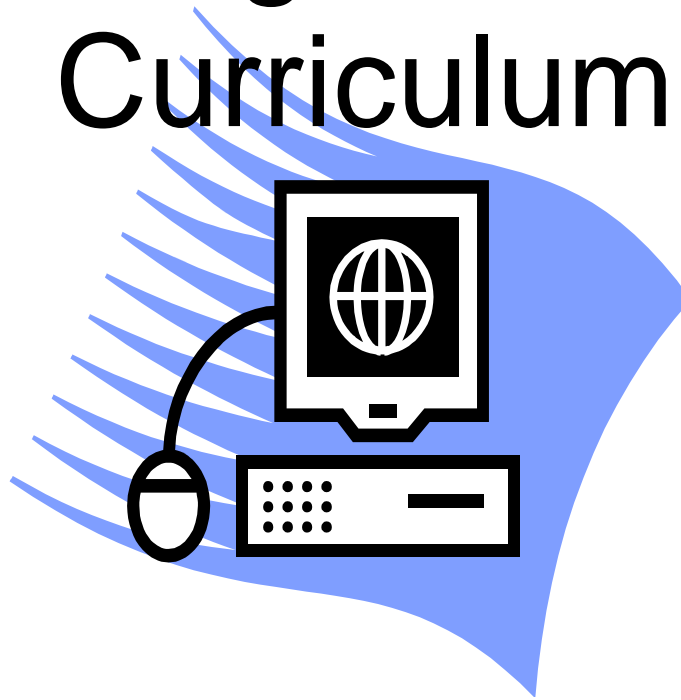


STAFFORD TOWNSHIP SCHOOL DISTRICT
Manahawkin, NJ

Technological Literacy Curriculum



“Aligned to the CCCS 2004”

This Curriculum is reviewed and updated annually as needed

This Curriculum was approved at the Board of Education Meeting
April 30, 2009

MISSION

Stafford Township School District, together with parents and community, shall provide a secure, nurturing environment that promotes a positive self-image through solid educational achievements that promote attainment of the core curriculum content standards and promotes behavior enabling our students to become life-long learners in a technological society

PHILOSOPHY

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 whether college- or workplace bound. Colleges and employers are now demanding that students and employees possess a broad range of computer and information literacy proficiencies. More and more retail purchasing is being done on-line every year, and all but the most menial of positions now require a significant understanding of computer and information literacy.

Using computer applications and technology tools students will conduct research, solve problems, improve learning, achieve goals, and produce products and presentations in conjunction with standards in all content areas, including career education and consumer family, and life skills. They will also develop, locate, summarize, organize, synthesize, and evaluate information for lifelong learning.

Students will be expected to understand the various facets of technology and the design process. They will analyze and evaluate design options and then apply the design process to solve problems. A systems perspective is employed to emphasize the interconnectedness of all knowledge and the impact of technology and technological change. Students will be expected to use technology as it applies to physical systems, biological systems, and information and communication systems. The intent is that all students develop technological literacy and are prepared for the option of further study in the field of technology education.

Standard 8.1 Computer and Information Literacy: All students will use computer applications to gather and organize information and solve problems.

Big Idea: A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.

Essential Questions:

- In a world of constant technological change, what skills should we learn?
- How do I choose which technological tools to use and when is it appropriate to use them?
- How can I transfer what I know to new technological situations/experiences?
- What are my responsibilities for using technology? What constitutes misuse and how can it best be prevented?

Enduring Understandings:

- Technology is constantly changing and requires continuous learning of new skills.
- Selection of technology should be based on personal and/or career needs Benchmark assessment.
- A tool is only as good as the person using it.
- Technology use can have positive or negative impact on both users and those affected by their use.

By the end of grade 1, students will:

1. Use basic technology vocabulary. (CPI 8.1.4.A.1) – computer class
2. Input and access text and data, using appropriate keyboarding techniques or other input devices. (CPI 8.1.4.A.3)- integrated throughout Language Arts curriculum guide grade 1.

Activities:

- Teacher demonstration and modeling
- Basic computer use
- Educational software in spelling, math, critical thinking skills, world language listed below:
 - Millie’s Math House
 - Carnival Countdown
 - Zoo Zillions
 - Student Writing Center
 - I Spy
 - A to Zap
 - Interactive Math Journey
 - Reader Rabbit
 - Arthur’s Birthday
 - Numbers Undercover
 - Sunbuddy Math Playhouse
 - Pooh Print Studio
 - Kid Pix Studio Deluxe

- Treasure Math Storm
- Rosetta Stone
- Everyday Math Games
- Children’s Progress

Benchmark Assessment:

It is important to assess student work at all stages of development through a variety of methods that may include:

- Standardized achievement tests – provide data that establish student levels of performance.
- Teacher generated tests/quizzes (selected response and/or constructed response) – the data will provide information regarding the extent of student learning.
- Authentic benchmark assessment – performance tasks and projects that demonstrate student level of application and competency.
- Student self and peer benchmark assessment – students reflect on, make a judgment and then report on their own or a peer’s behavior and performance.
- Portfolio – collection of student work that exhibits the student’s efforts, progress and achievement.

Building upon knowledge and skills gained in the preceding grade, by the end of grade 2, students will:

1. Produce a simple finished document using word processing software (CPI 8.1.4.A.4) integrated throughout language arts curriculum guide - grade 2.
2. Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help). (CPI 8.1.4.A.2) integrated throughout all curriculum guides, including benchmark testing programs.
3. Use basic computer icons (CPI 8.1.4.A.9) integrated throughout the language arts curriculum guide.

