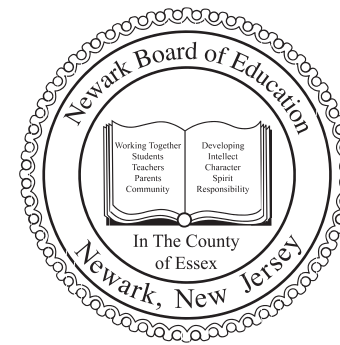


Health & Physical Education

- Explain how health knowledge influences wellness.
- Discuss diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STIs, and HIV/AIDS.
- Explain how mental health impacts one's wellness.
- Compare and contrast forms of mental illness.
- Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.
- Explore the influence of media and social culture on changing body image.
- Identify behaviors of sexual abuse and harassment and techniques for protection.
- Demonstrate ways to treat others with dignity and respect.
- Discuss the impact of adolescent sexual activity and the importance of abstinence.
- Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.
- Discuss the classifications of illegal drugs and controlled substances.
- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- Analyze the characteristics of healthy relationships and discuss factors that help support and sustain it.
- Summarize the benefits of physical activity and fitness.
- Develop the basic skills of various sports such as soccer, football, basketball, hockey, and volleyball.
- Develop cardiovascular endurance and muscular strength through participation in various fitness component /assessments.
- Combine locomotor and manipulative skills in a variety of small-sided practice tasks/games.
- Demonstrate locomotor/non-locomotor skills while manipulating objects.
- Use vocabulary specific to activities, games, or sports.
- Investigate technological advances in physical activity and fitness.
- Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.

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.



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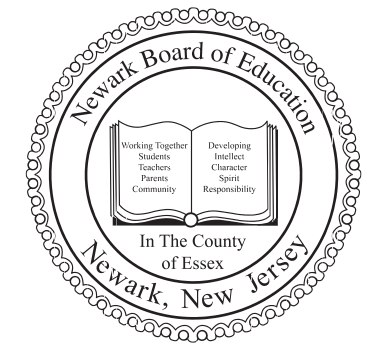
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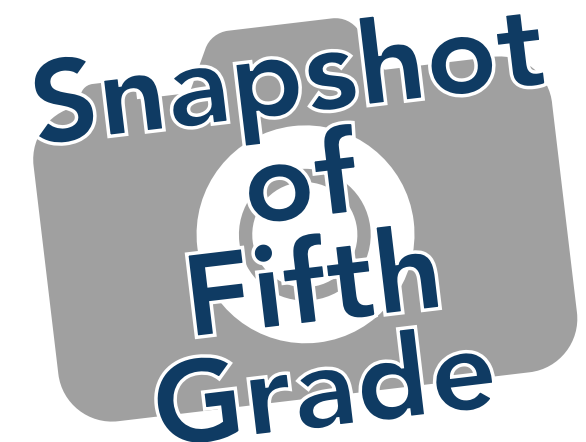
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Through the Lens of Teaching and Learning



Newark Board of Education
765 Broad Street
Newark, NJ 07102

Dear Parents,

Today is an exciting time to be in school. Your child will learn new and exciting things by reading, writing, problem solving, discussing, asking questions, exploring, and learning by doing. We want all students 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

- Look over 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!

Read - Encourage your child to read. Reading develops vocabulary, knowledge, and a love for books.

Write - Encourage your child to try different types of writing, such as poetry, articles, stories, lists, graphic novels, Instagram posts, or anything of interest. Writing helps learners generate ideas.

Thank you,

Mr. León
Superintendent

Language Arts Literacy

- Read a variety of texts, including newspapers, science fiction, history, and scientific texts.
- Read grade level text accurately, quickly, and with expression.
- Read and write daily for 30 minutes.
- Engage in discussions with peers.
- Listen attentively and critically to a variety of speakers.
- Practice public speaking.
- Integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Increase listening, speaking, reading, and writing vocabulary by using context clues; understanding words with more than one meaning; identifying synonyms, antonyms and homophones; and studying root words, prefixes and suffixes.
- Summarize a written text read aloud or presented information.
- Summarize, determine author's purposes, identify literary elements, draw conclusions, infer, question, clarify, predict and form opinions while reading.
- Compare and contrast points of view represented in two or more sources on a related topic.
- Identify genres by their distinctive elements, including fantasy and science fiction.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to determine the meaning of a word.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Write in a variety of forms for purposes, including opinions, essays, narratives, procedural reports, and accounts.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Use language appropriate to the audience and purpose of the writing task.
- Organize ideas for writing.
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use previously learned conventions of Standard English correctly.

Mathematics

- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point.
- Analyze numerical patterns and relationships using given rules.
- Fluently multiply multi-digit whole numbers using multiple solution methods.
- Understand the place value structure of the base-ten

- number system and be able to represent and compare whole numbers and decimals to the thousandths.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
 - Use equivalent fractions, benchmarks, and visual models as strategies to add and subtract fractions with unlike denominators.
 - Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
 - Convert like measurement units within a given measurement system.
 - Represent and interpret data of measurements in fractions of a unit (1/2, 1/4, 1/8).
 - Understand concepts of volume and relate volume to multiplication and to addition.
 - Graph points on the coordinate plane to solve real-world and mathematical problems.
 - Interpret multiplication as scaling by comparing the size of a product and explaining why multiplying a number by a fraction less than 1 results in a smaller product.
 - Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving area and volume.
 - Analyze patterns and relationships.
 - Graph points on the coordinate plane to solve real-world and mathematical problems.
 - Classify two-dimensional figures into categories based on their properties.

Science

- Describe that matter is made of particles too small to be seen.
- Provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- Identify materials based on their properties.
- Determine whether the mixing of two or more substances results in new substances.
- Support an argument that the gravitational force exerted by Earth on objects is directed down.
- Describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Describe the movement of matter among plants, animals, decomposers, and the environment.
- Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Social Studies

- Apply geography and economic knowledge to new learning.
- Engage in academic discussions respectfully with diverse peers.
- Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state Constitutions.
- Identify and demonstrate core democratic principles that guide government, society, and communities.
- Identify how different kinds of historical sources are used to explain events in the past.
- Analyze how individuals and groups during the same historical period differed in their perspectives.
- Discuss the relevance of a source for answering a particular question based upon maker and date.
- Draw on disciplinary concepts to explain the challenges people have faced, and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- Explain the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including the impact of diseases introduced by Europeans in severely reducing Native populations, the differing views on land ownership or use, property rights, and the conflicts between the two groups.
- Describe the origins of slavery, its legal status in all the colonies through the 18th century, and the prevalence of slave ownership, including by many of the country's early leaders, such as: George Washington, Thomas Jefferson, James Madison, and George Mason.
- Describe the Triangular Trade and the harsh conditions of trans-Atlantic voyages for enslaved Africans.
- Compare the different reasons colonies were established.
- Analyze the reasons why English colonists had the strongest influence on the language, political institutions, and political principles of the country that became the United States of America.
- On a map of the United States, locate the first 13 colonies and describe the impact of regional differences in climate on the types of crops that could be grown or harvested.
- Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how enslaved people resisted and sought their freedom.
- Explain the reasons for the French and Indian War and how its costs led to an overhaul of British imperial policy; explain key British policies and the colonial response to them.
- Read the Declaration of Independence, explain its main argument, the reasons given for seeking independence, the meaning of the key ideas on equality and natural and legal rights, and the rule of law.
- Read the Preamble to and sections of the Constitution.
- Read the Bill of Rights and explain the freedoms it guarantees.
- Identify the first three Presidents of the United States.