 -- Determine the origin of local weather by exploring national and international weather maps.
• 5.4.8. F.2 -- Explain the mechanisms that cause varying daily temperature ranges in a coastal community and in a community located in the interior of the country.
• 5.4.8. F.3 -- Create a model of the hydrologic cycle that focuses on the transfer of water in and out of the atmosphere. Apply the model to different climates around the world.
• 5.4.6. G.1 -- Illustrate global winds and surface currents through the creation of a world map of global winds and currents that explain the relationship between the two factors.
• 5.4.8. G.1 -- Represent and explain, using sea surface temperature maps, how ocean currents impact the climate of coastal communities.
VISUAL & PERFORMING ARTS

An intelligence is...

The ability to solve problems or fashion products that are of consequence (or valued) in a particular cultural setting or community.

The creation of a culture product is crucial to such function as capturing and transmitting knowledge or expressing one's views or feelings.

Gardner, Frames of Mind pg. 15

**Interpersonal**
- Verbal-Linguistic
- Visual-Spatial
- Musical-Rhythmic

**Intrapersonal**
- Logical-Mathematical
- Bodily-Kinesthetic
- Naturalistic

Because all students learn differently we believe it is important to have a curriculum that addresses the needs of different students. Howard Gardner’s theory of multiple intelligences states that there are eight different types of intelligences: linguistic-verbal, logical-mathematical, spatialvisual, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. Gardner’s theory indicates that by giving students more individual-centered curriculum, students could achieve greater success.

**Visual-Spatial**
This area has to do with vision and spatial judgment. People who are strongest in this intelligence are most often artistically inclined and have a superb visual memory. They are characteristically skilled at visualizing and mentally manipulating objects and shapes. Naturally they are good at reading maps and charts, completing mazes and puzzles, and conceptualizing and imagining things. Visual-spatial individuals prefer to draw, build, design, create, and look at pictures which are also the processes and approaches that promote optimal learning for them.

**Musical**
This area has to do with music, rhythm and hearing. A greater sensitivity to sounds, rhythms, tones and music is displayed by individuals with a strong musical intelligence. Areas of interest and talent are predictably in singing, playing musical instruments, and composing music. Due to their strong auditory skills and keen ability to remember sounds, melodies and songs these individuals learn and memorize information best through songs and rhythms.

Visual & Performing Arts Department
Jersey City is a very large inner city school district that has a number of wonderful opportunities available for students who are interested in the arts. Jersey City’s visual and performing arts curricula are sequential in nature.
In the Jersey City Public Schools, students are exposed to the arts as early as kindergarten, and their experiences grow each year as more complicated concepts are added to the student’s artistic experiences.

Jersey City Public Schools engages in partnerships with museums and theatre producers in the tri-state area including Newark Museum, New Jersey Performing Arts Center, Tempest Productions, Educational Arts Team and Shakespeare Productions.

The Visual & Performing Arts also enjoys varied annual joint activities such as the Annual Permanent Student Art Collection Exhibition, and Jersey City ARTS annual art expo, concerts, and theater productions.

The Visual & Performing Arts program successfully integrates art and music with the study of the history of the arts, the diverse cultural nature of the arts, aesthetics and art criticism. The department offers general elementary music, instrumental/band music, vocal/choral music, drama, general visual arts, and elementary artistically talented program. The Martin Center for the Arts, Middle School, offers ENCORE concentrations in visual arts, dance, drama, instrumental music, vocal and arts technology.


The Visual & Performing Arts offers Creative Arts Therapy in select elementary schools. Creative Arts Therapists service both general education and special education students utilizing the tool of the arts as a modality to help students develop emotionally, socially, psychologically and academically.

Community Service is paramount to our department. Students and staff are involved in a myriad of programs held after school which foster awareness of the arts within our community. Senior Stories, Community Parades, Holiday concerts, support of Community Athletic Functions, support of Political Events, Theater Productions, Community Art Exhibits throughout the City, County and State, County and Statewide parades and competitions, City wide murals and public sculptures are just a sampling of annual activities.

The arts education of our Jersey City Public Schools students extends beyond the classroom walls to field trips around the tri-state area and beyond. Internationally, Arts students traveled to Paris, Rome, and London, to tour the artworks of the masters. Arts students traveled to Oberhavel, Germany to perform and exhibit in an International Cultural Exchange.