Activities:

- Teacher demonstration and modeling
- Basic computer use
- Educational software in spelling, math, critical thinking skills, world language listed below:
 - Word processing
 - Millie’s Math House
 - Carnival Countdown
 - Zoo Zillions
 - Student Writing Center
 - I Spy
 - A to Zap
 - Interactive Math Journey
 - Reader Rabbit
 - Arthur’s Birthday
 - Numbers Undercover
 - Sunbuddy Math Playhouse

- Pooh Print Studio
- Kid Pix Studio Deluxe
- Treasure Math Storm
- Graph Club
- Interactive Math Journey
- Rosetta Stone
- Everyday Math Games
- Children's Progress

Benchmark Assessment:

It is important to assess student work at all stages of development through a variety of methods that may include:

- Standardized achievement tests – provide data that establish student levels of performance.
- Teacher generated tests/quizzes (selected response and/or constructed response) – the data will provide information regarding the extent of student learning.
- Authentic benchmark assessment – performance tasks and projects that demonstrate student level of application and competency.
- Student self and peer benchmark assessment – students reflect on, make a judgment and then report on their own or a peer's behavior and performance.
- Portfolio – collection of student work that exhibits the student's efforts, progress and achievement.

Building upon knowledge and skills gained in the preceding grade, by the end of grade 3, students will:

1. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template (CPI 8.1.4.A.5) - integrated throughout language arts curriculum guide and science curriculum guide - grade 3.
2. Create and present a multimedia presentation using appropriate software. (CPI 8.1.4.A.6) integrated throughout the social studies curriculum guide - grade 3.
3. Use a graphic organizer (CPI 8.1.4.A.8) integrated throughout the language arts curriculum guide- multiple grade levels.
4. Practice appropriate Internet etiquette. (CPI 8.1.4.B.3) – computer class *Additionally students will be taught about the dangers of cyber bullying.
5. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: (CPI 8.1.4.B.2) integrated throughout language arts curriculum guide - multiple grade levels.

*Additionally students will be taught about the dangers of cyber bullying.

- a) Internet access
- b) Copyrighted materials
- c) On-line library resources
- d) Personal security and safety issues

The following website will be used as a resource when teaching cyber bullying.
www.education.com/topic/school-bullying-teasing/

Activities:

- Teacher demonstration and modeling
- Basic computer use
- Educational software in spelling, math, critical thinking skills, world language such as:
 - Mighty Math Number Heroes
 - Fraction Attraction
 - Word Munchers
 - Storybook Weaver
 - Rosetta Stone
 - Everyday Math Games
- Graphing and designing projects such as:
 - United Streaming
 - Appleworks – collecting and graphing data, creating a scene that tells a story
 - “Student Writing Center” poem with graphic
 - Word Processing
 - Microsoft PowerPoint “My Favorite Things” slideshow
 - Holiday Shopping Project

Benchmark Assessment:

It is important to assess student work at all stages of development through a variety of methods that may include:

- Standardized achievement tests – provide data that establish student levels of performance.
- Teacher generated tests/quizzes (selected response and/or constructed response) – the data will provide information regarding the extent of student learning.
- Authentic benchmark assessment – performance tasks and projects that demonstrate student level of application and competency.
- Student self and peer benchmark assessment – students reflect on, make a judgment and then report on their own or a peer’s behavior and performance.
- Portfolio – collection of student work that exhibits the student’s efforts, progress and achievement.

Building upon knowledge and skills gained in the preceding grade, by the end of grade 4, students will:

1. Create and maintain files and folders. (CPI 8.1.4.A.7) – computer class.
2. Discuss the common uses of computer applications and identify their advantages and disadvantages. (CPI 8.1.4.B.1) – integrated throughout the language arts curriculum guide - grade 4.
3. Recognize the ethical and legal implications of plagiarism of copyrighted materials. (CPI 8.1.4.B.4) – computer class.

4. Recognize the need for accessing and using information. (CPI 8.1.4.B.5) integrated throughout language arts curriculum guide - grades 4-6.
5. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems. (CPI 8.1.4.B.6) – computer class.
6. Locate specific information by searching a database. (CPI 8.1.4.B.7) – integrated throughout the language arts curriculum guide - grade 4.
7. Recognize accuracy and/or bias of information. (CPI 8.1.4.B.8) integrated throughout Language Arts curriculum guide grades 4-6.
8. Solve problems individually and/or collaboratively using computer applications. (CPI 8.1.4.B.9) –computer class.
9. Identify basic hardware problems and solve simple problems. (CPI 8.1.4.B.10) – computer class.

Activities:

- Teacher demonstration and modeling
- Basic computer use
- Educational software in spelling, math, critical thinking skills, world language such as:
 - Mighty Math Number Heroes
 - Fraction Attraction
 - Word Munchers
 - Storybook Weaver
 - Rosetta Stone
 - Everyday Math Games
 - Word processing
- Graphing and designing projects such as:
 - Guided Practice
 - Formatting
 - United Streaming
 - Holiday Shopping Project
 - Microsoft PowerPoint “All About Me” slideshow
 - “Appleworks” creating a spreadsheet & graph corresponding to collected data, creating a book cover

Benchmark Assessment:

It is important to assess student work at all stages of development through a variety of methods that may include:

- Standardized achievement tests – provide data that establish student levels of performance.
- Teacher generated tests/quizzes (selected response and/or constructed response) – the data will provide information regarding the extent of student learning.
- Authentic benchmark assessment – performance tasks and projects that demonstrate student level of application and competency.
- Student self and peer benchmark assessment – students reflect on, make a judgment and then report on their own or a peer’s behavior and performance.

- Portfolio – collection of student work that exhibits the student’s efforts, progress and achievement.

By the end of grade 5, students will:

1. Use appropriate technology vocabulary (CPI 8.1.8.A.1) - multiple settings including computer class and regular classroom.
2. Use common features of an operating system. (e.g., creating and organizing files and folders) (CPI 8.1.8.A.2)
3. Demonstrate effective input of text and data, using touch keyboarding with proper technique. (CPI 8.1.8.A.3) integrated throughout the language arts curriculum guide - grade 5.
4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse. (CPI 8.1.8.A.4) - computer class.
5. Describe and practice safe Internet usage. (CPI 8.1.8.B.4) integrated throughout the language arts curriculum guide - grade 5.
6. Describe and practice “etiquette” when using the Internet and electronic mail (CPI 8.1.8.B.5) - computer class.

*Additionally students will be taught about the appropriate behavior on social-networking and chat room websites, as well as the dangers of cyber bullying.

