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 does 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:
- Use textual evidence to support analysis and make inferences in literature and informational text.
- Analyze how characters, setting, and recurring events of the plot develop the theme of a story.
- Interpret the author's use of figurative language such as metaphors, allusions, or analogies.
- Compare various types of poetry.
- Explain how an author creates suspense or humor.
- Compare and contrast a text to a multimedia version or live production.
- Understanding how authors use history in fictional writing.
- Read literature independently, proficiently, and fluently at grade level.
- Summarize informational text accurately.
- Describe in detail how an author introduces, illustrates, and elaborates a key idea in a text.
- Describe an author's point of view and how it differs from others.
- Evaluate the advantages and disadvantages of using video or multimedia presentation.
- Evaluate an argument and the evidence that supports each claim.
- Compare and contrast two or more authors writing about the same topic.
- Write arguments about a topic with evidence to support the claim and provide a concluding statement.
- Gather evidence from credible sources to demonstrate an understanding of the topic.
- Write informative/explanatory text which introduces a topic and organizes information under broader concepts or categories.
- Develop the topic with facts, definitions, details, quotations, and provide a conclusion.
- Use appropriate links, varied sentence structures, and precise language to relate information.
• 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, show the relationships among events, and create mood.
• Provide a satisfying conclusion in narrative writing.
• 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 presenting and citing information in a digital format.
• 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.
• Avoiding plagiarism and follow a standard format for citation of sources.
• 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 grade 8 topics, texts, and issues by completing reading or conducting research.
• Cooperate with peers to set clear goals and to build on the ideas of others.
• Advance class discussions by asking questions, responding, and sharing knowledge and observations.
• Consider the views of others and credible evidence shared.
• Interpret information presented in visual, multimodal formats and/or claims made by speakers/presenters evaluate its validity.
• 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.
MATHEMATICS

(Number Sense 4.1, Geometry and Measurement 4.2, Patterns and Algebra 4.3, Probability and Statistics 4.4)

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:

Fred The Number System
- Know that there are numbers that are not rational, and approximate them by rational numbers.

Fred Expressions and Equations
- Work with radicals and integer exponents.
- Understand the connections between proportionate relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Fred Functions
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Fred Geometry
- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Fred Statistics and Probability
- Investigate patterns of association in bivariate data.

Fred 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.
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
- 6.1.8.A.3.e Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.
- 6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- 6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- 6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.
- 6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- 6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
- 6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
- 6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
- 6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
- 6.1.8.D.4.b Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
- 6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- 6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.

6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.

6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.

6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed.

6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.1.12.A.3.h Analyze the various rationales provided as a justification for slavery.

6.1.12.A.3.i Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.

6.1.12.D.3.c Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South.

6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.


6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

6.1.12.D.4.c Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
• 6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

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.

• 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

• 6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

• 6.3.8.C.1 Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.

• 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

• 6.3.12.A.2 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

• 6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

• 6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

• 6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
HEALTH

Unit 1 – Growth & Development

2.2.8F. 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 – Adolescence – The Teen Years

2.2.8F. 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 3 – Dating & Relationships

2.2.8F. 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.

2.4.8A Relationships

• Differentiate among affection, love, commitment, and sexual attraction.
• Describe the signs of an unhealthy relationship and develop strategies to end it.
• Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

2.4.8B Sexuality

• Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.
• Analyze internal and external pressures to become sexually active.
• Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
• Discuss the potential short- and long-term physical, emotional, and social impacts of adolescent sexual activity.
• Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.

2.4.8C Pregnancy & Parenting

• Describe fertilization and each stage of embryonic and fetal development.
• Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.
• Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.
• Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.
• Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.
• Describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood.
• Describe effective parenting strategies and resources for help with parenting.
• Analyze the challenges and responsibilities of being a teen mother and/or teen father.
Unit 4 – Family, Marriage & Parenthood

2.2.8B. Decision-Making

- Demonstrate and assess the use of decision-making skills in health and safety situations.
- Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
- Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
- Discuss how ethical decision making requires careful thought and action.
- Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.

2.4.8A. Relationships

- Compare and contrast the current and historical role of marriage and the family in community and society.
- Discuss changes in family structures and the forces that influence change.
- Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
- Discuss factors that enhance and sustain loving, healthy relationships.
- Describe how various cultures date or select life partners.
- Differentiate among affection, love, commitment, and sexual attraction.
- Describe the signs of an unhealthy relationship and develop strategies to end it.
- Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

2.4.8B. Sexuality

- Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.
- Analyze internal and external pressures to become sexually active.
- Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- Discuss the potential short- and long-term physical, emotional, and social impacts of adolescent sexual activity.
- Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.

