

JERSEY CITY PUBLIC SCHOOLS



Grade Level Competencies (Aligned to the NJ Core Curriculum Content Standards) Grade 7

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,

A handwritten signature in black ink that reads "Charles T. Epps, Jr." in a cursive style.

Dr. Charles T. Epps, Jr.
State District Superintendent

LANGUAGE ARTS

(3.1-Reading, 3.2-Writing, 3.3-Speaking, 3.4-Listening, 3.5-Viewing)

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, and view 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 common features of text to synthesize and evaluate information. (3.1.7.A.1) (3.1.7.H.11)
- understand the organizational structure of printed material and electronic text to gather information for research from sources including different media forms. (3.1.7.A.2-3) (3.1.7.H.4, 6-9) (3.5.7.A.1-8) (3.5.7.C.1-2)
- decode words and infer meaning in more challenging text by using spelling patterns structural analysis and context clues.(3.1.7.C.1-2) (3.1.7.F.4)
- read more challenging text silently and aloud with fluency including speed, accuracy, phrasing, and expression. (3.1.7.D.1-2)
- use self-correcting strategies to decode and gain meaning in more challenging text. (3.1.7.D.3-4)
- use prior knowledge and various reading strategies to comprehend more challenging text. (3.1.7.E.1,3-8) (3.1.7.G.21)
- use text guides and graphic sources of information to aid in understanding more challenging text structure and organization and to gather ideas during prewriting. (3.1.7.E.2) (3.1.7.H.10) (3.2.7.A.3) (3.2.7.D.10,14,17)
- develop and apply an extended vocabulary through listening, independent reading, and identifying common idioms and figurative language in more challenging text. (3.1.7.F.2-3,6) (3.1.7.G.9,11)
- explain relationship between and among antonyms/synonyms, connotation/denotation, and words with multiple meanings in more challenging text. (3.1.7.F.5)
- identify, analyze, apply, and respond critically to an author's purpose, ideas, views and beliefs in reading and writing. (3.1.7.G.15,22) (3.1.7.H.2) (3.2.7.A.11) (3.5.7.A.1)
- analyze and explain the role of characters, setting, events, and theme in a variety of genre for reading and writing. (3.1.7.G.7) (3.1.7.H.5) (3.2.7.A.1) (3.5.7.A.2)
- differentiate among fact/opinion, propaganda, and bias used in print/ online texts. (3.1.7.G.3,19)
- distinguish between essential and non-essential information in more challenging text. (3.1.7.G.2)
- analyze the characteristics of different genres and identify themes across literary works. (3.1.7.G.4, 5, 10)
- read fiction and non-fiction daily in materials appropriate for independent reading level and interpret text ideas through journal writing, discussion, projects and technology. (3.1.7.G.13, 16) (3.1.7.H.1)
- use evidence from text to support interpretation. (3.1.7.G.8)

- collect materials for portfolio that reflect personal, academic, and career interests. (3.1.7.H.3)
- understand and apply the basic principles of the writing process including prewriting, drafting, revising, editing, and post writing to publish in a variety of fiction and nonfiction writing pieces. (3.2.7.A.2, 4-6, 9, 13) (3.2.7.B.2, 5) (3.2.7.C. 1-8)
- develop craft in writing using precise language, voice, and a variety of sentence types to interest the audience. (3.2.7.A.7, 8, 10) (3.2.7.B.1, 10, 11) (3.2.7.D.11)
- demonstrate understanding of a scoring rubric to evaluate strengths in written, oral and visual presentations and set goals for improvement. (3.2.7.A.14, 15) (3.2.7.D.15) (3.5.7.B.3)
- apply a variety of self-selected writing strategies to generate, select, narrow, and develop ideas in formal products or publications for a variety of genres. (3.2.7.B.3, 4, 6- 9) (3.2.7.D.13)
- develop, organize, and experiment with a variety of forms and techniques to suit a topic, audience, and purpose. (3.2.7.D. 1-9, 16)
- use verbal and non verbal language to communicate ideas in personal, group, public, and global situation. (3.3.7.A.1-7)
- demonstrate effective use of a variety of questions, including literal, inferential, and evaluative through group discussions and interviews. (3.3.7.B.1-8)
- use precise vocabulary for a particular purpose and audience. (3.3.7.C.1-8)
- develop and deliver oral presentation using organizational strategies and delivery techniques for a particular purpose and audience. (3.3.7.D.1-10)
- demonstrate active listening behaviors in a variety of situations. (3.4.7.A.1-7)
- effectively listen, comprehend, and analyze what is heard from a variety of sources. (3.4.7.B.1-7)
- interpret verbal and non verbal messages in media. (3.5.7.B.1-5)

MATHEMATICS

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:

