

LANGUAGE ARTS LITERACY CURRICULUM

SPEAKING LISTENING VIEWING AND MEDIA LITERACY

K-6

**Revised
2008-2009**

NORTH WARREN CLUSTER:
BLAIRSTOWN, FRELINGHUYSEN, AND KNOWLTON
ELEMENTARY SCHOOLS
NORTH WARREN REGIONAL MIDDLE SCHOOL

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<p>Content</p>	<p>SPEAKING (3.3) Discussion (small group and whole class) (3.3 A) Questioning (Inquiry) and Contributing (3.3 B) Word Choice (3.3 C) Oral Presentation (3.3 D)</p>
<p>Essential Questions</p>	<p>1. Why is it important that I make sense when I talk?</p>
<p>NJCCCS</p>	<p>3.1, 3.3, 3.4, 1.2</p>
<p>Skills/ Proficiencies</p>	<p><u>Discussion (small group and whole class)</u> Share experiences and express ideas one-to-one or in small groups. Participate in conversations with peers and adults on familiar topics. React to stories, poems, and songs. Use social conventions of language (ex. body language, gestures, tone...).</p> <p><u>Questioning (Inquiry) and Contributing</u> Share in conversation with others. Ask and answer various types of questions.</p> <p><u>Word Choice</u> Use language to describe feelings. Suggest rhyming words during word play.</p> <p><u>Oral Presentation</u> Sing familiar songs and rhymes to promote oral language development. <i>(Vis. and Perf. Arts 1.2)</i></p>
<p>Suggested Activities</p>	<p><u>Discussion</u> Show and tell. Share personal experiences (weekend, vacation, fun...). Teacher-guided role play. <i>(Vis. and Perf. Arts 1.2)</i> Orally present feelings about stories, poems, and songs. Play charades to express nouns and action verbs. <i>(Vis. and Perf. Arts 1.2)</i> Interview an adult about his/her job. Role play characters from a story. <i>(Vis. and Perf. Arts 1.2)</i> Sing songs. <i>(Vis. and Perf. Arts 1.2)</i></p>

<p>Suggested Activities</p>	<p><u>Questioning</u> Problem solve with peers and/or small group. Take a survey asking questions of classmates. Take a poll of everyday events.</p> <p><u>Word Choice</u> Choose a feeling and discuss when students might exhibit it. When reading a story, ask how characters felt at different times. Working with a partner, choose a word family and take turns rhyming words.</p> <p><u>Oral presentation</u> Sing songs. (<i>Vis. and Perf. Arts 1.2</i>) Choral read rhymes. (<i>Vis. and Perf. Arts 1.2</i>) Recite rhymes.</p>
<p>Assessments/ Performance Indicators</p>	<p>Observation Question/answer Oral assessment</p>
<p>Benchmark Assessment</p>	<p>Students will be able to share experiences and express ideas.</p>
<p>Resources/ Materials</p>	<p>Reading series Library books Big books Variety of songs, rhymes, and poems Survey questions Feelings chart www.nj.gov/education/aps/cccs</p>

<p>Content</p>	<p>LISTENING (3.4) Active Listening (3.4 A) Listening Comprehension (3.4 B)</p>	
<p>Essential Questions</p>	<p>1. Why should I listen when someone else speaks?</p>	
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4, 1.2</p>	
<p>Skills/ Proficiencies</p>	<p><u>Active Listening</u> Listen fully to understand instructions or hear daily messages. Listen to identify main characters and events in stories. Listen to rhymes and songs to begin developing an understanding of letter/sound relationships.</p> <p><u>Listening Comprehension</u> Listen attentively to books read aloud. Answer questions correctly about books read aloud. Listen to expand and enrich vocabulary (ex. poetry...).</p>	
<p>Suggested Activities</p>	<p><u>Active Listening</u> Play “Simon Says.” Play “Mother, May I?” using directional words. Have students repeat intercom announcements. Role play/imitate a main character from a book or story. (<i>Vis. and Perf. Arts 1.2</i>) Design a diorama to show a story event. (<i>Vis. and Perf. Arts 1.2</i>) Listen to rhymes and songs. Teacher models letter/sound relationships and students repeat.</p> <p><u>Listening Comprehension</u> Read a story and ask questions: before, during and after questions retell the beginning, middle, and end of a story (summarize) predict what might happen using prior knowledge Define a teacher-chosen word. Recall synonyms or antonyms for a teacher-chosen word. Interactive notebook – Teacher stops while reading a story and students immediately respond to the text by writing, drawing...Discussion is then held.</p>	
<p>Assessments/ Performance Indicators</p>	<p>Observation Question/answer</p>	<p>Oral assessment Interactive notebook</p>
<p>Benchmark Assessment</p>	<p>Students will be able to listen attentively to a book being read aloud.</p>	
<p>Resources/ Materials</p>	<p>Reading series Library books Big books</p>	<p>Variety of songs, rhymes, and poems www.nj.gov/education/aps/cccj</p>

