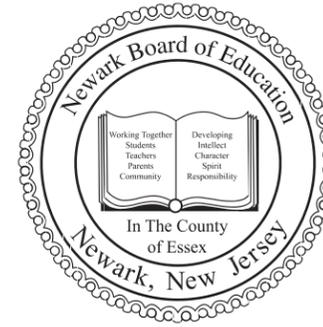


Health & Physical Education

- 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/notebook 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.



Roger León
Superintendent

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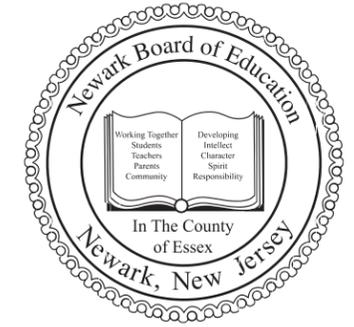
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Through the Lens of Teaching and Learning



Newark Board of Education
765 Broad Street
Newark, NJ 07102

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

- Demonstrate curiosity.
- Tell and retell stories with great detail.
- Ask and answer questions.
- Listen attentively and critically to a variety of speakers.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led).
- Read grade level text accurately, quickly, and with expression.
- Read for enjoyment and for at least 30 minutes daily.
- Read literature, historical events, and scientific ideas.
- Learn how multi-syllabic words work by studying the relationship between sounds and symbols and the construction of words.
- Understand the meaning of key vocabulary in literature and informational text.
- Study root words, prefixes and suffixes and use this knowledge to problem solve unknown words.
- Develop comprehension skills by summarizing, determining author's purposes, drawing conclusions, inferring, questioning, clarifying, predicting and forming opinions.
- Write in a variety of forms for purposes, including science reports, descriptions, essays, stories, and journals.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Compare and contrast a firsthand and secondhand account of the same event or topic.
- Develop writing focus and provide appropriate details to support that focus.
- Organize writing to include an introduction, appropriate transitions, and a conclusion.
- Write simple, compound, complex, and compound-complex sentences accurately.
- Choose punctuation for effect.
- Spell grade-appropriate words correctly, consulting references as needed.
- Develop author's voice.
- Explain the meaning of simple similes and metaphors.
- Use previously learned conventions of Standard English correctly.

- Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.
- Gain familiarity with factors and multiples for whole numbers in the range 1-100.
- Describe, extend and make generalizations about numeric patterns.

- Generalize place value understanding to round multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic including addition and subtraction using the standard algorithm.
- Extend understanding of fraction equivalence and ordering using models, benchmarks and equivalent forms of fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec.
- Represent and interpret data of measurements in fractions of a unit.
- Understand concepts of angle and measure angles.
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- Construct an explanation relating the speed of an object to the energy of that object.
- Provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Predict outcomes about the changes in energy that occur when objects collide.
- Design, test, and refine a device that converts energy from one form to another.
- Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- Describe that light reflecting from objects and entering the eye allows objects to be seen.
- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- Describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- Provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

- Describe patterns of Earth's features.
- Describe that energy and fuels are derived from natural resources and their uses affect the environment.
- Compare multiple solutions to reduce the impacts of natural Earth processes on humans.

- Explain how a democracy relies on people's responsible participation and the implications for how individuals should participate.
- Distinguish the responsibilities and powers of government at various levels and branches of government.
- Summarize historical events based on information gathered from multiple sources.
- Use distinctions among fact and opinion to determine the credibility of sources.
- Engage in academic discussions respectfully with diverse peers.
- On a physical map of North America, use cardinal directions, map scales, key/legend and title to locate and identify important physical features.
- On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states.
- Explain the meaning of the terms continent, country, nation, county, state, province, and city.
- Evaluate competing theories about the origins of people in North America and evidence for dating the existence of early populations in North America to about 15,000 years ago.
- Using maps of historic Native Peoples' culture regions of North America and photographs, identify archaeological evidence of some of the characteristics of major civilizations of this period.
- Trace on a map European explorations of North America and the Caribbean Islands in the 15th and 16th centuries and evaluate the reasons for the voyages and the impact on indigenous people.
- Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, Spanish, and English colonies, including New Jersey and that colonial New Jersey had both free and enslaved Africans in its population.
- Research the demographic origins of New Jersey, such as: the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the wellbeing of the state.
- Using resources such as print and online atlases, or state websites, construct a map of a state that provides information about physical features, important landmarks, national parks, and historic sites and that includes a title, scale, compass, and map key.