- use real life experiences, physical materials, and technology to construct meaning for integers, fractions, decimals (4.1)
- extend understanding of the number system by constructing meanings for rational numbers, percents and whole numbers with exponents (4.1)
- demonstrate a sense of the relative magnitudes of numbers (4.1)
- understand that all fractions can be represented as repeating or terminating decimals (4.1)
- understand and use ratios, proportions and percents in a variety of situations (4.1)
- recognize the decimal nature of the United States currency and compute with money (4.1)
- compare and order numbers (4.1)
- recognize the appropriate use of each arithmetic operation in problem solving situations (4.1)
- use and explain procedures for performing calculations with integers and all number types (4.1)
- construct, use, and explain procedures for performing calculations with fractions and decimals (4.1)
- use exponentiation to find the whole number powers of numbers (4.1)
- find squares and cubes of whole numbers (4.1)
- check the reasonableness of the results of computations (4.1)
- understand and apply the standard algebraic order of operations for the four basic operations, including appropriate use of parentheses (4.1)
- use a variety of estimation strategies for estimating both quantities and their results of computations (4.1)
- use equivalent representation of numbers such as fractions, decimals and percents (4.1)
- recognize when an estimate is appropriate, and understand the usefulness of an estimate as distinct from an exact answer (4.1)
- determine whether an estimate is an overestimate or an underestimate (4.1)
- use estimation to determine whether the result of a computation is reasonable (4.1)
- identify, describe, and draw the faces or shadows of three-dimensional geometric objects from different perspectives (4.2)
- identify a three-dimensional shape with given projections (4.2)
- identify a three-dimensional shape with a given net (4.2)

- identify, describe, compare and classify polygons and circles (4.2)
- compare properties of cylinders, prisms, cones, pyramids, and spheres (4.2)
- understand and apply the concepts of similarity (4.2)
- use logic and reasoning to make and support conjectures about geometric objects (4.2)
- understand and apply the concepts of congruence and symmetry (4.2)
- understand and apply transformations (4.2)
- recognize, identify, and describe geometric relationships and properties as they exist in nature, art, and other real-world settings (4.2)
- use coordinates in four quadrants to represent geometric concepts (4.2)
- use a coordinate grid to model and quantify transformations (4.2)
- solve problems requiring calculations that involve different units of measurement within the measurement system (4.2)
- recognize that all measurements of continuous quantities are approximations (4.2)
- select use appropriate units and tools to measure quantities to the degree of precision needed in a particular problem solving situation (4.2)
- develop and apply strategies and formulas for finding perimeter and area of a square, rectangle, parallelogram, and trapezoid (4.2)
- develop and apply properties and formulas for finding the area of a circle and the circumference of a circle (4.2)
- recognize that the volume of a pyramid or cone is one-third of the volume of the prism or cylinder with the same base and height (4.2)
- develop and apply strategies and formulas for finding the surface area and volume of rectangular prisms and cylinders (4.2)
- represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes (4.3)
- recognize, describe, extend, and create patterns involving whole numbers, rational numbers and integers (4.3)
- graph to determine whether a functions is increasing, decreasing, linear or not (4.3)
- graph functions and understand and describe their general behavior (4.3)
- analyze functional relationships to explain how the change in quantity can result in a change in another, using pictures, graphs, charts and equations (4.3)
- graph to predict and interpret events (4.3)
- use patterns, relations, and linear functions to model situations (4.3)
- solve simple linear equations informally and graphically (4.3)
- use graphing techniques on a number line (4.3)
- extend understanding and use of inequality symbols (4.3)

- understand and apply the properties of operations, numbers, equations and inequalities (4.3)
- create, evaluate and simplify algebraic expressions involving variables (4.3)
- select and use appropriate representations for sets of data, and measures of central tendency such as mean, median and mode (4.4)
- make inferences and formulate and evaluate arguments based on displays and analysis of data (4.4)
- read, interpret, construct, and analyze, generate questions about, and draw inferences from displays of data (4.4)
- model situations involving probability using simulations (4.4)
- interpret probabilities as ratios, percents, and decimals (4.4)
- estimate probabilities and make predictions based on experimental and theoretical probabilities (4.4)
- play and analyze probability-based games, and discuss the concepts of fairness and expected value (4.4)
- explore counting problems involving Venn Diagrams with three attributes (4.4)
- apply the multiplication principle of counting (4.4)
- apply techniques of systematic listing, counting, and reasoning in a variety of different contexts (4.4)
- use vertex-edge graphs to represent and find solutions to practical problems (4.4)
- use mathematical processes of problem solving, communication, connections, reasoning, representation (4.4)

SCIENCE

"Today, more than ever before, science holds the key to our survival as a planet and our security and prosperity as a nation." President Barack Obama (12/20/08)

Scientific literacy assumes a new and increasingly important role in the context of globalization. Ongoing technological advances, access to an unprecedented wealth of information resources and changes in both living and nonliving things catalyzed by changes in Earth's environment, require a depth of understanding that can be enhanced through the lens of scientific inquiry. 21st century science education focuses on the practices of science that lead to questioning scientific principles as well as the growing body of scientific knowledge that offers scientifically literate citizens greater understanding of the ever changing world.

Mission: *Scientifically literate students possess the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity.*

Vision: A quality science education fosters a population that:

- Experiences the richness and excitement of knowing about and understanding the natural world;
- Uses appropriate scientific processes and principles in making personal decisions;
- Engages intelligently in public discourse and debate about matters of scientific and technological concern; and
- Applies scientific knowledge, and skills to increase economic productivity.