Content	<p>VIEWING AND MEDIA LITERACY (3.5) Constructing Meaning (3.5 A) Visual and Verbal Messages (3.5 B)</p>	
Essential Questions	<p>1. What is media?</p>	
NJCCCS	<p>3.1, 3.2, 3.3, 3.4, 3.5, 1.1, 1.2, 8.1</p>	
Skills/ Proficiencies	<p><u>Constructing Meaning</u> Make predictions and respond to media contexts (ex. films, streaming video, news broadcasts, TV commercials, distance learning and radio...) Discuss favorite characters from books, films, and television. Retell the story from visual representation in sequence (ex. video streaming). Distinguish between “pretend” and “real” in the media.</p> <p><u>Visual and Verbal Messages</u> Show understanding of purpose for pictures in books. Examine the effects of visual arts (ex. pictures, symbols, digital images) on one’s mood and emotions.</p>	
Suggested Activities	<p><u>Constructing Meaning</u> React to different media contexts by stopping in the middle and having students predict the ending. Create a slidestrip on <i>MaxWrite</i> (computer program) to retell a story. <i>(Technology 8.1)</i> View media programs to compare realistic situations to “pretend” ones.</p> <p><u>Visual and Verbal Messages</u> Read a book without sharing the pictures. Have students create their own pictures and then bind them into a book. <i>(Vis. and Perf. Arts 1.2)</i> Share a variety of visual arts and discuss the feelings evoked. <i>(Vis. and Perf. Arts 1.1)</i> Use mood posters. Have students point to the face that represents how they feel as they view some form of media.</p>	
Assessments/ Performance Indicators	<p>Observation Question/answer Oral assessment</p>	
Benchmark Assessments	<p>Students will be able to respond to various forms of media.</p>	
Resources/ Materials	<p>Reading series Library books Big books <i>MaxWrite</i> computer program</p>	<p>Variety of posters, art prints, photos, digital images..... Videos, mood poster www.nj.gov/education/aps/cccs</p>

Content	SPEAKING (3.3) Discussion (small group and whole class) (3.3 A) Questioning (Inquiry) and Contributing (3.3 B) Word Choice (3.3 C) Oral Presentation (3.3 D)
Essential Questions	1. How do I speak so that others understand what I mean?
NJCCCS	3.1, 3.3, 3.4, 1.2, 4.5
Skills/ Proficiencies	<p><u>Discussion (small group and whole class)</u> Speak in compound sentences. Offer personal opinions in discussion and retell personal experiences. Role-play situations and dramatize story events. (<i>Vis. and Perf. Arts 1.2</i>) Share experiences with a group of peers. Wait turn to speak. Participate in conversations with peers and adults on familiar topics. Use social conventions of language (ex. body language, gestures, tone...).</p> <p><u>Questioning (Inquiry) and Contributing</u> Respond to ideas and questions posed by others. Contribute information, ideas, and experiences to classroom inquiry. Ask and answer various types of questions.</p> <p><u>Word Choice</u> Use new vocabulary learned from fiction/nonfiction text and classroom experiences. Use descriptive words to clarify and extend ideas. (ex. antonyms, synonyms...). Suggest rhyming words during word play.</p> <p><u>Oral Presentation</u> Recite poems, stories, or rhymes (ex. favorite nursery rhymes). Participate in choral reading to develop phonemic awareness, oral language, and fluency. Retell a story to check for understanding.</p>

<p>Suggested Activities</p>	<p><u>Discussion</u> Have Show and Tell with student-generated rules (ex. no interruptions...) Perform dramatizations (ex. Character Education...)(<i>Vis. and Perf. Arts 1.2</i>) Hold Buddy talks. Cut simple sentence strips to combine into compound sentences to orally present. Tape record conversations, then listen to them. Practice phone etiquette. Engage in conversation with guest speakers.</p> <p><u>Questioning</u> Buddy project – Take an oral survey and convert it into a graph. (<i>Math 4.5</i>) Personal profile – Older students question younger students (ex. age, favorite color, family members...). Teacher-generated questions. Peer-generated questions. Who, what, when, where, why questions generated by students to peers. Share time Interviews</p> <p><u>Word Choice</u> “Quiz, Quiz, Trade” – Each student receives a card with a vocabulary word written on it. Everyone partners up. Students read the other’s vocabulary word and use it in a sentence. They switch cards, find a new partner and repeat the activity. This allows students to see and use a number of words in context. Recite nursery rhymes. Partner activity - Expand simple sentences to include descriptive words.</p> <p><u>Oral Presentation</u> Recite poems, stories, and rhymes. Do choral reading. Retell a story read by the class. Sing the <i>Days of the Week</i> song. (<i>Vis. and Perf. Arts 1.2</i>) Say the months of the year in order. Dramatizations(<i>Vis. and Perf. Arts 1.2</i>) Put on puppet shows. (<i>Vis. and Perf. Arts 1.2</i>)</p>	
<p>Assessments/ Performance Indicators</p>	<p>Teacher observation Question/answer</p>	<p>Retell a story Oral assessment rubric</p>
<p>Benchmark Assessment</p>	<p>Students will be able to converse on a topic.</p>	
<p>Resources/ Materials</p>	<p>Reading series Library books Big books Variety of songs, rhymes, and poems Survey questions Puppet theater</p>	<p>www.poetry4kids.com www.poetry.com www.kidsread.com www.shelsiverstein.com www.nj.gov/education/aps/cccc</p>