2.4.8C. Pregnancy & Parenting

- Describe fertilization and each stage of embryonic and fetal development.
- Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.
• Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.
• Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.
• Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.
• Describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood.
• Describe effective parenting strategies and resources for help with parenting.
• Analyze the challenges and responsibilities of being a teen mother and/or teen father.

Unit 5 – Non-Communicable Diseases

2.1.8A. 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.

2.1.8D. 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, STDs, HIV/AIDS, breast cancer, and testicular cancer.
• Analyze local and state public health efforts to prevent and control diseases and health conditions.
• Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.

2.2.8B. Decision-Making

• Demonstrate and assess the use of decision-making skills in health and safety situations.
• Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
• Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
• Discuss how ethical decision making requires careful thought and action.
• Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.
2.2.8C Planning and Goal Setting

- Analyze factors that support or hinder the achievement of personal health goals.

Unit 6 – Terminal Illness

2.1.8A. 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.

2.1.8D. 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, STDs, HIV/AIDS, breast cancer, and testicular cancer.
- Analyze local and state public health efforts to prevent and control diseases and health conditions.
- Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.

2.2.8B. Decision-Making

- Demonstrate and assess the use of decision-making skills in health and safety situations.
- Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
- Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
- Discuss how ethical decision making requires careful thought and action.
- Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.

2.2.8C Planning and Goal Setting

- Analyze factors that support or hinder the achievement of personal health goals.

Unit 7 – Death & Loss

2.1.8A. 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.

2.1.8D. 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, STDs, HIV/AIDS, breast cancer, and testicular cancer.
• Analyze local and state public health efforts to prevent and control diseases and health conditions.
• Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.

2.2.8B. Decision-Making
• Demonstrate and assess the use of decision-making skills in health and safety situations.
• Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
• Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
• Discuss how ethical decision making requires careful thought and action.
• Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.

2.2.8C. Planning and Goal Setting
• Analyze factors that support or hinder the achievement of personal health goals.

Unit 8 – Health Careers
2.2.8B Decision Making
• Demonstrate and assess the use of decision-making skills in health and safety situations.
• Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
• Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
• Discuss how ethical decision making requires careful thought and action.
• Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.

2.2.8C. Planning and Goal Setting
• Analyze factors that support or hinder the achievement of personal health goals.
2.2.8F. 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.
Science

By End of Grade 8 Students Will Be Able to Master the Following Concepts:

- **5.1.8.A.1** -- Demonstrate understanding and use interrelationships among central scientific concepts to revise explanations and to consider alternative explanations.
- **5.1.8.A.2** -- Use mathematical, physical, and computational tools to build conceptual-based models and to pose theories.
- **5.1.8.A.3** -- Use scientific principles and models to frame and synthesize scientific arguments and pose theories.
- **5.1.8.B.1** -- Design investigations and use scientific instrumentation to collect, analyze, and evaluate evidence as part of building and revising models and explanations.
- **5.1.8.B.2** -- Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies.
- **5.1.8.B.3** -- Use qualitative and quantitative evidence to develop evidence-based arguments.
- **5.1.8.B.4** -- Use quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.
- **5.1.8.C.1** -- Monitor one’s own thinking as understandings of scientific concepts are refined.
- **5.1.8.C.2** -- Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.
- **5.1.8.C.3** -- Generate new and productive questions to evaluate and refine core explanations.
- **5.1.8.D.1** -- Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences.
- **5.1.8.D.2** -- Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model-building.
- **5.1.8.D.3** -- Demonstrate how to safely use tools, instruments, and supplies.
- **5.1.8.D.4** -- Handle and treat organisms humanely, responsibly, and ethically.
- **5.3.8.A.1** -- Compare the benefits and limitations of existing as a single-celled organism and as a multi-cellular organism.
- **5.3.8.A.2** -- Relate the structures of cells, tissues, organs, and systems to their functions in supporting life.
- **5.3.8.B.1** -- Relate the energy and nutritional needs of organisms in a variety of life stages and situations, including stages of development and periods of maintenance.
- **5.3.8.B.2** -- Analyze the components of a consumer’s diet and trace them back to plants and plant products.
- **5.3.8.C.1** -- Model the effect of positive and negative changes in population size on a symbiotic pairing.
- **5.3.8.D.1** -- Defend the principle that, through reproduction, genetic traits are passed from one generation to the next, using evidence collected from observations of inherited traits.
- **5.3.8.D.2** -- Explain the source of variation among siblings.
- **5.3.8.D.3** -- Describe the environmental conditions or factors that may lead to a change in a cell’s genetic information or to an organism’s development, and how these changes are passed on.
• 5.3.8.E.1 -- Organize and present evidence to show how the extinction of a species is related to an inability to adapt to changing environmental conditions using quantitative and qualitative data.