Domestically, Arts Students have traveled to compete and tour the cultural arts communities of Boston, Williamsburg, Annapolis, Philadelphia, Washington D.C., Portland, and New York City.
The Visual & Performing Arts Department will continue to offer support of our staff and students through creating in house partnerships between schools. It is our department mission to foster greater appreciation for the arts and expand existing programs. Plans to offer enrichment arts classes for students after school and weekends to allow our students to continue to compete for scholarships and offer cultural enrichment are underway at the Martin Center for the Arts and the Academy of the Arts. Finally, designing specialized programs within our schools to bring together all of our gifted students and bring their level of performance to soaring heights.

**Visual & Performing Arts Curricula**
The Visual & Performing Arts Curricula is in alignment with the New Jersey Department of Education Core Curricula Content Standards.

**Academic Standards**

**2009 New Jersey Core Curriculum Content Standards**

1.1 **The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

By the end of grade 8, all students progress toward **BASIC LITERACY** in the following content knowledge and skills in Visual Arts & Performing Arts

**What will my child learn?**

**Ear training and listening skill:** The development of sensitivity to relative pitch, rhythm, timbre, dynamics, form, and melody, and the application of sight singing/reading or playing techniques, diction/intonation, chord recognition, error detection, and related activities.

**Elements of music:** The compositional building blocks of music, including texture, harmony, melody, and rhythm.

**Musical families:** The categorization of musical instruments according to shared physical properties, such as strings, percussion, brass, or woodwinds.

**Elements of theatre:** The compositional building blocks of theatre, including but not limited to plot, character, action, spectacle, and sound

**Technical theatrical elements:** Technical aspects of theatre, such as lighting, sets, properties, and sound

**Characteristics of a well-made play:** Inciting incident, confrontation, rising action, climax, dénouement, and resolution

**Sensory recall:** A technique actors commonly employ to heighten the believability of a character, which involves using sense memory to inform their choices.
Elements of art: The compositional building blocks of visual art, including line, color, shape, form, texture, and space.

Principles of design: Balance, proportion, rhythm, emphasis, and unity.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

By the end of grade 8, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

What will my child learn?

Historical eras in the arts: Artworks that share distinct characteristics and common themes associated with a period of history.

Art genres: Artworks that share characteristic approaches to content, form, style, and design. Each of the four arts disciplines is associated with different genres

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

By the end of grade 8, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE.

What will my child learn?

Vocal placement: The physical properties and basic anatomy of sound generated by placing the voice in different parts of the body, such as a head voice and chest voice.

Orff instruments: Precursors to melodic musical instruments, such as hand drums, xylophones, metalliphones, wood blocks, triangles, and others.

Home tone: The first or key tone of any scale; the same as the tonic.

Music composition: Prescribed rules and forms used to create music, such as melodic line and basic choral structures, many of which are embedded in electronic music notation programs, and which can apply equally to improvise and scored music.

Ostinato: A short melodic phrase persistently repeated by the same voice or instrument.

Vocal placement: The physical properties and basic anatomy of sound generated by placing the voice in different parts of the body, such as a head voice and chest voice.
Mixed meter: A time signature in which each measure is divided into three or more parts, or two uneven parts, calling for the measures to be played with principles, and with subordinate metric accents causing the sensation of beats (e.g., 5/4 and 7/4 time, among others).

Compound meter: Measures of music in which the upper numerator is divisible by three such as 6/8 or 9/8 time.

Technical theatrical elements: Technical aspects of theatre, such as lighting, sets, properties, and sound.

Elements of theatre: The compositional building blocks of theatre, including but not limited to plot, character, action, spectacle, and sound.

Elements of art: The compositional building blocks of visual art, including line, color, shape, form, texture, and space.

Art medium(s): Any material or technique used for expression in art. In art, "medium" refers to the physical substance used to create artwork. Types of materials include clay, pencil, paint, and others.

Arts media: Artistic methods, processes, or means of expression (e.g., presentation mechanisms such as screen, print, auditory, or tactile modes) used to produce a work of art.

Principles of design: Balance, proportion, rhythm, emphasis, and unity.