Content	LISTENING (3.4) Active Listening (3.4 A) Listening Comprehension (3.4 B)
Essential Questions	1. What do I have to do to listen well?
NJCCCS	3.1, 3.2, 3.3, 3.4, 3.5, 1.2
Skills/ Proficiencies	<u>Active Listening</u> Listen and respond appropriately to multi-step directions. Listen to hear initial, final, and middle sounds in words. Listen to a spoken word to produce another word that rhymes with it. Listen to identify main characters and events in stories. <u>Listening Comprehension</u> Listen to make predictions about stories read aloud. Follow oral direction to perform specific tasks to answer questions or to solve problems. Recall information from stories, poems, television, and film. Respond to questions about stories read aloud. Ask questions for clarification and explanation of stories and ideas heard. Listen to a familiar text being read to begin tracking print. Make judgments based on information from the speaker. Listen to expand and enrich vocabulary (ex. poetry).
Suggested Activities	<u>Active Listening</u> Teacher claps a pattern and students duplicate it. Students listen to teacher-directed instructions to draw a picture (ex. one tree, three flowers...). “I say, you say” – Teachers says “b-a-t;” students respond with “bat.” Teacher reads a poem and leaves out the rhyming word; students supply the word. After listening to stories, students fill in a chart about the characters and events.

<p>Suggested Activities</p>	<p><u>Listening Comprehension</u> Role play characters after listening to a story. (<i>Vis. and Perf. Arts 1.2</i>) Listen to stories from a variety of genres and sources (ex. videos, audio tapes, TV...), and recall information to answer questions about the stories. Discuss <i>Weekly Reader</i> stories. Listen to a story and create an art project based upon it. (<i>Vis. and Perf. Arts 1.2</i>) Use Big Books and have students track with a pointer. Use a Guided Reading Beach Ball to ask questions about stories. Use puppets to retell a story.</p>
<p>Assessments/ Performance Indicators</p>	<p>Teacher observation Question/answer Retell a story</p>
<p>Benchmark Assessment</p>	<p>Students will be able to listen to a story and answer a teacher-generated question.</p>
<p>Resources/ Materials</p>	<p>Reading series Library books in a variety of genres Big books Puppet theater <i>Weekly Reader</i> Videos, audio tapes, TV shows www.nj.gov/education/aps/cccs</p>

<p>Content</p>	<p>VIEWING AND MEDIA LITERACY (3.5) Constructing Meaning (3.5 A) Visual and Verbal Messages (3.5 B) Living with Media (3.5 C)</p>
<p>Essential Questions</p>	<p>1. What do different kinds of media tell me?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5, 1.2, 4.5</p>
<p>Skills/ Proficiencies</p>	<p><u>Constructing Meaning</u> Interpret graphs and charts to report data. Recognize the work of a favorite illustrator (ex. distinctive use of color, style...). Compare and contrast media characters. Make predictions and respond to media contexts (ex. films, streaming video, news broadcasts, TV commercials, distance learning and radio...). Retell the story from an uncomplicated visual representation in sequence (ex. video streaming). Distinguish between “pretend” and “real” in the media.</p> <p><u>Visual and Verbal Messages</u> Interpret messages in simple advertisements. Recognize that media messages have different purposes. Examine the effects of visual arts (ex. pictures, symbols, digital images) on one’s mood and emotions.</p> <p><u>Living with Media</u> Express preferences for media choices.</p>
<p>Suggested Activities</p>	<p><u>Constructing Meaning</u> Make class graphs of favorite foods, birthdays...then discuss the results. <i>(Math 4.5)</i> Use author-illustrator series (ex. Eric Carle, Tomie DePaola, Jan Brett...) to learn to recognize the work of a specific illustrator. Invite an author-illustrator to visit. Role play “pretend” and “real” situations presented in the media. <i>(Vis. and Perf. Arts 1.2)</i> Create TV commercials, news broadcasts...Videotape them if possible, and show to class for discussion. Cut out simple advertisements from magazines and newspapers; Discuss and create posters. View a media program. Periodically stop to make predictions. View a media program. Determine factual and fictional elements in it.</p>