• 5.3.8.E.2 -- Compare the anatomical structures of a living species with fossil records to derive a line of descent.

• 5.3.6.C.1-- Explain the impact of meeting human needs and wants on local and global environments.

• 5.3.6.C.2 -- Predict the impact that altering biotic and abiotic factors has on an ecosystem.

• 5.3.6.C.3 -- Describe how one population of organisms may affect other plants and/or animals in an ecosystem.

• 5.3.8.C.1 -- Model the effect of positive and negative changes in population size on a symbiotic pairing.

• 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.

• 5.3.6.A.1 -- Model the interdependence of the human body’s major systems in regulating its internal environment.

• 5.3.6.A.2 -- Model and explain ways in which organelles work together to meet the cell’s needs.

• 5.3.6.B.2 -- Illustrate the flow of energy (food) through a community.
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.

**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, spatial-visual, 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.

Sensory recall: A technique actors commonly employ to heighten the believability of a character, which involves using sense memory to inform their choices.

Consummate works of art: Expertly articulated concepts or renderings of artwork.

Archetypal work of art: An artwork that epitomizes a genre of art.

Utilitarian and non-utilitarian art: Art may be functional (i.e., utilitarian) or decorative (i.e., non-utilitarian).

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 on 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 the concept of melody as related to steps, leaps, and repeating notes in a song or composition (1.1, 1.2)
- understand the concept of rhythm as related to rhythmic patterns or groups of beats that are divided into short equal groupings within a song (1.1, 1.2, 1.3)
- understand the concept of harmony as related to two or more melodies sung at the same time to get a pleasing sound (i.e., harsh, soothing, blaring) by the listener (1.1, 1.2, 1.3)
- understand the concept of form/style or the way in which a piece of music is written and performed. (1.1, 1.2, 1.3)
- examine/analyze the use of form and harmony in 2/3/4 part composition (1.1, 1.3, and 1.4)
- create musical works independently and collaboratively (1.2)
- offer constructive criticism using age/grade appropriate content specific vocabulary (1.4)
- examine a variety of career choices which employ performing arts proficiency i.e. performer, composer/arranger, sound engineer, teacher, producer, agent etc (1.3)

VISUAL ARTS

- create a multiple figure composition applying correct proportion (1.2, 1.3)
- recognize and create artwork through specified printing processes (1.3, 1.4)
- understand the art careers of fashion design, advertising, illustration and set design (1.3)
- recognize and appreciate the artist’s use of space in different cultures (1.4)
- understand the function of sculpture in the community (1.2)
- identify and appreciate various 19th and 20th century artworks as well as contemporary art forms, with focus on American artists and artisans (1.4)
- create a sculpture within a setting (1.2)
- synthesize the incorporation of selected elements and principles of design to define a particular response (1.1, 1.4)
- analyze own artworks and the works of peers and/or professional artists using artistic knowledge and correct vocabulary (1.1, 1.4)
- critique own artworks and the works of peers and make recommendations for improvement, as necessary (1.4)
- apply safety standards in the application of media, tools and techniques (1.2)

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:

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:

Sample Rubric:

<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></td>
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</tr>
<tr>
<td>Variety</td>
<td>Well composed</td>
<td>Shows compositional awareness</td>
<td>Acceptable composition</td>
<td>Non composed but effort is shown</td>
<td>Unsuccessful composition</td>
</tr>
<tr>
<td>Unity</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 nouse of elements and principles</td>
<td>No use of elements and principles</td>
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<tr>
<td>Technical Proficiency</td>
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<tr>
<td>Full value range</td>
<td>Superior use</td>
<td>Good use of materials</td>
<td>Adequate skills without exploration of materials</td>
<td>Careless use of materials and techniques</td>
<td>Unresolved</td>
</tr>
<tr>
<td>Shading skills</td>
<td>Control and understanding of materials and techniques</td>
<td>Well executed but lacks finishing touches</td>
<td></td>
<td></td>
<td>Unfinished</td>
</tr>
<tr>
<td>Creativity and Originality</td>
<td></td>
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<tr>
<td>Unique</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>
</tr>
<tr>
<td>Choice of objects</td>
<td>Successfully shows new and unique solutions</td>
<td></td>
<td>Relies on others’ ideas</td>
<td>No creativity</td>
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<tr>
<td>Work Habits and effort</td>
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<tr>
<td>1. Contracted areas completed by deadlines.</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>Work completed by deadline</td>
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<td>Showed effort far beyond requirements</td>
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<td>Critique and Response to Criticism</td>
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<tr>
<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>
<td>No improvement</td>
</tr>
<tr>
<td>Clarity in communication of concepts</td>
<td>Communication of basic concepts</td>
<td>Minimal communication of concepts</td>
<td></td>
<td>No clear communication of concepts</td>
<td>No ability to communicate conceptually</td>
</tr>
</tbody>
</table>