The following website will be used as a resource:

www.education.com/topic/school-bullying-teasing/

Activities:

- Teacher demonstration and modeling
- Basic computer use
- Educational software in spelling, math, critical thinking skills, world language such as:
 - Word processing
 - Graphing and designing projects
 - Guided practice
 - Formatting
 - Cross-curricular project using the Internet
 - Synergistics Lab
 - Number Maze
 - Carmen Sandiego
 - Excel spreadsheet
 - Appleworks
 - Everyday Math Games
 - United Streaming

Benchmark Assessment:

It is important to assess student work at all stages of development through a variety of methods that may include:

- Standardized achievement tests – provide data that establish student levels of performance.

- Teacher generated tests/quizzes (selected response and/or constructed response) – the data will provide information regarding the extent of student learning.
- Authentic benchmark assessment – performance tasks and projects that demonstrate student level of application and competency.
- Student self and peer benchmark assessment – students reflect on, make a judgment and then report on their own or a peer’s behavior and performance.
- Portfolio – collection of student work that exhibits the student’s efforts, progress and achievement.

Building upon knowledge and skills gained in the preceding grade, by the end of grade 6, students will:

1. Design and produce a basic multimedia project. (CPI 8.1.8.A.8) integrated throughout science curriculum guide - grades 5 & 6.
2. Demonstrate and understanding of how changes in technology impact the workplace and society. (CPI 8.1.8.B.1) integrated throughout the social studies curriculum guide - grades 5 & 6.
3. Construct a simple spreadsheet, enter data, and interpret the information. (CPI 8.1.8.A.7) integrated throughout science curriculum guide - grades 5 & 6.

Activities:

- Teacher demonstration and modeling
- Basic computer use
- Educational software in spelling, math, critical thinking skills, world language
 - Word processing
 - Graphing and designing projects
 - Guided practice
 - Formatting
 - Cross-curricular project using the Internet
 - Synergistics Lab
 - Movie Maker
 - Number Maze
 - Carmen Sandiego
 - Excel spreadsheet
 - Appleworks
 - Everyday Math Games
 - United Streaming

Benchmark Assessment:

It is important to assess student work at all stages of development through a variety of methods that may include:

- Standardized achievement tests – provide data that establish student levels of performance.
- Teacher generated tests/quizzes (selected response and/or constructed response) – the data will provide information regarding the extent of student learning.
- Authentic benchmark assessment – performance tasks and projects that demonstrate student level of application and competency.

- Student self and peer benchmark assessment – students reflect on, make a judgment and then report on their own or a peer’s behavior and performance.
- Portfolio – collection of student work that exhibits the student’s efforts, progress and achievement.

Standard 8.2 Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual society, and the environment.

Big Idea: Technological literacy skills enable learners to adapt to a rapidly changing, man-made world by using problem solving to generate solutions from the conceptual stage to the final product.

Essential Questions:

- Can we control the pace at which technology is created? Should we, even if we can?
- How does technology extend human capabilities? What are the positive and negative consequences of technology? Should technologies that produce negative impact continue to be used?
- When are the most sophisticated tools required and when are the simplest tools best?

Enduring Understandings:

- Technology evolves at an ever accelerating pace based on the needs/wants of society and is influenced by cultural, political and environmental values and constraints.
- Technological outcomes have the potential for anticipated and unanticipated positive and negative results.
- The design process is fundamental to technology and engineering.

By the end of grade 1, students will:

- Nature and Impact of Technology
 - Refer to science standards 5.2 and 5.4
- Design Process and Impact Benchmark Assessment
 - Refer to science standards 5.2 and 5.4
- Systems in the Designed World
 - Refer to science standards 5.2 and 5.4

By the end of grade 2, students will:

- Nature and Impact of Technology
 - Refer to science standards 5.2 and 5.4
- Design Process and Impact Benchmark Assessment
 - Refer to science standards 5.2 and 5.4
- Systems in the Designed World
 - Refer to science Standards 5.2 and 5.4

By the end of grade 3, students will:

- Nature and Impact of Technology
 - Refer to science standards 5.2 and 5.4

- Design Process and Impact Benchmark Assessment
 - Refer to science standards 5.2 and 5.4
- Systems in the Designed World
 - Refer to science standards 5.2 and 5.4

By the end of grade 4, students will:

- Nature and Impact of Technology
 - Refer to science standards 5.2 and 5.4
- Design Process and Impact Benchmark Assessment
 - Refer to science standards 5.2 and 5.4
- Systems in the Designed World
 - Refer to science standards 5.2 and 5.4

By the end of grade 5, students will:

- Describe the nature of technology and the consequences of technological society. (CPI 8.2.8.A.1) integrated throughout the science curriculum guide - grades 5 and 6.
- Describe how components of a technological product, system, or environment interact. (CPI 8.2.8.A.2) integrated throughout the science curriculum guide - grades 5 and 6.
- Select and safely use appropriate tools and materials in analyzing, designing, modeling, or making a technological product, system or environment. (CPI 8.2.8.B.5) integrated throughout the science curriculum guide - grades 5 and 6.

Activities:

- Teacher demonstration and modeling
- Basic computer use
- Educational software in spelling, math, critical thinking skills, world language such as:
 - Word processing
 - Graphing and designing projects
 - Guided Practice
 - Formatting
 - Cross-curricular project using the Internet
 - Synergistics Lab
 - Number Maze
 - Carmen Sandiego
 - Excel Spreadsheet
 - Appleworks
 - Everyday Math Games
 - United Streaming

Benchmark Assessment:

It is important to assess student work at all stages of development through a variety of methods that may include:

- Standardized achievement tests – provide data that establish student levels of performance.

- Teacher generated tests/quizzes (selected response and/or constructed response) – the data will provide information regarding the extent of student learning.
- Authentic benchmark assessment – performance tasks and projects that demonstrate student level of application and competency.
- Student self and peer benchmark assessment – students reflect on, make a judgment and then report on their own or a peer’s behavior and performance.
- Portfolio – collection of student work that exhibits the student’s efforts, progress and achievement.