Intent and Spirit of the Science Standards

All students engage in science experiences that promote the ability to ask, find, or determine answers to questions derived from natural curiosity about everyday things and occurrences. The underpinning of the revised standards lies in the premise that science is experienced as an *active* process where inquiry is central to learning, rather than solely a *process*, in which students engage in observation, inference and experimentation. When engaging in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others in their community and around the world. They actively develop their understanding of science by identifying their assumptions, using critical and logical thinking, and considering alternative explanations. A guiding principle of these standards is that an understanding of fundamental scientific principles and the development of science-related skills are not limited by gender, economic status, cultural background, or ability.

The revision of the science standards was driven by two key questions:

- *What are the core scientific concepts and principles that all students need to understand in the 21st Century?*
- *What should students be able to do in order to demonstrate understanding of the concepts and principles?*

Your child will:

- Demonstrate understanding and use interrelationships among central scientific concepts to revise explanations and to consider alternative explanations. (5.1.8.A.1)
- Develop and use mathematical, physical, and computational tools to build conceptual-based models and to pose theories. (5.1.8.A.2)

- Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments. (5.1.4.A.3)
- Ask questions and give priority to evidence when constructing answers. (5.1.4.B.1)
- Use of measurement tools and observation schedules to collect and analyze data; evaluate evidence when building and revising models and explanations of natural phenomena. (5.1.4.B.2)
- Use scientific models as well as mathematical tools and technologies to gather and evaluate evidence and measure phenomena. (5.1.4.B.3)
- Ask scientifically valid questions and give priority to evidence when responding. (5.1.8.B.1)
- Communicate with other children and adults to share observations, pursue questions, make predictions and/or conclusions. (5.1P.C.1)
- Ask new questions as evidence emerges from the use of measurement tools. (5.1.4.C.1)
- Evaluate observations and measurements for accuracy and use the results to construct and defend arguments or to develop a new model. (5.1.4.C.2)
- Present evidence to interpret and/or predict cause and effect outcomes of investigations. (5.1.4.C.3)
- Use evidence and consider others' ideas when reviewing, presenting, or critiquing scientific explanations. (5.1.4.D.1)
- Engage in productive scientific discussion practices during conversations with peers in the context of scientific investigation and model building. (5.1.4.D.2)
- Engage in safe and accurate scientific practices when designing, implementing, and reporting investigations. (5.1.4.D.3)
- Demonstrate how to use scientific tools and instruments and how to handle animals with respect for their safety and welfare. (5.1.4.D.4)
- Plan for and carry out an investigation to distinguish between solids, liquids, and gasses with teacher support. (5.2.4.A.2)
- Determine the volume of common objects using water displacement methods. (5.2.6.A.1)
- Calculate the density of objects or substances after determining volume and mass. (5.2.6.A.2)
- Determine the identity of an unknown substance using data regarding intrinsic properties. (5.2.6.A.3)
- Explain that all matter is made of atoms and give examples of common elements-substances composed of just one kind of atom. (5.2.8.A.1)
- Analyze and explain the implications of the statement "all substances are composed of elements."
- Compare the properties of reactants with the properties of the products when two or more substances are combined and react chemically. (5.2.6.B.1)
- Predict the path of reflected or refracted light, using reflecting and refracting telescopes as examples. (5.2.6.C.1)
- Describe how to demonstrate that visible light from the sun is made up of different colors. (5.2.6.C.2)
- Relate the transfer of heat from oceans and land masses to the evolution of a hurricane. (5.2.6.C.3)
- Categorize objects based on the ability to absorb or reflect light and/or conduct heat or electricity. (5.2.4.A.4)

- Use simple circuits involving batteries and motors to compare and predict the current flow with different circuit arrangements. (5.2.6.D.1)
- Model and explain how the description of an object's motion from one observer's view may be different from a different observer's view. (5.2.6.E.1)
- Describe the relationship between the force between two magnets as the distance between them is changed. (5.2.6.E.2)
- Demonstrate and explain the frictional force acting on an object with the use of a physical model. (5.2.6.E.3)
- Predict if an object will sink or float using evidence and reasoning. (5.2.6.E.4)
- Model the interdependence of the human body's major systems in regulating its internal environment. (5.3.6.A.1)
- Model and explain ways in which organelles work together to meet the cell's needs. (5.3.6.A.2)
- Describe the interactions of systems involved in carrying out everyday life activities. (5.3.4.A.3)
- Describe the sources of reactants of photosynthesis and trace the pathway to the products. (5.3.6.B.1)
- Illustrate the flow of energy (food) through a community. (5.3.6.B.2)
- Explain the impact of meeting human needs and wants on local and global environments. (5.3.6.C.1)
- Predict the impact altering biotic and abiotic factors has on the environment. (5.3.6.C.2)
- Describe how one population may affect other plants and/or animals in the ecosystem. (5.3.6.C.3)
- Predict the long-term effect of interference with normal patterns of reproduction. (5.3.6.D.1)
- Explain how knowledge of inherited variations within and between generations is applied to farming and animal breeding. (5.3.6.D.2)
- Distinguish between inherited and acquired traits/characteristics. (5.3.6.D.3)
- Describe the impact on the survival of species during specific times in the geologic history when environmental conditions changed. (5.3.6.E.1)
- Generate and analyze evidence through simulations that the sun's apparent motion across the sky changes over the course of a year. (5.4.6.A.1)
- Construct and evaluate models demonstrating the rotation of the Earth on its axis and the orbit of the earth around the sun. (5.4.6.A.2)
- Predict what would happen to an orbiting object if gravity were increased, decreased, or taken away. (5.4.6.A.3)
- Compare and contrast the major physical characteristics (including size and scale) of solar system objects using evidence in the form of data tables and photographs. (5.4.6.A.4)
- Interpret a representation of a rock layer sequence to establish oldest and youngest layers, geologic events, and changing life forms. (5.4.6.B.1)
- Examine Earth's surface features and identify those created on a scale of human life or on a geologic time scale.
- Determine if landforms were created by processes of erosion such as wind, water and/or ice based on evidence in pictures, video, and/or maps. (5.4.6.B.3)