Visual communication: The sharing of ideas primarily through visual means-a concept that is commonly associated with two-dimensional images. Visual communication explores the notion that visual messages have power to inform, educate or persuade. The success of visual communication is often determined by measuring the audience’s comprehension of the artist’s intent, and is not based aesthetic or artistic preference. In the era of electronic communication, the importance of visual communication is heightened because visual displays help users understand the communication taking place.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. By the end of grade 8, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

What will my child learn?

Exemplary works: Works representing genres of art that may be examined from structural, historical, and cultural perspectives.

Discipline-specific arts terminology: Language used to talk about art that is specific to the arts discipline (dance, music, theatre, or visual art) in which it was created.
Arts Courses offered: General Music/Drama/General Visual Arts/Artistically Talented Class 5-8 (students demonstrating gifted propensity for visual arts will be screened and selected to participate. The ATC 5-8 in an additional 90 minutes of visual art per week wherein students ranging from grades 5-8 are given additional instruction beyond the 5-8 art class.

PERFORMING ARTS
- understand musical basics through songs that focus primarily on social, cultural, and historic values (1.1, 1.4)
- understand songs used to develop musical basics such as rhythm, meter, melody, dynamics etc. in a simple to complex format (1.1, 1.2)
- understand musical basics through songs which will improve their skills in singing playing, and moving (1.1, 1.2)
- understand musical basics through songs chosen to celebrate holiday, seasonal, and special occasions (1.1, 1.4)
- examine/analyze the use of form and harmony in 2/3 part composition (1.1, 1.3, and 1.4)
- create musical works independently and collaboratively (1.2)
- recognize and appreciate the diverse contributions of music created in North/South America (1.4, 1.1)

VISUAL ARTS
- draw the human figure in correct proportion (1.4)
- apply the skills related to painting a landscape demonstrating depth of field (1.2)
- develop graphic skills through textile design for fabric or wall covering (1.2, 1.3)
- render architectural forms using two point perspective (1.3)
- understand basic characteristics of sculptural forms (1.1)
- recognize and appreciate the impact of artworks created during the Middle Ages (1.4, 1.1)
- recognize and appreciate the diverse contributions of art created in North and South America (1.4, 1.1)
- elaborate aesthetic responses recognizing the use of specific elements and principles to communicate a particular message (1.1, 1.4)
- begin to differentiate own and peers’ approaches to a studio topic and formulate a critical opinion based on technical proficiency (1.4)
- explore careers associated with a fine or commercial artist (1.3)
- use correct art vocabulary (1.4)
- begin to develop own unique individual style (1.2, 1.3)

How will my child be assessed and evaluated?

Informal and formal assessment strategies will be incorporated within each arts lesson.

Informal assessment: Individual teacher/student question/answer

Formal assessment: FORMAL ANALYSIS

-Four levels of formal analysis, which you can use to explain a work of art/performance:
Grade 6 Competencies

1. **Description** = pure description of the object without value judgments, analysis, or interpretation. "What do you see?" "What do you hear?"

2. **Analysis** = determining what the features suggest and deciding why the artist used such features to convey specific ideas. "How did the artist/performer do it?"

3. **Interpretation** = establishing the broader context for this type of art. "Why did the artist create it and what does it mean?"

4. **Judgment**: Judging a piece of work means giving it rank in relation to other works and of course considering a very important aspect of the arts; its originality. “Is it a good artwork/performance?”