<p>Suggested Activities</p>	<p><u>Visual and Verbal Messages</u> Compare advertisements for similar products (ex. Legos and Binnacles). View media to determine the purpose (entertainment, education, persuasion...). View visual arts (pictures, digital images...). Have students hold up popsicle stick faces (happy, sad, scared...) to reflect their emotions. Read and recognize different purposes of messages in the <i>Weekly Reader</i>.</p> <p><u>Living with Media</u> Students draw a picture of their favorite media and present it to the class. During Show and Tell, students orally express their media preference.</p>
<p>Assessments/ Performance Indicators</p>	<p>Teacher observation Question and answer</p>
<p>Benchmark Assessment</p>	<p>Students will be able to draw a picture of their favorite media and explain why it is their favorite.</p>
<p>Resources/ Materials</p>	<p>Reading series Library books in a variety of genres Sets of author-illustrator books (Eric Carle, Jan Brett, Tomie DePaola...) Big books Puppet theater <i>Weekly Reader</i> Videos, audio tapes, TV shows Variety of posters, art prints, photos, digital images..... Newspapers and magazines Guest speaker www.nj.gov/education/aps/cccs</p>

<p>Content</p>	<p>SPEAKING (3.3) Discussion (small group and whole class) (3.3 A) Questioning (Inquiry) and Contributing (3.3 B) Word Choice (3.3 C) Oral Presentation (3.3 D)</p>
<p>Essential Questions</p>	<p>1. How do I speak so that others will listen and understand what I say?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4, 1.2, 5.5, 6.1</p>
<p>Skills/ Proficiencies</p>	<p><u>Discussion (small group and whole class)</u> Elaborate on experiences and ideas. Stay focused on a topic of discussion. Offer personal opinions related to topics of discussion. Role-play situations and dramatize story events. (<i>Vis. and Perf. Arts 1.2</i>) Wait turn to speak. Participate in conversations with peers and adults. Use social conventions of language (ex. body language, gestures, tone..).</p> <p><u>Questioning (Inquiry) and Contributing</u> Ask for explanation to clarify meaning. Restate to demonstrate understanding. Respond to ideas and questions posed by others. Contribute information, ideas, and experiences to classroom inquiry.</p> <p><u>Word Choice</u> Use new vocabulary learned from fiction/nonfiction text and classroom experiences. Use descriptive words to clarify and extend ideas. (ex. antonyms, synonyms...). Recognize and discuss how authors use words to create vivid images. Recite short poems.</p> <p><u>Oral Presentation</u> Participate in a dramatization or role play. (<i>Vis. and Perf. Arts 1.2</i>) Understand the importance of looking at an audience. Talk about an experience or work sample in front of a small group. Participate in choral reading to develop phonemic awareness, oral language, and fluency.</p>

<p>Suggested Activities</p>	<p><u>Discussion</u></p> <p>Share personal experiences (ex. vacations, weekend activities...) in small groups. Whole group activity: Bring in an object from home that has meaning and tell about it. (ex. a picture, a toy...).</p> <p>Dramatize a known story for a lower grade. <i>(Vis. and Perf. Arts 1.2)</i></p> <p>Role play situations to demonstrate taking turns, manners...<i>(Vis. and Perf. Arts 1.2)</i></p> <p>Identify a problem in a story and discuss steps to solve it.</p> <p>Present a personal experience (ex. vacation..) to the class.</p> <p><u>Questioning</u></p> <p>Create a “Mystery Bag” and play a question and answer game to guess what’s in the bag.</p> <p>Read a story then restate the main idea for the group.</p> <p><u>Word Choice</u></p> <p>Write new vocabulary words in a student dictionary and use them when speaking in appropriate content areas. <i>(Social Studies 6.1, Science 5.5)</i></p> <p>Read various authors’ books to model their word choice by creating vivid images.</p> <p>Have students mimic their styles.</p> <p>Recite short poems.</p> <p>Play antonym/synonym games to extend ideas.</p> <p><u>Oral Presentation</u></p> <p>Dramatize a short play. <i>(Vis. and Perf. Arts 1.2)</i></p> <p>Attend a play and discuss the importance of the actors looking at the audience.</p> <p>Read a story or journal entry to a small group.</p> <p>Draw a picture and tell about it in front of the class. <i>(Vis. and Perf. Arts 1.2)</i></p> <p>Choose a short poem to chorally read.</p> <p>Read aloud from the anthology or content area text to develop fluency. <i>(Social Studies 6.1, Science 5.5)</i></p>	
<p>Assessments/ Performance Indicators</p>	<p>Teacher observation Question/answer Teacher-generated rubric</p>	
<p>Benchmark Assessment</p>	<p>Students will be able to elaborate on experiences while speaking.</p>	
<p>Resources/ Materials</p>	<p>Reading series Library books Classroom library Variety of poems and short plays Student dictionary</p>	<p>Puppet theater www.poetry4kids.com www.poetry.com www.kidsread.com www.shelsilverstein.com www.nj.gov/education/aps/cccs</p>

