Health & Physical Education

- Explain how healthy choices and eating provides energy, helps to maintain a healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- Discuss myths and facts about mental illness.
- Understand and describe disease symptoms/preventions and abstinence.
- Explain and demonstrate ways to cope with rejection, loss, and separation.
- Outline the steps to making an effective decision relative to health, safety, and wellness.
- Develop skills needed for resolving conflicts peacefully.
- Demonstrate behaviors that are sensitive to individual differences.
- Organize and participate in a school or community service activity.
- Identify the physical and behavioral effects of alcohol and marijuana use.
- Differentiate between drug use, abuse and misuse.
- Determine the impact of public health strategies in preventing diseases and health conditions.
- Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- Compare the role, right, and responsibilities of various family members.
- Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- Describe the physical, social, and emotional changes occurring in puberty.
- Develop cardiovascular endurance and muscular strength through participation in various fitness components/assessments.
- Identify activity-specific rules and their importance to participants’ safety and enjoyment.
- Demonstrate age and sports-specific skills related to various sports.
- Demonstrate smooth transition of sequential movement skills (e.g., trap-dribble-shoot).
- Combine traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks.
- Catch a thrown ball above the head, at chest/waist level and below the waist using a mature pattern.
- Develop control when moving through space while adjusting speed, force, level, pathway and direction.
- Define and use skill specific vocabulary.
- Explain and demonstrate the use of simple game and activity strategies.

Visual & Performing Arts

- Support opinions in writing or orally about art, music dance and theatre based on aesthetics and art form specific criteria.
- Apply teacher-provided and collaboratively-developed criteria and feedback within the context of each art form to evaluate accuracy and expressiveness of individual art works, ensembles and personal performances.
- Maintain an arts journal/sketchbook/notesbook and develop a portfolio.
- Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- Revise artwork in progress on the basis of insights gained through peer discussion.
- Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
- Analyze components in visual imagery that convey messages.
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
- Demonstrate and explain how the expressive qualities such as dynamics, tempo, and timbre are used in performers’ and personal interpretations to reflect expressive intent.
- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures.
- Recognize and respond to even/uneven rhythms and tempo changes as they occur in dance and music using a variety of percussive instruments and sounds.
- Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.
- Imagine how a character might move to support the story and given circumstances in a drama/theatre work.
- Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.
- Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.
- Explore physiological changes connected to emotions in drama/theatre work.

Newark Board of Education
765 Broad Street
Newark, NJ 07102
www.nps.k12.nj.us
Dear Parents,

Today is a very exciting time to be in school. Your child will learn new and exciting things by asking questions, exploring, and learning by doing. We want all children to meet with success and develop their highest potential. Listed below are some easy ways you can support your child’s success in school.

Make sure your child has
• A quiet place to work with good light.
• A regular time each day for doing homework.
• Basic supplies, such as paper, pencils, pens and markers.
• Aids to good organization, such as an assignment calendar, book bag and folders.

Questions to ask your child
• What did you do in school today?
• What is your assignment today?
• Is the assignment clear? (If not, suggest calling a classmate for assistance.)
• When is it due?
• Do you need special resources to complete your assignment (e.g., dictionary, glue, paint?)
• For a major project, would it help to write out the steps or make a schedule?

Other ways to help
• Review your child’s homework, but don’t do the homework.
• Meet with teachers early in the year and find out about homework policies.
• Review teacher comments on homework that have been returned and discuss them with your child.
• Contact the teacher if there is a homework problem or need you cannot resolve.
• Congratulate your child on a job well done!

Talk - Every conversation you have with your child stimulates the mind and helps to develop vocabulary.

Read - Reading develops imagination and a love for books. It also develops vocabulary and helps to build knowledge.

Write - Encourage your child to try out different types of writing, such as poetry, stories, lists and notes. Writing helps learners generate ideas.

Thank you,

Mr. León
Superintendent

Newark Board of Education

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