- Describe methods people use to reduce erosion. (5.4.6.B.4)
- Distinguish physical properties of sedimentary, igneous, or metamorphic rocks and explain how one rock could eventually become a different kind of rock. (5.4.6.C.1)
- Deduce the story of the tectonic conditions and erosion forces that created sample rocks or rock formations. (5.4.6.C.3)
- Predict the type of ecosystems that unknown soil samples could support based on soil properties. (5.4.6.C.4)
- Apply knowledge of the Earth's magnetic fields to successfully complete an orienteering challenge. (5.4.4.D.1)
- Locate areas that are being created (deposition) and destroyed (erosion) using maps and satellite images. (5.4.6.D.2)
- Explain why the Pacific rim is referred to as the Ring of Fire using an understanding of the motion of lithospheric plates. (5.4.6.D.3)
- Generate a conclusion about energy transfer and circulation by observing a model of convection currents. (5.4.6.E.1)
- Explain the relationships between daily temperature, air pressure, and relative humidity data. (5.4.6.F.1)
- Create climatographs for various locations around the Earth and categorize the climate based on the yearly patterns of temperature and precipitation. (5.4.6.F.2)
- Illustrate global winds and surface currents to explain the relationship between the two factors through the creation of a world map of global winds and currents. (5.4.6.G.1)
- Create a model of ecosystems in two different locations and compare and contrast the living and nonliving components. (5.4.6.G.2)
- Describe ways that humans can improve the health of ecosystems around the world. (5.4.6.G.4)

SOCIAL STUDIES

The purpose of social studies education is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. The standards define social studies as the four disciplines of history, geography, civics, and economics.

The teaching of social studies should include interdisciplinary connections among these areas. Social studies instruction can be based on one or more of these core disciplines or on a combination of these in the problem-solving or inquiry mode. This is frequently the basis of social studies activities in the classroom. In addition, these standards identify a common core of skills that are integral to the social studies disciplines.

Your child will:

SOCIAL STUDIES

- describe the significance of the major cities of New Jersey, the United States, and the world (6.6 A1)
- discuss how the geography of New Jersey impacts transportation, industry, and community development (6.6 B5)
- discuss the similarities and differences among rural, suburban, and urban communities (6.6 B6)
- describe the types of regions and the influence and effects of region labels including:
 - formal regions: school districts, states
 - functional regions: marketing area of a newspaper, fan base of a sport team
 - perceptual regions: the Bible Belt, the Riviera in southern France (6.6 B7)
- describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation) (6.6 C5)
- describe how physical and human characteristics of regions change over time (6.6 D8)
- analyze the impact of various human activities and social policies on the natural environment and describe how humans have attempted to solve environmental problems through adaptation and modification (6.6 E2)
- analyze the importance of natural and manufactured resources in New Jersey (6.6 E6)
- discuss factors that stimulated European overseas explorations between the 15th and 17th centuries and the impact of that exploration on the modern world (6.4 C)
- trace the major land and water routes of the explorers
- compare the political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492 (e.g., civic values, population levels, family structure, communication, use of natural resources)
- discuss the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest
- analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade

- discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement
- analyze the political, social, and cultural characteristics of the English colonies (6.4 D1)
- describe the political, religious, social, and economic institution (6.4 D2)
- compare the social and political elements of Incan and Aztec societies, including the major aspects of government, the role of religion, daily life, economy, and social organization (6.3 D3)
- explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans (6.4D3)
- examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts (6.3D 4)
- describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War (6.4D 5)
- identify factors that account for the establishment of African slavery in the Americas (6.6D 6)
- discuss Spanish exploration, settlement, and missions in the American Southwest (6.6D 7)
- discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution (6.6E 1)
- discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson) of the American Revolution (6.6E 2)
- identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of "Common Sense," and major battles of the Revolutionary War (6.4E 3)
- explain New Jersey's critical role in the American Revolution, including major battles, the involvement of women and African Americans, and the origins of the movement to abolish slavery (6.6E 4)
- discuss the political and philosophical origins of the United States Constitution and its implementation in the 1790's (6.4E 5)
- describe and map American territorial expansions and the settlement of the frontier during this period (6.6E 6)
- analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion) (6.6E 7)
- discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans) 6.6E8
- compare political interests and views regarding the War of 1812 (e.g., US responses to shipping harassment, interests of Native Americans and white settlers in the Northwest Territory) (6.4E 7)
- describe and map the continuing territorial expansion and settlement of the frontier, including the acquisition of new territories and conflicts with Native Americans, the Louisiana Purchase, the Lewis and Clark expedition, and the California gold rush (6.4 E)