<p>Content</p>	<p>LISTENING (3.4) Active Listening (3.4 A) Listening Comprehension (3.4 B)</p>
<p>Essential Questions</p>	<p>1. How can I listen and understand what someone says?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4, 2.2, 5.5, 6.1</p>
<p>Skills/ Proficiencies</p>	<p><u>Active Listening</u> Listen critically to identify main ideas and supporting details. Distinguish between types of speech (ex a joke, a chat, a warning...). Listen and contribute to small group and class discussions. Identify rhythms and patterns of language (ex. alliteration, onomatopoeia, rhyme, repetition...). Recognize and respond to the rich and varied language of literature (ex. Listen to poetry or classic literature). Listen to identify main characters and events in stories.</p> <p><u>Listening Comprehension</u> Develop a strong listening vocabulary to aid comprehension and oral and written language growth. Follow oral directions to perform specific tasks to answer questions or solve problems. Make judgments based on information from the speaker.</p>
<p>Suggested Activities</p>	<p><u>Active Listening</u> Listen to teacher read a story and complete a story web to identify the main ideas and details. Present various types of speech (ex. jokes, riddles, warnings...) in print format. Students guess what format they are. “Situation Cards” – Teacher writes various situations on index cards. Students read the cards and discuss possible solutions to the problems. (Character Ed) <i>(Health 2.2)</i> Hold class discussions about stories, content of Social Studies or Science texts.... <i>(Social Studies 6.1, Science 5.5)</i> Read poems or stories with the rhythm and patterns of language. Read poems or stories then draw or write a response; share with class. Literature circles Use Guided Reading Beach Balls to discuss story elements.</p>

<p>Suggested Activities</p>	<p><u>Listening Comprehension</u> Make a craft by following oral directions. Create a word wall, a poster, or bulletin board of new vocabulary words. Use it to expand listening vocabulary. Play “What Would You Do?” – Teacher describes a situation and asks students to tell what they would do. Share <i>Scholastic News</i> articles. Discuss main ideas/details and make judgments.</p>
<p>Assessments/ Performance Indicators</p>	<p>Teacher observation Question/answer</p>
<p>Benchmark Assessment</p>	<p>Students will be able to listen to a story and identify the main character, the main idea, supporting details and events.</p>
<p>Resources/ Materials</p>	<p>Reading series Library books Classroom library Variety of poems <i>Scholastic News</i> www.poetry.com www.kidsread.com www.nj.gov/education/aps/cccs</p>

<p>Content</p>	<p>VIEWING AND MEDIA LITERACY (3.5) Constructing Meaning (3.5 A) Visual and Verbal Messages (3.5 B) Living with Media (3.5 C)</p>
<p>Essential Questions</p>	<p>1. How can I use different media to learn?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5, 1.2</p>
<p>Skills/ Proficiencies</p>	<p><u>Constructing Meaning</u> Speculate about characters, events, and settings in book, film, video streaming, and television. Discuss use of visual representations to support a message (ex. props, scenery...). Identify the target audience for a particular program, story, or advertisement. Retell the story from a visual representation in sequence (ex. video streaming, story boards, cartoons...). Distinguish between factual and fictional visual presentations. Interpret graphs and charts to report data. Recognize the work of a favorite illustrator (ex. distinctive use of color, style...). Make predictions and respond to media contexts (ex. films, streaming video, news broadcasts, TV commercials, distance learning and radio...).</p> <p><u>Visual and Verbal Messages</u> Use a simple rubric to judge media products. Recognize that media messages are created for a specific purpose (ex. to inform, entertain, persuade...). Interpret messages in simple advertisements. Examine the effects of visual arts (ex. pictures, symbols, digital images) on one’s mood and emotions.</p> <p><u>Living with Media</u> Express preferences for media choices.</p>
<p>Suggested Activities</p>	<p><u>Constructing Meaning</u> “Become the Character” - Role play a character in a book. Someone interviews the character. (<i>Vis. and Perf. Arts 1.2</i>) Dramatize a play. Discuss the props, scenery, and costumes needed to get the message across. Create an advertisement for a product and identify the target audience.</p>

<p>Suggested Activities</p>	<p><u>Constructing Meaning</u> (cont'd.)</p> <p>View a media program and discuss whether it is factual or fictional. Periodically stop and make predictions.</p> <p>Conduct an "Illustrator Study." Discuss a specific illustrator's style, use of color...Then create a web with the information.</p> <p>Retell a media story in sequence using a graphic organizer or storyboard.</p> <p>Make graphs or charts containing information from various media presentations.</p> <p>Share with the class.</p> <p><u>Visual and Verbal Messages</u></p> <p>View two media versions on the same topic. Use a simple rubric to evaluate each and discuss the results.</p> <p>View various media messages and have students decide whether the purpose was to entertain, inform, persuade...</p> <p>Examine pictures, digital images, symbols...Have students identify the emotion they each evoke.</p> <p>Give small groups a few advertisements to examine to determine their meaning.</p> <p>Share results with other groups.</p> <p><u>Living with Media</u></p> <p>Students draw a picture and write a few sentences about their favorite media.</p> <p>Present to class.</p>
<p>Assessments/ Performance Indicators</p>	<p>Teacher observation Question/answer Teacher-made rubric</p>
<p>Benchmark Assessment</p>	<p>Students will be able to make predictions using various media messages.</p>
<p>Resources/ Materials</p>	<p>Library books Videos, DVD's CD's CD Roms Computer programs Variety of posters, prints, photos, digital images... Magazines Newspapers www.nj.gov/education/aps/cccs</p>