**Evaluation**: Rubrics, Performance/Production

**Rubrics:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A-Superior</th>
<th>B-Above Average</th>
<th>C-Average</th>
<th>D-Weak</th>
<th>F-Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition, Elements and Principles of Design</td>
<td>• Well composed</td>
<td>• Shows composition awareness</td>
<td>• Acceptable composition</td>
<td>• Non composed but effort is shown</td>
<td>• Unsuccessful composition</td>
</tr>
<tr>
<td>Variety</td>
<td>• Incorporates elements and principles in a creative way</td>
<td>• Used one or more of elements and principles effectively</td>
<td>• Awareness of elements and principles but not used creativity</td>
<td>• Little or no use of elements and principles</td>
<td>• No use of elements and principles</td>
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<tr>
<td>Unity</td>
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<td>Technical Proficiency</td>
<td>• Superior use</td>
<td>• Good use of materials and techniques</td>
<td>• Adequate skills without exploration of materials</td>
<td>• Careless use of materials and techniques</td>
<td>• Unresolved</td>
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<td>• Full value range</td>
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<td>• Unfinished</td>
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<td>• Shading skills</td>
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<td>• Misuse of Materials</td>
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<tr>
<td>Creativity and Originality</td>
<td>• High degree of invention</td>
<td>• Pushes already existing ideas but attempts to try new ideas</td>
<td>• Solves problems conventionally</td>
<td>• Shows basic aesthetic organization</td>
<td>• No evidence of original thought</td>
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<td>• Unique</td>
<td>• Successfully shows new and unique solutions</td>
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<td>• Relies on others’ ideas</td>
<td>• No creativity</td>
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<td>• Choice of objects</td>
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<td>• Some confusion of ideas</td>
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<tr>
<td>Work Habits and effort</td>
<td>• Superior use of time</td>
<td>• Worked effectively and met deadline</td>
<td>• Met deadline, but with minimum of the required effort</td>
<td>• Did not meet deadline</td>
<td>• Did not meet deadline</td>
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<tr>
<td>1. Contracted areas completed by deadlines.</td>
<td>• Work completed by deadline</td>
<td>• Showed effort far beyond requirements</td>
<td></td>
<td>• Showed unacceptable degree of effort</td>
<td>• Lack of any effort</td>
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<tr>
<td>Critique and Response to Criticism</td>
<td>• Great improvement in work and in response to criticism.</td>
<td>• Changes some elements in response to criticism</td>
<td>• Improves one element in response to criticism</td>
<td>• Resists or ignores criticism</td>
<td>• No improvement</td>
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<td></td>
<td>• Clarity in communication of concepts</td>
<td>• Communication of basic concepts</td>
<td>• Minimal communication of concepts</td>
<td>• No improvement</td>
<td>• No ability to communicate conceptually</td>
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<tr>
<td>Points</td>
<td>20 – 18</td>
<td>17-16</td>
<td>15</td>
<td>14</td>
<td>13-0</td>
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</tbody>
</table>
Sample Rubric:

Cooperative Group Form

Director: ____________________________  Room _______  Period _______
Date ____________

**Cooperative Group Rubric**

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<tbody>
<tr>
<td><strong>Following directions</strong></td>
<td>never listens to any of the directions given by the group leader</td>
<td>Student listens sometimes and sometimes follows directions given by the group leader</td>
<td>Student mostly listens to directions and follows directions given by the group leader</td>
<td>Student always listens and follows the directions given by the group leader</td>
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<tr>
<td><strong>Working with others</strong></td>
<td>Student is highly disruptive, calls out, hits other students, and does not do the part that is assigned</td>
<td>Student is sometimes disruptive and does not allow the students in their group to work or stay on task</td>
<td>Student is mostly on task, is not very disruptive and allows students to work and stay on task</td>
<td>Student is Never disruptive, always on task and allows other students to stay on task</td>
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<tr>
<td><strong>On Task</strong></td>
<td>Student walks around the room when not supposed to and does not do what is required</td>
<td>Student is sometimes off task and does minimally of what is required</td>
<td>Student is mostly on task and does what is required and sometimes contributes to group discussions</td>
<td>The student is always on task and contributes to group discussions</td>
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<tr>
<td><strong>Preparation</strong></td>
<td>Student does not have the materials and/or scripts</td>
<td>Student has some of the materials needed but does not</td>
<td>Student has some of the materials needed and is willing to share with</td>
<td>Student has All of the materials needed</td>
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</tbody>
</table>
Directions: Give each student a grade based on each item in the Cooperative Group Rubric. Average out the grades to give the student a final grade.

Readers Theatre Evaluation

Students’ Name: ____________________________________________

Author: ___________________________________________________

Technology Infusion

<table>
<thead>
<tr>
<th>Student’s Names</th>
<th>Following Directions</th>
<th>Working with others</th>
<th>On Task</th>
<th>Preparation</th>
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Sixth graders continue digital communication interaction with applications of technology in the arts. Sixth graders will experience the infusion of technology through webcast/software/hardware applications that span all of the arts.

What can I do to assist my child succeed?

Your child is continuing in building upon their educational career. The support provided by parental guidance is invaluable and required for your child to succeed.

• Encourage your child to extend their in-school learning into real world experiences. Become acquainted with local, state, and tri-state museums/theater/concert halls by visiting and exploring the arts with your child. The reinforcement of learned skills and techniques
through seeing/hearing/interacting/discussing with you and your child models a lifestyle of lifelong learning. Instruction is not limited to the classroom.