Points: 20 – 18  17-16  15  14  13-0
Cooperative Group Form

Director: ________________________  Room _______  Period _______
Date ____________

Cooperative Group Rubric

<table>
<thead>
<tr>
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<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Following directions</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>
</tr>
<tr>
<td>Working with others</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>On Task</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>
</tr>
<tr>
<td>Preparation</td>
<td>Student does not have the materials and/or scripts needed</td>
<td>Student has some of the materials needed but does not want to work/share with others</td>
<td>Student has some of the materials needed and is willing to share with others</td>
<td>Student has All of the materials needed</td>
</tr>
</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:** _______________________________________________________

<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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</table>

**Author:** ________________________________
### Instrumental Music Rubric

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tone</strong></td>
<td>Sound is unclear/fuzzy and unsupported</td>
<td>Occasionally unclear/fuzzy and/or unsupported</td>
<td>Consistently clear and supported sound</td>
<td>Always uses a clear sound that is supported</td>
</tr>
<tr>
<td><strong>Music Reading</strong></td>
<td>Many wrong notes</td>
<td>Several missed notes</td>
<td>Most notes correct</td>
<td>Always plays correct pitches</td>
</tr>
<tr>
<td><strong>Rhythm</strong></td>
<td>Most rhythms inaccurate</td>
<td>Several rhythms inaccurate</td>
<td>Rhythms consistently accurate</td>
<td>Rhythms always accurate</td>
</tr>
<tr>
<td><strong>Steady Beat</strong></td>
<td>No steady beat</td>
<td>Beat inconsistent</td>
<td>Consistently steady beat</td>
<td>Always has a steady beat</td>
</tr>
<tr>
<td><strong>Posture/Hand Position</strong></td>
<td>Improper hand position and/or poor posture</td>
<td>Adequate band position and/or posture</td>
<td>Good hand position and/or posture</td>
<td>Confident hand position and posture</td>
</tr>
<tr>
<td><strong>Articulation</strong></td>
<td>No distinct articulation</td>
<td>Inconsistent articulation</td>
<td>Consistently followed articulations marked</td>
<td>Always followed articulations marked</td>
</tr>
<tr>
<td><strong>Practice Time Sheet</strong></td>
<td>Loses copies that have been given</td>
<td>Signed and dated a few times</td>
<td>Signed and dated most of the time</td>
<td>Signed and dated every week</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>Shows little effort</td>
<td>Sometimes has enthusiasm</td>
<td>Shows Effort most of the time</td>
<td>Is 100% MUSICIAN!!</td>
</tr>
</tbody>
</table>
Technology Infusion
Eighth graders continue digital communication interaction with applications of technology in the arts. Eighth graders will experience the infusion of technology through webcast/software/and 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 related to a variety of topics including Spanish speaking countries, their geography, culture and traditions (7.1A5)
- show comprehension of short narrative and informational reading selections in Spanish (7.1C-3)
- listen to and participate in conversations within the school or the Spanish-speaking community (7.1C-1)
- participate in role play and pantomiming within the classroom and in school events (7.1C-1)
- contribute information and use words, phrases and sentences accurately to express a variety of ideas (7.1A-1)
- identify common and different language features between Spanish and English (7.1A7)
- create short skits in Spanish that include cultural positions on various issues (7.1C-1)
- engage in original and spontaneous conversation in Spanish (7.1B-4)
- generate visual and written text to extend topics discussed in class (7.1B-4)
- recognize sequence of events, characters, plot and theme in stories told in Spanish (7.1C-3)
- demonstrate a growing awareness of cultural differences between the U.S.A. and some Spanish-speaking countries (7.2C-3)
- show an increasing understanding of how beliefs, traditions and perspectives are the basis of each countries culture and how they may vary (7.2A-1)
- use the web to access information (7.1A4; 7.2A-4)
- identify the advantages of professionals and workers who speak a second language within a linguistic 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:
  - on-line resources and databases
  - 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.