By the end of grade 6, students will:

1. Describe the nature of technology and the consequences of technological society. (CPI 8.2.8.A.1) integrated throughout the science curriculum guide - grades 5 and 6.
2. Describe how components of a technological product, system, or environment interact. (CPI 8.2.8.A.2) integrated throughout the science curriculum guide - grades 5 and 6.
3. Select and safely use appropriate tools and materials in analyzing, designing, modeling, or making a technological product, system or environment. (CPI 8.2.8.B.5) integrated throughout the science curriculum guide grades 5 and 6.

Activities:

- Teacher demonstration and modeling
- Basic computer use
- Educational software in spelling, math, critical thinking skills, world language such as:
 - Word processing
 - Graphing and designing projects
 - Guided practice
 - Formatting
 - Cross-curricular project using the Internet
 - Synergistics lab
 - Movie Maker
 - Number Maze
 - Carmen Sandiego
 - Excel spreadsheet
 - Appleworks
 - Everyday Math games
 - United Streaming

Benchmark Assessment:

It is important to assess student work at all stages of development through a variety of methods that may include:

- Standardized achievement tests – provide data that establish student levels of performance.
- Teacher generated tests/quizzes (selected response and/or constructed response) – the data will provide information regarding the extent of student learning.
- Authentic benchmark assessment – performance tasks and projects that demonstrate student level of application and competency.

- Student self and peer benchmark assessment – students reflect on, make a judgment and then report on their own or a peer’s behavior and performance.
- Portfolio – collection of student work that exhibits the student’s efforts, progress and achievement.

VOCABULARY

In order to become proficient users of technology and creators of information and ideas, students and teachers must use the correct terminology. Beginning in kindergarten, students are exposed to basic technology vocabulary. The following lists of terms have been developed in accordance with the New Jersey Core Curriculum Content Standards and delineate the progression of vocabulary through the curriculum. Individual grade level lists are not exhaustive, but should be considered as a starting point for using and talking about computer technology.

<u>Kindergarten</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>*6th Continued</u>
arrow keys CD CD drive click close computer enter exit headphone Internet keyboard mouse mouse pad open print printer screen space speaker type website	backspace cancel control ctrl cursor delete desktop double click DVD file folder H: drive icon insert login map (graphic organizer) menu Microsoft minimize monitor password P: drive program quit restart save save as shift shutdown spacebar start tools undo username web (graphic organizer)	bold border copy edit font Google graphic hard drive highlight homepage image menu bar paste search select software style tab text toolbar underline window word processing	acceptable use background cell center cite clipart column copyright data digital camera handle link maximize on-line pull-down print preview right-click resize row server shortcut slide spell check spreadsheet technology textbox WordArt	address alt animation browse bullets .com database document .edu field fill effects .gov homepage http interactive landscape layout line spacing memory multimedia .org plagiarism pop-up portrait search engine scanner virus word wrap right align left align	browser crop cut desktop publishing ethical flip hyperlink network object rotate symbol transition virtual world wide web (www)	acceptable use policy align auto format auto text backup chat clipboard cookies cpu cyber bullying cyberspace directory download e-mail file extensions (doc, xls, pub, ppt, jpg, bmp, gif, wav, avi, mp3, txt, isp, mdb) filename fill filter find and replace footer form formula grammar gridlines group hardware header home directory import internet service provider margins merge *con't	navigation netiquette nudge off-line orientation path peripheral pixel print area public directory query record screen name security shading sort synonym table thesaurus ungroup url user id word count workbook worksheet zoom

Technology Integration in the Classroom:

Integration can be defined as the natural, connective involvement of instructional concepts and the students' learning schemes. When integration is performed correctly, the dividing lines between curriculum and student learning are vague:

(Anderson, 2006, p.16).

LANGUAGE ARTS	
Tools	Possible Activities
Digital Cameras	Insert pictures into narrative or journal
Internet	Explore author websites; gather background information; read, compare & write a book review
PowerPoint	Storyboard
Print Shop	Write a letter, make a card or award for a character; create a calendar to record events
Everyday Mathematics	On-line student reference book and resources
Think Central	Harcourt on-line language arts resource
United Streaming	Gather background information on novel, such as author and setting
Webquests	Extension activities (e.g. folktales, authors)
Word Processing	Poetry Books; summaries of texts, maintain a journal/log; "publish" writer's workshop piece; graphic organizers (e.g. character traits)

MATHEMATICS	
Tools	Possible Activities
Excel	Rainfall/weather graph; pie chart from survey data; Sunrise/Sunset (3rd); Track data (e.g. probability, interest rates, calorie consumption); spend \$1 million
Microsoft Publisher	Create a brochure to review a concept, sell a product, describe a game
PowerPoint	Review games/vocabulary; Jeopardy; World Tour (4th) or American Tour (5th) presentation
Print Shop	Brochure (e.g. shapes, how to work my calculator); menu
Everyday Mathematics	On-line student reference book and resources

SCIENCE	
Tools	Possible Activities
Excel	Graph rainfall, climate, composition; compare estimated/actual measurements
Microsoft Publisher	Brochures
Power Point	Note taking; experiments; culminating project (e.g. human body, ecosystems)
United Streaming	Introduction/extension of content
Virtual field trips	e.g. water cycle, museums, ecosystems
Webquests	e.g. endangered species, global warming

SOCIAL STUDIES	
Tools	Possible Activities
Encarta	Research
Excel	Survey ancestors and record results
Power Point	Multimedia presentations on court cases, Bill of Rights, wars, or geography
United Streaming	Background information/extension activity
Virtual field trips	e.g. countries; war memorials; government
Webquests	e.g. countries, war sites, Underground Railroad
Word Processing	Outlines, graphic organizers (e.g. flow chart)