• Become acquainted with the arts specialist/teacher. An on-going dialogue with your child’s arts teacher will enable you to assist your child developmentally by reinforcing skills and techniques taught. Arts teachers will be able to offer resources and suggestions for enrichment for your child.

• Search the internet. We are living in a global community. The internet will allow you to take virtual tours of museums globally, listen to performances, view art work, and research your child’s arts interest.

Suggestions


• Websites for Performing Arts: IMEEM; Pandora; Music.com;ALLMUSIC

• Website for all arts: http://www.kids.gov/k_5/k_5_arts_music.shtml KIDS.GOV
WORLD LANGUAGES

New Jersey hosts a growing economy that demands contact and interaction with the global marketplace. For New Jersey students, the need to function competently in more than one language has therefore become increasingly important in order to participate fully in the economic, political, and social life of a state with over 100 ethnic groups, and where more than 150 different languages are spoken.

In the twenty-first century, students must be able to participate in culturally appropriate ways in face-to-face interaction with members of other cultures in order to be productive members of the diverse communities in which we all live. Only by preparing students with an education comparable to the best that schools around the world offer—one that includes the study of world languages—can the goal of leaving no child behind be achieved.

Your child will:

- listen to and comprehend questions (7.1A-1)
- show comprehension of simple reading texts (7.1A-6)
- listen to and participate in conversations with other students and teacher (7.1A-4)
- participate in role play and pantomiming, such as ordering a meal in a restaurant (7.1C-1)
- contribute information and use words, phrases and sentences accurately to express ideas on pets, travel, weather, natural disasters, etc (7.1A-4)
- identify common and different language features between Spanish and English such as article and noun gender and verb forms (7.1-7, 7.1-16)
- create short skits to perform with puppets or class-mates (7.1C-1)
- generate visual and written text to extend topics discussed in class, such as interviews, reports, collages, organizers, etc. (7.1B-4)
- recognize the sequence of events, characters and plot in a simple story told in Spanish (7.1C-3)
- create visuals that help the reader to listen and understand the information he/she wants to express in Spanish, i.e., graphic organizers, drawings, collages, dioramas, etc. (7.2C-3)
- become aware of cultural differences between the U.S.A. and Spanish-speaking countries (7.2C-3)
- begin to understand that cultural characteristics are based on beliefs, traditions and perspectives and that they may vary from country to country (7.2A-1)
- use the Internet to access information about Spanish-speaking countries (7.1A5, 7.1-14)
- identify the advantages of professionals and workers who speak a second language within a linguistically diverse society (7.2C-1)
- demonstrate awareness of the careers that require speaking another language (7.2C-2)
TECHNOLOGICAL LITERACY

Technology is evolving at an amazing rate, with both frequent advancements of existing technology and the creation of new technologies. All students must understand and be comfortable with the concepts and application of technology, not only in order to function in today’s complex society, but also to become informed and productive adults of tomorrow.

Computer and information literacy, which supports skills in information-gathering, information-organizing, and problem solving, has become critical for every student. To ensure that students are computer literate, a separate standard that defines rigorous, in-depth learning has been included at all grade levels. The computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards. Your child will:

8.1.8 A. Basic Computer Skills and Tools

- use appropriate technology vocabulary.
- use common features of an operating system (e.g., creating and organizing files and folders).
- demonstrate effective input of text and data, using touch keyboarding with proper technique.
- input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.
- create documents with advanced text-formatting and graphics using word processing.
- create a file containing customized information by merging documents.
- construct a simple spreadsheet, enter data, and interpret the information.
- design and produce a basic multimedia project.
- plan and create a simple database, define fields, input data, and produce a report using sort and query.
- use network resources for storing and retrieving data.
- choose appropriate electronic graphic organizers to create, construct, or design a document.
- create, organize and manipulate shortcuts.