HEALTH and PHYSICAL EDUCATION

Schools have enormous potential for helping students develop the knowledge and skills they need to be healthy and to achieve academically. Health education and physical education are separate disciplines each with a distinct body of knowledge and skills; however, the two disciplines clearly complement and reinforce each other to support "wellness". Quality health education and physical education programs promote each student's optimum physical, mental, emotional, and social development.

HEALTH

Your child will:

- Explain what being well means and identify self-care practices that support wellness. (2.1.2.A.1)
- Explain how healthy body systems work together to support wellness. (2.1.2.A.2)
- Explain why some foods are healthier to eat than others. (2.1.2.B.1)
- Sort foods according to food groups, sources, nutritional value. (2.1.2.B.2)
- Summarize information about food found on product labels. (2.1.2.B.3)
- Summarize symptoms of common disease and health conditions. (2.1.2.C.1)
- Summarize strategies to prevent the spread of common diseases and health conditions. (2.1.2.C.2)
- Determine how personal feelings can affect one's wellness. (2.1.2.C.3)
- Identify ways to prevent injuries at home school and in the community. (2.1.2.D.1)
- Differentiate between the characteristics of strangers, acquaintances, and trusted adults and explain safe and appropriate behavior/touches. (2.1.2.D.2)
- Identify procedures associated with pedestrian and traffic safety. (2.1.2.D.3)
- Demonstrate how to effectively communicate illness or injury. (2.1.2.D.4)
- Identify basic social and emotional needs of all people. (2.1.2.E.1)
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. (2.1.2.E.2)
- Explain healthy ways of coping with common stressful situations experienced by children. (2.1.2.E.3)
- Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. (2.1.4.A.1)
- Determine the relationship of personal health practices and behaviors on an individual's body systems. (2.1.4.A.2)
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep body systems functioning effectively.
- Differentiate between healthy and unhealthy eating practices. (2.1.4.B.2)
- Create a healthy meal based on nutritional content, value, calories, and cost. (2.1.4.B.3)
- Interpret food product labels based on nutritional content. (2.1.4.B.4)

- Explain why most diseases and health conditions are preventable. (2.1.4.C.1)
- Justify the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environment controls prevent disease and health conditions. (2.1.4.C.2)
- Explain why mental illness is a health condition that impacts one's wellness.
- Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community. (2.1.4.D.1)
- Identify the various forms of abuse ways to get help. (2.1.4.D.2)
- Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and using other modes of transportation. (2.1.4.D.3)
- Describe and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning. (2.1.4.D.4)
- Compare and contrast how individuals and families attempt to address basic human needs (2.1.4.E.1)
- Determine ways to cope with rejection, loss, and separation. (2.1.4.E.2)
- Distinguish among violence, harassment, gang violence, discrimination, and bullying and actors that contribute to each. (2.1.4.E.3)
- Demonstrate strategies to prevent or resolve conflict related to violence, harassment, gang violence, discrimination, and bullying. (2.1.4.E.4)
- Summarize the causes of stress and explain ways to deal with stressful situations. (2.1.4.E.5)
- Explain how health data can be used to assess and improve each dimension of personal wellness. (2.1.6.A.1)
- Relate how personal lifestyle habits, environment, and hereditary factors influence growth and development in each life stage. (2.1.6.A.2)
- Determine factors that influence the purchase of health care products and personal hygiene practices. (2.1.6.A.3)
- Determine factors that influence food choices and eating patterns. (2.1.6.B.1)
- Summarize the benefits and risks associated with nutritional choices, based on eating patterns. (2.1.6.B.2)
- Create a Daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. (2.1.6.B.3)
- Compare and contrast nutritional information on similar food products in order to make informed choices. (2.1.6.B.4)
- Summarize means of detecting and treating diseases and health conditions prevalent in adolescents. (2.1.6.C.1)
- Determine the impact of public health strategies in preventing diseases and health conditions. (2.1.6.C.2)
- Compare and contrast common mental illnesses and ways to detect and treat them. (2.1.6.C.3)
- Determine the common causes of intentional and unintentional injuries in adolescents and discuss prevention strategies. (2.1.6.D.1)
- Identify the physical, social, and emotional impact of all forms of abuse and explain what to do if any abuse is suspected or occurs. (2.1.6.D.2)