Curricular Integration

Language Arts

3.1 READING: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

- Interpret simple graphs, charts, and diagrams. (3.1.A.4)
- Use titles, tables of contents, and chapter headings to locate information. (3.1.2A.1)
- Decode unknown words using context clues. (3.1.C.7)
- Answer questions correctly that are posed about stories read. (3.1.D.1)
- Use prior knowledge to make sense of text. (3.1.1E.1)
- Establish a purpose for reading and adjust reading rate. (3.1.1E.2)
- Use pictures as cues to check for meaning. (3.1.1E.3)
- Check to see if what is being read makes sense. (3.1.1E.4)
- Begin to apply study skills strategies (e.g., survey, question, read, recite, and review—SQ3R) to assist with retention and new learning. (3.1.1E.7)
- Comprehend common and/or specific vocabulary in informational texts and literature. (3.1.1F.3)
- Self-monitor when text does not make sense. (3.1.2D.5)
- Employ learned strategies to determine if text makes sense without being prompted. (3.1.2D.6)
- Set purpose for reading and check to verify or change predictions during/after reading. (3.1.3E.1)
- Monitor comprehension and accuracy while reading in context and self-correct errors. (3.1.3E.2)
- Use pictures and context clues to assist with decoding of new words. (3.1.3E.3)
- Develop and use graphic organizers to build on experiences and extend learning. (3.1.3E.4) Identify and locate features that support text meaning (e.g., maps, charts, illustrations). (3.1.4A.3)
- Identify specific words or passages causing comprehension difficulties and seek clarification. (3.1.4E.2)
- Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams). (3.1.4E.3)
- Discuss underlying themes across cultures in various texts. (3.1.4G.1)
- Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e.g., science, social studies). (3.1.4G.2)
- Cite evidence from text to support conclusions. (3.1.4G.3)
- Understand author's opinions and how they address culture, ethnicity, gender, and historical periods. (3.1.4G.4)
- Follow simple multiple-steps in written instructions. (3.1.4G.5)
- Recognize an author's point of view. (3.1.4G.6)
- Identify and summarize central ideas in informational texts. (3.1.4G.7)
- Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading. (3.1.4H.3)

- Activate prior knowledge and anticipate what will be read or heard. (3.1.5E.1)
- Vary reading strategies according to their purpose for reading and the nature of the text. (3.1.5E.2)
- Reread to make sense of difficult paragraphs or sections of text. (3.1.5E.3)
- Make revisions to text predictions during and after reading. (3.1.5E.4)
- Apply graphic organizers to illustrate key concepts and relationships in a text. (3.1.5E.5)
- Distinguish between major and minor details. (3.1.5G.8)
- Make inferences using textual information and provide supporting evidence. (3.1.5G.9)

3.2 WRITING: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

- Create written texts for others to read. (3.2.1D.1)
- Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text. (3.2.1D.2)
- Use graphic organizers to assist with planning writing. (3.2.2A.6)
- Compose readable first drafts. (3.2.2A.7)
- Use everyday words in appropriate written context. (3.2.2A.8)
- Reread drafts for meaning, to add details, and to improve correctness. (3.2.2A.9)
- Focus on elaboration as a strategy for improving writing. (3.2.2A.10)
- Participate with peers to comment on and react to each other's writing. (3.2.2A.11)
- Use a simple checklist to improve elements of own writing. (3.2.2A.12)
- Use computer writing applications during some parts of the writing process. (3.2.2A.13) Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources. (3.2.5B.5)
- Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately. (3.2.5B.6)
- Write nonfiction pieces, such as letters, procedures, biographies, or simple reports. (3.2.2B.4) Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing. (3.2.4A.3)
- Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing. (3.2.4A.4)
- Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice. (3.2.4A.5)
- Review own writing with others to understand the reader's perspective and to consider ideas for revision. (3.2.4A.6)
- Facts and details, and draw from more than one source of information. (3.2.4B.2)
- Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue. (3.2.4B.3)
- Build knowledge of the characteristics and structures of a variety of genres. (3.2.4B.4)
- Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately. (3.2.4B.5)

3.3 SPEAKING: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

- Respond to ideas and questions posed by others. (3.3.1B.1)
- Ask and answer various types of questions. (3.3.1B.2)
- Ask for explanation to clarify meaning. (3.3.2B.1)
- Respond to ideas posed by others. (3.3.2B.2)
- Restate to demonstrate understanding. (3.3.2B.3)
- Identify a problem and simple steps for solving the problem. (3.3.2B.4)
- Listen and follow a discussion in order to contribute appropriately. (3.3.3A.1)
- Stay focused on topic. (3.3.3A.2)
- Take turns. (3.3.3A.3)
- Support an opinion with details. (3.3.3A.4)
- Use details, examples and reasons to support central ideas or clarify a point of view. (3.3.4A.1)
- Stay focused on a topic and ask relevant questions. (3.3.4A.1)
- Take turns without dominating. (3.3.4A.1) Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents. (3.3.5D.1)
- Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement. (3.3.5D.2)
- Use clear, precise, organized language that reflects the conventions of spoken English. (3.3.5D.3)
- Use visuals such as charts or graphs when presenting for clarification. (3.3.5D.4)
- Use props effectively while speaking. (3.3.5D.5)
- Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation. (3.3.5D.6)
- Use verbal and non verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus. (3.3.5D.7)

3.4 LISTENING: All students will listen actively to information from a variety of sources in a variety of sources in a variety of situations.

- Listen and respond appropriately to directions. (3.4.1A.1)
- Follow simple oral directions. (3.4.1B.2)
- Recall information from listening to stories, poems, television, and film. (3.4.1B.3)
- Respond appropriately to questions about stories read aloud. (3.4.1B.5)
- Begin to track print when listening to a familiar text being read or when rereading their own writing. (3.4.1B.6)
- Ask questions for clarification and explanation of stories and ideas heard. (3.4.1B.7)
- Listen critically to identify main ideas and supporting details. (3.4.2A.1)
- Begin to distinguish between types of speech (e.g., a joke, a chat, a warning). (3.4.2A.1)
- Listen and contribute to class discussions. (3.4.2A.1)

- Develop listening strategies (e.g., asking questions and taking notes) to understand what is heard. (3.4.4B.2)
- Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems. (3.4.4B.3)
- Make inferences based on an oral report or presentation. (3.4.4B.4)
- Describe how language reflects specific regions and/or cultures. (3.4.4B.5)
- Follow three-and four-step oral directions. (3.4.4B.6)

3.5 VIEWING AND MEDIA LITERACY: All students will access, view, evaluate, and respond to print, non print, and electronic texts and resources.