8.1.8 B. Application of Productivity Tools

Social Aspects

- demonstrate an understanding of how changes in technology impact the workplace and society.
- exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
- explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
- describe and practice safe Internet usage.
- describe and practice "etiquette" when using the Internet and electronic mail.
TECHNOLOGICAL LITERACY (continued)

8.1.8 B. Application of Productivity Tools (continued)

Information Access and Research
• choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:
  o on-line resources and databases
  o search engines and subject directories
• evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

Problem Solving and Decision Making
• use computer applications to modify information independently and/or collaboratively to solve problems.
• identify basic hardware problems and demonstrate the ability to solve common problems.
• determine when technology tools are appropriate to solve a problem and make a decision.

TECHNOLOGY EDUCATION

8.2.8 A. Nature and Impact of Technology
• describe the nature of technology and the consequences of technological activity.
• describe how components of a technological product, system, or environment interact.
• describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
• describe how technological activity has an affect on economic development, political actions, and cultural change.
• explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

8.2.8 B. Design Process and Impact Assessment
• demonstrate and explain how the design process is not linear.
• use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.
• identify a technological problem and use the design process to create an appropriate solution.
• describe how variations in resources can affect solutions to a technological problem.
• select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.

8.2.8 C. Systems in the Designed World
• explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
• explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
• explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.
CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

All students will explore career opportunities and make informed choices based on aptitudes and interests. Students will identify and pursue career goals, apply communications skills in work-relevant situations, demonstrate the ability to combine ideas or information in new ways, make connections between unrelated ideas, organize and present information, and allocate financial and other resources efficiently and effectively. Students will identify and use various print and non-print resources in the home, school, and community to seek and plan for employment.

Career and technical education, formerly called practical arts, is the application of life, academic, and occupational skills demonstrated by student-centered experiences. The intent at the elementary school level is to prepare all students for the option of further study in career and technical education at the high school level. Your child will:

CAREER EDUCATION

9.1.8 A. Career Awareness and Planning
• demonstrate the ability to distinguish between job, occupation, and career.
• outline the steps in the career planning process.
• apply research skills to career exploration.
• analyze personal interests, abilities, and skills through various measures including self assessments.
• explore careers using hands-on real life experiences within the sixteen States’ Career Clusters.
• develop an individual career plan and include in a portfolio.
• plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.

9.1.8 B. Employability Skills
• research local and state employment opportunities.
• develop an employment package that includes a job application, letter of interest, and resume.
• demonstrate job-seeking skills.
• describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.
• compare and contrast possible choices based on identified/perceived strengths, goals, and interests.
• identify and develop skills that are transferable from one occupation to another.
CONSUMER, FAMILY AND LIFE SKILLS

All students need to develop consumer, family, and life skills necessary to be functioning members of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will understand the components of financial education and make economic choices. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict. In addition, students will work collaboratively with a variety of groups and demonstrate the essential components of character development and ethics, including trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. Wellness, nutrition, child development, and human relationships are an important part of consumer, family, and life skills. However, wellness, nutrition, and human relationship cumulative progress indicators are not listed here as it would duplicate those in Comprehensive Health and Physical Education Standards. Your child will:

9.2.8 A. Critical Thinking
• communicate, analyze data, apply technology, and problem solve.
• describe how personal beliefs and attitudes affect decision-making.
• identify and assess problems that interfere with attaining goals.
• recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.
• practice goal setting and decision-making in areas relative to life skills.

9.2.8 B. Self-Management
• develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
• demonstrate responsibility for personal actions and contributions to group activities.
• explain the need for, and advantages of, lifelong learning.

9.2.8 C. Interpersonal Communication
• demonstrate respect and flexibility in interpersonal and group situations.
• organize thoughts to reflect logical thinking and speaking.
• work cooperatively with others to solve a problem.
• demonstrate appropriate social skills within group activities.
• practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
• participate as a member of a team and contribute to group effort.

9.2.8 D. Character Development and Ethics
• explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
• describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.
• list problems and their causes, effects, and solutions that are faced in the home, school, and/or community.
• describe how personal ethics influence decision making.

9.2.8 E. Consumer and Personal Finance Skills
• identify and demonstrate personal finance skills in checkbook maintenance and investing.
• construct a simple personal savings/spending plan.
• understand that people make financial choices that have costs, benefits, and consequences.
• explain the difference in cost between cash and credit purchases.
• compare prices of similar items from different sellers.

9.2.8 F. Safety
• demonstrate appropriate safety procedures for hands-on experiences.
• demonstrate the use of recommended safety and protective devices.
• describe appropriate response procedures for emergency situations.