- Identify the different components of the traffic safety system and explain how people contribute to making the system effective. (2.1.6.D.3)
- Examine how personal assets and protective factors support healthy social and emotional development. (2.1.6.E.1)
- Summarize home, school, and community polices and procedures that prevent conflict. (2.1.6.E.2)
- Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. (2.1.6.E.3)
- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation. (2.1.6.E.4)
- Determine the social, emotional, and physical effects of stress on individuals and families. (2.1.6.E.5)
- Assess and apply health data to enhance each dimension of personal wellness. (2.1.8.A.1)
- Relate advances in technology to maintaining and improving personal health. (2.1.8.A.3)
- Determine the impact of marketing techniques on the sale of personal hygiene products, practices and services commonly used. (2.1.8.A.4)
- Analyze how culture, health status age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. (2.1.8.B.1)
- Identify and defend healthy ways adolescents to lose, gain, or maintain weight. (2.1.8.B.2)
- Evaluate emerging methods to diagnose and treat disease and health conditions common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections , HIV/AIDS, breast cancer, and testicular cancer. (2.1.8.C.1)
- Analyze local, state, national, and international public health efforts to prevent and control disease and health conditions. (2.1.8.C.2)
- Analyze the impact of mental health on physical, social, and emotional well being. (2.1.8.C.3)
- Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injury to self and others. (2.1.8.D.1)
- Describe effective personal protection strategies used in public places and what to do when one's safety is compromised. (2.1.8.D.2)
- Analyze the causes of non-compliance with the traffic safety system and the consequences. (2.1.8.D.3)
- Demonstrate first aid procedures including, victim and situation assessment, Basic Life Support, the care of bleeding and wounds, burns, fractures, shock, and poisoning. (2.1.8.D.4)
- Analyze the effectiveness of existing home, school, and community efforts to prevent conflict. (2.1.8.E.2)
- Determine factors and choices that contribute to interpersonal conflict and develop strategies to deal with each. (2.1.8.E.3)
- Explain how culture influences the ways families and groups cope with crisis and change. (2.1.8.E.4)
- Express needs, wants, and feeling in health and safety situations. (2.2.2.A.1)
- Explain what a decision is and why it is advantageous to think before acting. (2.2.2.B.1)
- Relate decision making be self and others to one's health. (2.2.2.B.2)

- Determine ways parents, peers, technologies, culture and the media influences health (2.2.2.B.3)
- Select a personal health goal and explain why setting a goal is important. (2.2.2.B.4)
- Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. (2.2.2.C.1)
- Determine the benefits for oneself and others of participating in a class or school service activity. (2.2.2.D.1)
- Determine where to access home, school, and community health helpers. (2.2.2.E.1)
- Demonstrate effective interpersonal communication in health and safety-related situations. (2.2.4.A.1)
- Demonstrate effective interpersonal communication when responding to disagreement or conflicts with others. (2.2.4.A.2)
- Determine how an individual's character develops over time and impacts personal health. (2.2.4.C.1)
- Explain why core ethical values such as respect, civic mindedness, and citizenship are important in the local and world community. (2.2.4.C.2)
- Use the decision making process when addressing health-related issues. (2.2.4.B.1)
- Differentiate between situations when a health-related decision should be mad independently with the help of others. (2.2.4.B.2)
- Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions and behaviors. (2.2.4.B.3)
- Develop a personal health goal and track progress. (2.2.4.B.4)
- Explain the impact of participation in different kinds of service projects on community wellness. (2.2.4.D.1)
- Develop an informed position on a health issue. (2.2.4.D.2)
- Identify health services and resources provided in the schools and community and determine how each assist in addressing health emergencies. (2.2.4.E.1)
- Explain when and how to seek help when experiencing a health problem. (2.2.4.E.2)
- Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. (2.2.6.A.1)
- Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. (2.2.6.A.2)
- Use effective decision making strategies. (2.2.6.B.1)
- Predict how the outcome(s) of a health- related decision may differ in an alternative decision is made by self or others. (2.2.6.B.2)
- Determine how conflicting interest may influence one's decisions. (2.2.6.B3)
- Apply personal health data and information to support achievement of one's short and long term health goals. (2.2.6.B.4)
- Explain how character and core ethical values can be useful in addressing challenging situations. (2.2.6.C.1)
- Predict situations that may challenge an individual's core ethical values. (2.2.6.C.2)