<p>Content</p>	<p>SPEAKING (3.3) Discussion (small group and whole class) (3.3 A) Questioning (Inquiry) and Contributing (3.3 B) Word Choice (3.3 C) Oral Presentation (3.3 D)</p>
<p>Essential Questions</p>	<p>1. How does sharing information aloud help me learn?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4, 1.2</p>
<p>Skills/ Proficiencies</p>	<p><u>Discussion (small group and whole class)</u> Listen and follow a discussion in order to contribute appropriately. Stay focused on topic. Wait turn to speak. Support an opinion with details. Elaborate on experiences and ideas. Role-play situations and dramatize story events. Speak in complex sentences. Use social conventions of language (ex. body language, gestures, tone).</p> <p><u>Questioning (Inquiry) and Contributing</u> Develop appropriate questions to explore a topic. Restate to demonstrate understanding. Identify a problem and simple steps for solving the problem. Respond to ideas and questions posed by others. Contribute information, ideas, and experiences to classroom inquiry.</p> <p><u>Word Choice</u> Use vocabulary related to a particular topic. Adapt language to persuade, explain, or seek information. Use new vocabulary learned from fiction/nonfiction text and classroom experiences. Use figurative language creatively when speaking. Recite short poems. Use descriptive words to clarify and extend ideas (ex. antonyms, synonyms).</p>

<p>Skills/ Proficiencies</p>	<p><u>Oral Presentation</u></p> <p>Use pictures (ex. illustrations, electronic media) to support an oral presentation. Revise presentations based on feedback from peers and teacher. Use strategies to prepare, rehearse, and deliver an oral presentation, such as word choice, expression, eye contact, and volume. Participate in <i>Reader's Theatre</i>. Read aloud with fluency. Participate in a dramatization or role play. Practice looking at an audience while giving an oral presentation. Participate in choral reading to develop oral language, and fluency. Talk about an experience or work sample in front of a small group.</p>
<p>Suggested Activities</p>	<p><u>Discussion</u></p> <p>Use literature circle/guided reading groups with specific roles to facilitate discussion. Give small groups a topic to discuss. Give each child a red or green card. When each new speaker discusses the topic, students hold up a green card as long as they stay on topic. If a speaker wanders off topic, the other members hold up a red card. Use Think-Pair-Share structure to solve a problem. Teacher poses a problem to the students. Each student in the partnership will share his or her ideas about how to solve the problem with each other. Partners will share out their ideas with the whole class. Act out parts of a story. (<i>Vis. and Perf. Arts 1.2</i>) Play "Convince Me"- Teacher provides a persuasive topic to discuss (Should students have a snack? Wear uniforms? Have more recess?). When students provide an opinion on the topic, teacher says, "Convince me," and elicits details and examples from students. "Tell Me More"- Students share a true story from their journal relaying a personal experience. Classmates ask questions by saying, "Tell me more about..." to allow student to elaborate on parts of his or her story.</p> <p><u>Questioning</u></p> <p>Set up concept/question board for each thematic unit where students can list questions they have about the unit's concept. Groups will meet to discuss questions to add to the board. After the questions have been added, groups will brainstorm answers and then share them aloud with the whole class. Responses will then be added to concept/question board. Students answer a question asked by the teacher. Then they share their response with a partner. The partner then retells the answer to their partner to ensure understanding. Use comprehension cubes/guided reading balls in literature circle/guided reading groups. This allows students to orally respond to questions in small-group setting.</p>

<p>Suggested Activities</p>	<p><u>Word Choice</u></p> <p>Have students choose their favorite poem to recite. Have students in the class pick out the key words they heard. Talk about why the author used the word choice.</p> <p>Play “Mad Libs” and read them aloud with various responses by the students. Discuss how the different word choice changed the meanings of the sentences. Choose a “word of the week” and reward students who use it appropriately throughout the week.</p> <p>Create a “Persuasive Language” chart. Discuss words that are strong language used to persuade (clearly, obviously, without a doubt, undeniably...) and add them to the chart.</p> <p>Create a “Transition Words” chart. Discuss how transition words are helpful for the clarity of sequence when speaking.</p> <p><u>Oral Presentation</u></p> <p>Read and act out a tale. (<i>Vis. and Perf. Arts 1.2</i>)</p> <p>Post a small message on the board or overhead to have the students recite daily. This can be a portion of a story, a short poem, or just a message to students. Have a designated “share chair” and allow students to sit in the chair and share from their journal. Students may also field questions from classmates to further explain their work.</p> <p>Reader’s conference - Teacher listens to child read aloud to check for fluency.</p>
<p>Assessments/ Performance Indicators</p>	<p>Small group discussion Whole class discussion Partner discussion Literature circle/guided reading running record Comprehension cubes/guided reading balls</p>
<p>Benchmark Assessment</p>	<p>Students will be able to recite a short poem aloud.</p>
<p>Resources/ Materials</p>	<p>Reading series Leveled readers Trade books Library books Poems Mad Libs <i>Reader’s Theater</i> www.nj.gov/education/aps/cccs</p>