- Speculate about visual representations (e.g., pictures, artwork). (3.5.1A.4)
- Use simple graphs and charts to report data. (3.5.1A.5)
- Respond to and evaluate the use of illustrations to support text. (3.5.6A.1)
- Use graphs, charts, and diagrams to report data. (3.5.6A.2)
- Distinguish between factual and fictional visual representations (e.g. political cartoons). (3.5.6A.3)
- Identify the central theme in a movie, film, or illustration. (3.5.6A.4)

Mathematics

4.1 NUMBER AND NUMERICAL OPERATIONS: *All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.*

- How do mathematical ideas interconnect and build on one another to produce a coherent whole?
- How can we compare and contrast numbers?
- One representation may sometimes be more helpful than another; and, used together, multiple representations give a fuller understanding of a problem
- A quantity can be represented numerically in various ways. Problem solving depends upon choosing wise ways.
- Numeric fluency includes both the understanding of and the ability to appropriately use numbers.
- How do mathematical representations reflect the needs of society across cultures?

4.2 GEOMETRY AND MEASUREMENT: *All students will develop spatial sense and ability to use geometric properties, relationships, and measurement to model, describe, and analyze phenomena.*

- How can measurements be used to solve problems?
- What situations can be analyzed using transformations and symmetries?

4.3 PATTERNS AND ALGEBRA: *All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.*

- How can patterns, relations, and functions be used as tools to best describe and help explain real-life situations?
- How can we use mathematical models to describe physical relationships?
- How can we use physical models to clarify mathematical relationships?

4.4 DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS: *All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.*

- How can attributes be used to classify data/objects?
- Grouping by attributes (classification) can be used to answer mathematical questions.
- How can the collection, organization, interpretation, and display of data be used to answer questions?

4.5 MATHEMATICAL PROCESSES: *All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.*

- Recognize that mathematics is used in a variety of contexts outside of mathematics.
- Apply mathematics in practical situations and in other disciplines.

- Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards).
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- Analyze and evaluate the mathematical thinking and strategies of others.
- Use the language of mathematics to express mathematical ideas precisely.
- Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information.
- Use graphing calculators and computer software to investigate properties of functions and their graphs.
- Use calculators as problem-solving tools (e.g., to explore patterns, to validate solutions).
- Use computer software to make and verify conjectures about geometric objects.
- Use computer-based laboratory technology for mathematical applications in the sciences.

Social Studies

6.1 SOCIAL STUDIES SKILLS: *All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.*

- Apply terms related to time including past, present, and future.
- Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).
- Retell events or stories with accuracy and appropriate sequencing.
- Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper).
- Organize events in a time line.
- Distinguish between an eyewitness account and a secondary account of an event.
- Distinguish fact from fiction.
- Assess the credibility of primary and secondary sources.
- Analyze data in order to see persons and events in context.

6.2 CIVICS: *All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities and roles of a citizen in the nation and the world.*

- Explain that a responsibility means something you must or should do.
- Explore basic concepts of diversity, tolerance, fairness, and respect for others.
- Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo).
- Participate in activities such as dance, song, and games that represent various cultures.
- Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.
- Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.
- Explain why it is important to understand diverse peoples, ideas, and cultures.
- Explain that even within a culture, diversity may be affected by race, religion, or class.
- Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.
- Examine common and diverse traits of other cultures and compare to their own culture.
- Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.
- Define stereotyping and discuss how it impacts self-image and interpersonal relationships.

6.3 WORLD HISTORY: *All students will demonstrate knowledge of World History in order to understand life and events in the past and how they relate to the present and the future.*

- Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:
- Early hominid development, including the development of language and writing
- Migration and adaptation to new environments
- Differences between wild and domestic plants and animals
- Locations of agricultural settlements
- Differences between hunter/gatherer, fishing, and agrarian communities
- Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).

6.4 UNITED STATES/NEW JERSEY HISTORY: All students will demonstrate knowledge of United States/New Jersey history in order to understand life and events in the past and how they relate to the present and future.

- Tell about their family heritage using stories, songs, and drawings.
- Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.
- Describe situations in which people from diverse backgrounds work together to solve common problems. Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.
- Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.

6.5 ECONOMICS: All students will acquire an understanding of key economic principles.

- Explain how the products individuals eat, wear, and use impact their health and safety and the environment.
- Identify various forms of currency (e.g., penny, nickel, quarter, dollar).
- Explain what it means to "save" money.
- Identify various jobs and explain how workers in these jobs receive income for their work.
- Compare ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.
- Describe the role credit plays in the economy and explain the difference in cost between cash and credit purchases.
- Compare and contrast various careers, examining educational requirements and costs, salary and benefits, longevity, impact on society and the economy, and demand.

6.6 GEOGRAPHY: All students will apply understanding of knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

- Explain that the globe is a model of the earth and maps are representations of local and distant places.

- Recognize that the relationship of the Earth to the sun affects weather conditions, climate, and seasons. Describe the role of resources such as air, land, water, and plants in everyday life.
- Describe the impact of weather on everyday life.
- Act on small-scale, personalized environmental issues such as littering and recycling, and explain why such actions are important.
- Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time).
- Estimate distances between two places on a map using a scale of miles.
- Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development.
- Differentiate between living and non-living natural resources.
- Explain the nature, characteristics, and distribution of renewable and non-renewable resources.
- Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location.
- Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
- Predict effects of physical processes and changes on the Earth.
- Discuss how the community and its environment function as an ecosystem.

Science

5.1 SCIENCE PRACTICES: *Science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.*

- Use outcomes of investigations to build and refine questions, models, and explanations.
- Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments.
- Use basic science terms and topic-related science vocabulary.
- Identify and use basic tools and technology to extend exploration in conjunction with science investigations.
- Measure, gather, evaluate, and share evidence using tools and technologies.
- Communicate and justify explanations with reasonable and logical arguments.
- Communicate with other children and adults to share observations, pursue questions, and make predictions and/or conclusions.
- Revise predictions or explanations on the basis of learning new information.
- Represent observations and work through drawing, recording data, and “writing.”
- Actively participate in discussions about student data, questions, and understandings.
- Demonstrate how to safely use tools, instruments, and supplies.