- Appraise goals of various community or service organization initiatives to determine opportunities for volunteer service. (2.2.6.D.1)
- Develop a position about a health issue in order to inform peers. (2.2.6.D.2)
- Determine the validity and reliability of different types of health resources. (2.2.6.E.1)
- Distinguish health issues that warrant support from a trusted adult or health professionals. (2.2.6.E.2)
- Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situation. (2.2.8.A.1)
- Demonstrate refusal, negotiation, and assertiveness skills when responding to peer-pressure, disagreements, or conflicts. (2.2.8.A.2)
- Predict social situations that may require the use of decision making skills. (2.2.8.B.1)
- Analyze strategies to enhance character development in individual, group, and team activities. (2.2.8.C.1)
- Plan and implement volunteer activities to benefit local, state, national, or world health initiative. (2.2.8.D.1)
- Defend a position on a health or social issue to activate community awareness and responsiveness. (2.2.8.D.2)
- Evaluate various health products, services, and resources from different sources, including the Internet. (2.2.8.E.1)
- Compare and contrast situations that require support from a trusted adult or health professional. (2.2.8.E.2)
- Explain what medicines are and when some types of medicines are used. (2.3.2.A.1)
- Explain why medicines should be administered directed. (2.3.2.A.2)
- Identify ways drugs can be abused. (2.3.2.B.1)
- Explain effects of tobacco use on personal hygiene, health, and safety. (2.3.2.B.3)
- Explain why tobacco smoke is harmful to nonsmokers. (2.3.2.B.4)
- Identify products that contain alcohol. (2.3.2.B.5)
- Recognize that some people may have difficulty controlling of alcohol, tobacco, and other drugs. (2.3.2.C.1)
- Explain that abuse alcohol, tobacco, and other drugs can get help. (2.3.2.C.2)
- Distinguish between over-the-counter and prescription medicines. (2.3.4.A.1)
- Determine possible side effects of common types of medicines. (2.3.4.A.2)
- Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. (2.3.4.B.1)
- Compare the short and long-term physical effects of all types of tobacco use. (2.3.4.B.3)
- Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. (2.3.4.B.4)
- Identify signs that a person might have an alcohol, tobacco, and/or drug use problem. (2.3.4.C.1)
- Differentiate between drug use, abuse, and misuse. (2.3.4.C.2)

- Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs. (2.3.4.C.3)
- Compare and contrast short and long term effects of commonly used over-the-counter, prescriptions medications, herbal and organic supplements and potential for abuse. (2.3.6.A.1)
- Compare information found on over-the-counter and prescription medicines. (2.3.6.A.2)
- Explain the system of drug classification and why it is useful in preventing substance abuse. (2.3.6.B.1)
- Relate tobacco use and the incidence of disease. (2.3.6.B.2)
- Compare the effect of laws, policies, and procedures on smokers and non-smokers. (2.3.6.B.3)
- Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries and disease, the increase of risky health behaviors, and the likelihood of harm to one's health. (2.3.6.B.4)
- Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk. (2.3.6.B.5)
- Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. (2.3.6.B.7)
- Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. (2.3.6.C.1)
- Explain how wellness is affected during the early use, abuse, and misuse of drug dependency. (2.3.6.C.2)
- Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models. (2.3.6.C.3)
- Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug free. (2.3.6.C.4)
- Explain why the therapeutic efforts and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and organic supplements vary in different individuals. (2.3.8.A.1)
- Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences. (2.3.8.A.2)
- Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. (2.3.8.B.1)
- Predict the legal and financial consequences of the use, sale, and possession of illegal substances. (2.3.8.B.2)
- Analyze the effects of all types tobacco use on the aging process. (2.3.8.B.3)
- Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs. (2.3.8.B.6)
- Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness. (2.3.8.B.7)
- Analyze health risks associated with injected drug use. (2.3.8.B.8)
- Compare and contrast theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks and provide recommendations that support a drug free life. (2.3.8.C.1)
- Compare and contrast different kinds of families locally and globally. (2.4.2.A.1)

- Distinguish the roles and responsibilities of different family members. (2.4.2.A.2)
- Determine the factors that contribute to health relationships/ (2.4.2.A.3)
- Compare and contrast the physical differences similarities of the genders. (2.4.2.B.1)
- Explain the factors that contribute to a mother having a healthy baby. (2.4.2.C.1)
- Explain how families typically share common values; provide love and emotional support, and set boundaries and limits. (2.4.4.A.1)
- Explain why healthy relationships are fostered in some families and not in others. (2.4.4.A.2)
- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages. (2.4.4.B.1)
- Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy. (2.4.4.C.1)
- Relate the health of the birth mother to the development of a healthy fetus. (2.4.4.C.2)
- Compare and contrast how families may change over time. (2.4.6.A.1)
- Analyze the characteristics of healthy friendships/relationships. (2.4.6.A.2)
- Examine the types of relationships adolescents may experience. (2.4.6.A.3)
- Demonstrate successful resolution of a problem(s) among friends and others. (2.4.6.A.4)
- Compare and contrast the role of dating and dating behaviors in adolescence. (2.4.6.A.5)
- Compare growth patterns of males and females during adolescence. (2.4.6.B.1)
- Summarize strategies to remain abstinent and resist pressures to become sexually active. (2.4.6.B.2)
- Determine behaviors that place one at risk for HIV/AIDS, STI's, or unintended pregnancy. (2.4.6.B.3)
- Predict the possible physical, social, and emotional impact of adolescent decisions regarding sexual behavior. (2.4.6 B.4)
- Summarize the sequence of fertilization, embryonic, and fetal development during pregnancy. (2.4.6.C.1)
- Identify the signs and symptoms of pregnancy. (2.4.6.C.2)
- Identify prenatal practices that support a healthy pregnancy. (2.4.6.C.3)
- Predict challenges that may be faced by adolescent parents and their families. (2.4.6.C.4)
- Predict how changes within a family can impact family members. (2.4.8.A.1)
- Explain how the family unit impact character development. (2.4.8.A.2)
- Differentiate between affection, love, commitment, and sexual attraction. (2.4.8.A.4)
- Develop acceptable criteria for safe dating situations, such as dating in groups, setting, limits, or only dating someone of the same age. (2.4.8.A.6)
- Analyze the influence of hormones, nutrition, the environment and heredity on the physical, social, and emotional changes that occur at puberty. (2.4.8.B.1)
- Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active. (2.4.8.B.2)