<p>Content</p>	<p>LISTENING (3.4) Active Listening (3.4 A) Listening Comprehension (3.4 B)</p>
<p>Essential Questions</p>	<p>1. How does a listener understand a message?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4</p>
<p>Skills/ Proficiencies</p>	<p><u>Active Listening</u> Exchange information through verbal and nonverbal messages. Listen to identify main characters and events in stories. Listen critically to identify main ideas and supporting details. Identify rhythms and patterns of language (ex. alliteration, onomatopoeia, rhyme, repetition). Distinguish between types of speech (ex. a joke, a chat, a warning.....). Recognize and respond to the rich and varied language of literature (ex. listen to poetry or classic literature.....).</p> <p><u>Listening Comprehension</u> Listen to a story read aloud and/or information from television, computer, Internet or film, and summarize main ideas. Paraphrase information shared by others. Connect messages heard to prior knowledge and experiences.</p>
<p>Suggested Activities</p>	<p><u>Active Listening</u> Listen to a recorded poem on tape or CD and identify repetition, alliteration, and/or onomatopoeia. Read a poem with a clear rhyme scheme and leave out the second rhyming word. Have students call out the rhyming word that they think belongs. Make a “Main Idea/Supporting Details” chart. As teacher reads, students will identify the main idea and supporting details that they hear. Play “Quiz-Quiz Trade.” Write out short passages on cards that are either jokes, warnings, questions, exclamations, etc. In partners, one child reads the passage and the partner tells what type of speech it is. The second partner does the same thing and then the partners switch cards and look for a new partner. The process repeats with a new partner. Read a story aloud and have students create a class-wide story map on chart paper. Listen to a classic version of a fairy tale (<i>Beauty and the Beast, Cinderella, etc.</i>) and have students discuss similarities and differences with modern versions of those fairy tales.</p>

<p>Suggested Activities</p>	<p><u>Listening Comprehension</u></p> <p>In guided reading groups, have students read one page of a story at a time and then have group members summarize what was heard after each page.</p> <p>In partners, students read passages to each other. One partner reads the passage and the other one paraphrases what was read. Then the other partner repeats this process.</p> <p>Use individual wipe-off boards during read-aloud of story. Ask students to write down a text-to-self connection that they make to the text heard. Then have students share their connection with a partner.</p>
<p>Assessments/ Performance Indicators</p>	<p>Small group discussion Whole class discussion Partner discussion Literature circle/guided reading group running record</p>
<p>Benchmark Assessment</p>	<p>Students will be able to listen and respond to text.</p>
<p>Resources/ Materials</p>	<p>Reading series Leveled readers Trade books Library books Variety of poems and fairy tales Books on tape/CD www.nj.gov/education/aps/cccs</p>

<p>Content</p>	<p>VIEWING AND MEDIA LITERACY (3.5) Constructing Meaning (3.5 A) Visual and Verbal Messages (3.5 B) Living with Media (3.5 C)</p>
<p>Essential Questions</p>	<p>1. What message is the media sending?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5, 1.2, 1.4, 5.5, 6.1, 8.1</p>
<p>Skills/ Proficiencies</p>	<p><u>Constructing Meaning</u> Demonstrate an understanding of different media forms and how they contribute to communication. Identify the central theme and main ideas in different media (ex. television, podcasts...). Distinguish different points of view in media texts. Make predictions and respond to media contexts (ex. films, streaming video, broadcasts, TV commercials, distance learning and radio...). Speculate about characters, events, and settings in book, film, and television. Retell the story from a visual representation in sequence (ex. video streaming, story boards, cartoons). Distinguish between factual and fictional visual presentations. Interpret graphs and charts to report data. Recognize the work of a favorite illustrator (ex. distinctive use of color, style...). Discuss use of visual representations to support a message (ex. props, scenery...). Identify the target audience for a particular program, story, or advertisement.</p> <p><u>Visual and Verbal Messages</u> Discuss the effects of visual arts on one’s mood and emotions (ex. impact on cultural and global understanding). Interpret messages found in advertisements. Recognize that media messages are created for a specific purpose (ex. to inform, entertain, persuade...). Use a simple rubric to judge media products.</p> <p><u>Living with Media</u> Choose the most appropriate media for a presentation. Examine and evaluate effects of media on the family, home, school, and community. Express preferences for media choices.</p>

Suggested Activities

Constructing Meaning (Technology 8.1)