5.2 PHYSICAL SCIENCES: *Physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.*

- Sort and describe objects based on the materials of which they are made and their physical properties.
- Determine the weight and volume of common objects using appropriate tools.
- Calculate the density of objects or substances after determining volume and mass.
- Predict and explain what happens when a common substance, such as shortening or candle wax, is heated to melting and then cooled to a solid.
- Compare, citing evidence, the heating of different colored objects placed in full sunlight.
- Present evidence that represents the relationship between a light source, solid object, and the resulting shadow.
- Draw and label diagrams showing several ways that energy can be transferred from one place to another.
- Illustrate and explain what happens when light travels from air into water.

5.3 LIFE SCIENCES: *Life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.*

- Describe the requirements for the care of plants and animals related to meeting their energy needs.
- Compare how different animals obtain food and water.
- Illustrate the flow of energy (food) through a community.
- Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.
- Predict the biotic and abiotic characteristics of an unfamiliar organism's habitat.
- Describe similarities and differences in observable traits between parents and offspring.
- Describe how similar structures found in different organisms (e.g., eyes, ears, mouths) have similar functions and enable those organisms to survive in different environments.

5.4 EARTH SCIENCES SYSTEMS: Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe.

- Formulate a general description of the daily motion of the Sun across the sky based on shadow observations. Explain how shadows could be used to tell the time of day.
- Identify patterns of the Moon's appearance and make predictions about its future appearance based on observational data.
- Analyze and evaluate evidence in the form of data tables and photographs to categorize and relate solar system objects (e.g., planets, dwarf planets, moons, asteroids, and comets).
- 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.
- Describe Earth materials using appropriate terms, such as hard, soft, dry, wet, heavy, and light.
- Create a model to represent how soil is formed.
- Categorize unknown samples as either rocks or minerals.
- Predict the types of ecosystems that unknown soil samples could support based on soil properties.
- Locate areas that are being created (deposition) and destroyed (erosion) using maps and satellite images.

Visual & Performing Arts

AESTHETICS 1.1: All students will apply aesthetic knowledge in the creation of and in response to dance, music, theater, and visual arts.

- Compare and contrast culturally and historically diverse works of art that evoke emotion and communicate cultural meaning/interpretation.
- Use imagination to create a story based on an arts experience that communicates an emotion or feeling in each of the art forms
- Distinguish patterns in nature found in works of art.

PERFORMANCE 1.2: All students will utilize those skills, media, methods, and technologies appropriate to the creation, performance, and presentation of dance.

- Move the body in a variety of ways, with and without music.
- Participate in simple sequences of movements.
- Create and perform planned and improvised movement sequences using the elements of dance with and without musical accompaniment, to communicate meaning around a variety of themes.
- Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

PERFORMANCE 1.2: All students will utilize those skills, media, methods, and technologies appropriate to the creation, performance, and presentation of music.

- Participate in and listen to music from a variety of cultures and times.
- Clap, sing or play on pitch from basic notation in the treble clef with consideration of pitch, rhythm, dynamics and tempo.
- Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.

PERFORMANCE 1.2: All students will utilize those skills, media, methods, and technologies appropriate to the creation, performance, and presentation of theater.

- Use memory, imagination, creativity and language to make up new roles and act them out.
- Participate in and listen to stories and dramatic performances from a variety of cultures and times.
- Portray characters demonstrating logical story sequence, given circumstances, plot, thematic intent, and informed character choices.
- Demonstrate planning, persistence and problem solving skills while working independently, or with others, during the creative process.
- Use vocabulary to describe various art forms, artists and elements in the visual arts.
- Create more recognizable representations as eye-hand coordination and fine motor skills develop.
- Employ basic verbal and visual art vocabularies and demonstrate knowledge of materials, tools and methodologies used in the creation of visual story telling.

ELEMENTS AND PRINCIPLES 1.3: All students will demonstrate an understanding, of the elements and principles of dance.

- Analyze both formal and expressive aspects of time, shape, space, and energy and differentiate basic choreographic structures in various dance works.

ELEMENTS AND PRINCIPLES 1.3: All students will demonstrate an understanding, of the elements and principles of music.

- Categorize families of instruments and identify their associated musical properties.
- Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

ELEMENTS AND PRINCIPLES 1.3: All students will demonstrate an understanding, of the elements and principles of visual art.

- Compare and contrast works of art in various mediums that utilize the same art elements and principles of design.
- Recognize the main subject or theme in works of dance, music, theater, and visual art.

ARTS HISTORY/CULTURE 1.5: All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

- Identify characteristic theme-based artworks, such as family and community, from various historical periods and world cultures.

World Language

All students will be able to use a world language in addition to English to engage in meaningful conversations, understand and interpret the spoken and written language, and present information, concepts, and ideas while gaining an understanding of the perspectives of other cultures. They will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- Recognize familiar words and phrases spoken or written contained in culturally authentic electronic information sources related to targeted themes.
- Compare and contrast the use of verbal and non-verbal etiquette in the target culture with one's own culture in the use of gestures, intonation, and other cultural practices.
- Compare and contrast the main idea and theme and the main characters and setting in readings from age-appropriate, culturally authentic selections.
- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
- Use language in a variety of settings to further personal, academic, and career goals.
- Present orally or in writing information from age-appropriate, culturally authentic selections.
- Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.
- Describe in writing people and things from the home/school environment.
- Tell or retell stories from age-appropriate, culturally authentic selections orally or in writing.

Career & Life Sciences

9.1 21st CENTURY LIFE SKILLS: *All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.*

- Apply critical thinking and problem solving skills in classroom and family settings.
- Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- Demonstrate effective use of communication and media during classroom activities.

9.2 PERSONAL FINANCIAL LITERACY: *All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.*

- Explain the difference between a career and a job and identify various jobs in the community and related earnings.
- Identify potential sources of income and their limitation
- Distinguish between cash, check, credit card, and debit card.
- Distinguish between saving and investing.
- Compare and contrast advertising facts vs. advertising claims.