- Relate certain behaviors to placing one at greater risk for HIV/AIDS, STI's and unintended pregnancy. (2.4.8.B.4)
- Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping. (2.4.8.B.5)
- Explain the importance of practicing routine health care procedures such as breast self-examination and testicular examinations. (2.4.8.B.6)
- Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy. (2.4.8.C.1).
- Predict short and long term impact of teen pregnancy. (2.4.8.C.4)
- Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth. (2.4.8.C.5)

PHYSICAL EDUCATION

- utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle (2.5)
- demonstrate mechanically correct form and control when using and combining movement skills in applied settings (game/sport/dance/recreational) (2.5A1)
- demonstrate how equilibrium, rotation, and range of motion impact performance and apply the impact of force and motion during physical activity (2.5A2,3, various settings (2.5C1)
- analyze participant and observer behaviors for evidence of good sportsmanship (2.5D1)
- use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness (sports psychology) (2.5E1)
- summarize the potential short and long term physical, social, and emotional benefits of regular physical activity (2.6A1, 2.6B1)
- differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time and predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness (2.6A2, 3, 2.6B2)
- analyze the positive and negative impacts of technological advances on exercise, health and fitness and describe ways to achieve a healthy body through healthy eating and physical activity (2.6A4,5)
- distinguish between facts and fallacies regarding the marketing of fitness products, services and information (2.6A6)
- describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods (2.6B3)
- investigate the physical, behavioral, legal and competitive consequences of the use of performance enhancing substances, including anabolic steroids (2.6B4)
- engage in variety of sustained, vigorous physical activities that enhance fitness; perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate (2.6C1,2)
- monitor physiological responses before, during and after exercise and compare changes (2.6C3)
- use data to develop a personal fitness plan and use technology to evaluate the implementation and outcomes; demonstrate age and gender specific progress toward improving fitness (2.6C5)

VISUAL AND PERFORMING ARTS

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of students in the disciplines of dance, music, theater, and visual art is critical to their personal success as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum is key to maximizing the benefits of the arts in education.

Your child will:

PERFORMING ARTS

- understand musical basics through songs that focus primarily on social, cultural, and historic values (1.1, 1.4, 1.5)
- understand the concept of melody as related to steps, leaps, and repeating notes in a song or composition (1.1, 1.2)
- understand songs used to develop musical basics such as rhythm, beat, melody, 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, 1.5)

VISUAL ARTS

- understand the application of elements and principles of design in delivering an advertisement message (1.1)
- recognize and appreciate the Renaissance period of art and its influence on subsequent art directions (1.1, 1.5)
- recognize and appreciate Dutch, Asian and African influences in art (1.1, 1.5)
- apply safety standards in the application of media, tools and techniques (1.2)
- examine a variety of career choices which employ artistic proficiency, i.e., graphic artist, computer designer, landscape architect, fine artist, fashion illustrator (1.3)
- create a mobile or stabile using the process of assemblage (1.3)
- use the technique of gesture drawing to create figures in motion (1.3)
- understand and apply proportion to the full figure and the concept of contra-posto (1.2, 1.3)
- apply linear and aerial perspective in architectural compositions (1.3)
- create cityscapes in a paint medium (1.2)
- incorporate elements and principles of design into a graphic advertisement (1.3)

- combine and synthesize selected elements and principles of design to produce a specific outcome and/or viewer response (1.1, 1.3, 1.4)
- analyze own work and work of peers both orally and in written documentation using art vocabulary (1.4)
- collaborate with peers in at least one studio project to develop skills of compromise, effective communication and collaboration (1.2)
- assess own artwork and that of peers, basing judgment on application of design elements and principles as well as technical proficiency (1.1, 1.4)
- offer critique for improvement based upon focus of studio project (1.4)
- recognize and appreciate American Art (Colonial - 19th Century) (1.1, 1.5)

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 (7.1A-5)
- 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 (7.1A-4)
- 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 (7.1A-7)
- create short skits in Spanish that include cultural content and/or positions on various issues (7.1C-1)
- 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 country's culture and how they may vary (7.2A-1)

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.

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

Career and Technical Education 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.

JERSEY CITY PUBLIC SCHOOLS



Grade Level Competencies (Aligned to the NJ Core Curriculum Content Standards) Grade 7

PARENT ACKNOWLEDGMENT FORM

Dear Teacher(s),

I have read the attached Grade Level Competencies for Grade 7 and discussed it with my child.

Name of Student (Please Print):

Last Name

First Name

Grade

Room

Name of Parent (Please Print):

Last Name

First Name

Signature

Date

PLEASE SIGN AND RETURN
THIS PAGE
TO YOUR CHILD'S TEACHER
IMMEDIATELY.