9.3 21st CENTURY CAREER AWARENESS, EXPLORATION & PREPARATION: *All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.*

- Identify various life roles and civic and work-related activities in the school, home, and community

Health & Physical Education

2.1 WELLNESS: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- Summarize information about food found on product labels.
- Differentiate between healthy and unhealthy eating practices.
- Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- Compare and contrast nutritional information on similar food products in order to make informed choices.
- Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- Identify community helpers who assist in maintaining a safe environment.
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Compare and contrast how individuals and families attempt to address basic human needs.
- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

2.2 INTEGRATED SKILLS: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- Express needs, wants, and feelings in health- and safety-related situations.
- Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
- Determine ways parents/guardians, peers, technology, culture, and the media influence health decisions.
- Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- Predict situations that may challenge an individual's core ethical values.
- Explain the impact of participation in different kinds of service projects on community wellness.
- Develop a position about a health issue in order to inform peers.
- Determine the validity and reliability of different types of health resources.

2.3 DRUGS AND MEDICINES: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.

- Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

2.4 HUMAN RELATIONSHIPS AND SEXUALITY: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- Compare and contrast [different kinds of families](#) locally and globally.
- Compare and contrast how families may change over time.
- Compare and contrast the physical differences and similarities of the genders.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

Accommodations for Special Education Students as Specified in Their IEP & for English Language Learners

Access to Special Equipment and Instructional Materials

- Calculator.
- Tape recorder/CD player.
- Slant board.
- Special pens, pencils and paper.
- Computer.
- FM systems.
- Communication board /augmentative communication devices.

Class Work Curricular Procedures

- Allow additional time to complete work.
- Assist in organizing materials.
- Cue students attention.
- Functional or practical emphasis (specify in IEP).
- Limit oral reading unless student volunteers.
- Modify reading assignments.
- Modify writing requirements.
- Ongoing monitoring of work produced during class.
- Peer tutoring or partner learning.
- Preferential seating.
- Provide alternate content objectives (specify in IEP).
- Provide copies of class notes.
- Provide organizational aids (folders, schedules).
- Provide repetition/practice.
- Provide student a daily schedule/established routine.
- Provide study guides.
- Reading assistance in content area.
- Reduce content objectives.
- Reduce length/number of written assignments.
- Review, restate and repeat directions.
- Simplify verbal/.written directions.
- State expectations clearly.
- Teach to learner's auditory style.
- Teach to learner's multi sensory style.
- Teach to learner's visual style.

Facilitating Appropriate Behavior

- Assign activities which require some movement.
- Avoid the use of confrontational techniques.
- Consistently enforce school rules.

- Designate a “time-out” location within the classroom.
- Encourage student to accept responsibility for behavior.
- Ignore minor annoying behaviors.
- Involve parents/guardians to coordinate approach.
- Minimize situations that the student may perceive as embarrassing.
- Monitor levels of tolerance and be mindful of signs of frustration.
- Provide clear and concise classroom expectation and consequences.
- Provide student with alternative.
- Reinforce student for appropriate behaviors.
- Speak privately, without the audience of peers, to student about inappropriate behavior.
- Use praise generously.
- Check for student behavior plan.

Homework

- Homework assignment book checked by special education mainstream teacher(s) and parent/guardian daily.
- Reduce length of assignments.
- Reduced alternative reading work.
- Reduced alternative written work.
- Time in school to complete.

Modifying Test

- Allow open book tests/open note tests (circle).
- Allow student to edit a “first draft” on essay questions and grade final edited copy.
- Allow student to give answers orally.
- Allow student to type.
- Allow student to make corrections on returned tests for additional credit.
- Allow test to be given by special education teacher.
- Allow use of instructional aids (calculator, computer, etc.).
- Improve font/spatial organization of test.
- Math tools for tests (fact chart, number line calculator).
- Minimize essay questions.
- Modify test format.
- Modify the content of the test.
- Retake failed tests using alternative strategies.
- Test only on key concepts.
- Time of test determined by instructor.
- Use word banks.

Modifying the Environment

- Frequently check the organization of the student’s notebook.
- Help keep the student’s work area free of unnecessary materials.

- Monitor the student's use of his/her assignment sheet.
- Provide a specific place for turning in completed assignments.
- Provide opportunities for movement/activity change.
- Seat student in an area free of distractions.
- Use checklists to help the student get organized.
- Use preferential seating.
- Use study carrels.

Modifying the Grading

- Allow for spelling errors.
- Grade determined through collaboration of general/special education teacher.
- Modify homework/class work expectations.

Modifying the Presentation of Materials

- Assign tasks at an appropriate reading level.
- Break assignment into segments of shorter tasks.
- Cue student by calling his/her name before asking questions.
- Familiarize student with any new vocabulary before beginning the lesson.
- Frequently check on progress of independent work.
- Give additional presentations by varying the methods using repetition, simpler explanations, more examples and modeling.
- Give written directions to supplement verbal directions.
- Highlight important concepts to be learned in text of material.
- Monitor the student's comprehension of language used during instruction.
- Provide a checklist for long, detailed tasks.
- Provide clear and well defined worksheets.
- Provide clear, concise directions and concrete examples for homework/class work assignments.
- Provide due date on written assignments.
- Provide graph paper for math computation.
- Reduce the number of concepts presented at one time.
- Student qualifies for Books on Tape.
- Use concrete examples of concepts before teaching the abstract.
- Utilize manipulative, hands-on activities.
- Utilize visual aids such as charts and graphs.

Instructional Strategies and Techniques that Address Learning Style

- Multi-sensory approach.
- Stress visual presentation.
- Stress auditory presentation.
- Modify written expectations.
- Provide positive reinforcement.
- Provide support/encouragement.
- Provide structured environment.

- Set clear limits and consequences.
- Use concrete examples.
- Simplify directions.
- Provide repetition and practice.
- Allow frequent activity changes.
- Provide small group instruction.
- Reduce work increments.
- Set short-term goals.
- Preferential seating.
- Use study carrels to increase concentration.
- Seat in area of minimal distraction.
- Model skills/techniques to be mastered.
- Have student repeat directions.
- Utilize peer buddy as needed.

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