- View various media selections on television and internet and discuss the reason they were created (to inform, to persuade, to entertain...).
- Read internet news headlines from different sources and compare them for a central theme.
- Discuss a current event or news announcement with class. View a blog, podcast, or message board and compare it to another internet source or television news program. Discuss the different points of view presented on the current event from different media or authors.
- Create a "Predictions/Modifications" chart. Prior to viewing a media source, students make predictions about what the media is going to be about. During the viewing, students stop and evaluate predictions and modify them accordingly. Students will also make new predictions.
- Have students view a film and then stop in various places to allow for students to speculate about the characters or events.
- Watch a streaming video on a current science or social studies topic. Have students retell in a paragraph the information they learned. Share with the class.
(*Social Studies 6.1, Science 5.5*)
- Play "Fact or Fiction." Give students different colored cards that say either fact or fiction. Show various media presentations and have students hold up appropriate card for the presentation.
- View a graph and have students share information learned from the graph.
- View various picture books with illustrations and have students identify favorite illustrators. After choosing a favorite, student will trace or recreate a favorite illustration, share it with the class, and explain why he or she chose that particular illustrator. (*Vis. and Perf. Arts 1.2, 1.4*)
- View written and electronic advertisements for various products, and have the students determine who the target audience is and why they think so. For example, show ads for kids' products, toys, grocery stores, cars, business products...

Visual and Verbal Messages

- View a funny cartoon and a serious public service message. Discuss with the students what type of emotional reaction they have to the media samples. How did the sample affect their mood? What emotional response did it create?
- Provide examples of print, internet, and television advertisements. Have students determine what the message behind the advertisement is. For example, an advertisement for a hair product might send the message that a person should desire clean, nice-smelling hair, or an advertisement for a truck sends the message that owning a truck makes you "tough" or "manly."
- View various media selections on television and internet and discuss reasons they are created (to inform, to persuade, to entertain...).
- Students create a rubric for media based on what they think makes a media sample valuable. Students will then compare various media using their rubric.

<p>Suggested Activities</p>	<p><u>Living with Media</u> (<i>Technology 8.1</i>)</p> <p>Present a report on a topic in some form of electronic media. (Create a podcast, PowerPoint presentation, video, etc.)</p> <p>Interview an older family member regarding his/her use of media as a child, as a younger adult, and as an older adult. Find out how media has changed the way this person functions at home, at school, and at work.</p> <p>Have students keep a media log for a week. Students write down whenever they watch TV, watch movies, use the computer, or play video games. After a week, students share their logs and create a classroom graph showing the amount of media usage to determine preferences.</p>
<p>Assessments/ Performance Indicators</p>	<p>PowerPoint Presentation</p> <p>Podcasts, Blogs, Message board posts</p> <p>Interview</p> <p>Media log</p> <p>Group discussions</p> <p>Class discussion</p>
<p>Benchmark Assessment</p>	<p>Students will be able to determine the purpose of a media type.</p>
<p>Resources/ Materials</p>	<p>Picture books</p> <p>Advertisements</p> <p>Internet sources</p> <p>Television sources</p> <p>Film sources</p> <p>Radio sources</p> <p>Newspapers</p> <p>www.nj.gov/education/aps/cccs</p>

<p>Content</p>	<p>SPEAKING (3.3) Discussion (small group and whole class) (3.3 A) Questioning (Inquiry) and Contributing (3.3 B) Word Choice (3.3 C) Oral Presentation (3.3 D)</p>
<p>Essential Questions</p>	<p>1. How does a speaker communicate so others will listen and understand the message?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4, 1.2, 5.5, 6.4</p>
<p>Skills/ Proficiencies</p>	<p><u>Discussion (small group and whole class)</u> Use details, examples and reasons to support central ideas or clarify a point of view. Stay focused on a topic and ask relevant questions. Take turns without dominating. Listen and follow a discussion in order to contribute appropriately. Elaborate on experiences and ideas. Role-play situations and dramatize story events. Speak in complex sentences. Use social conventions of language (ex. body language, gestures, tone...).</p> <p><u>Questioning (Inquiry) and Contributing</u> Develop questioning techniques (ex. who, what, where, when, why and how). Use interview techniques to develop inquiry skills. Explain concepts by describing, narrating, or explaining how and why things happen. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning. Reflect on and evaluate information learned as a result of the inquiry. Solve a problem or demonstrate understanding of a task through group collaboration. Respond to ideas and questions posed by others.</p> <p><u>Word Choice</u> Use convincing dialogue to role play short scenes involving familiar situations or emotions. Use appropriate vocabulary to support or clarify a message. Recite longer poems and/or famous quotations. Adapt language to persuade, explain, or seek information. Use new vocabulary learned from literature and classroom experiences. Use descriptive words to clarify and extend ideas (ex. antonyms and synonyms). Use figurative language creatively when speaking. Use varied sentence structure and correct grammar.</p>

<p>Skills/ Proficiencies</p>	<p><u>Oral Presentation</u> Speak for a variety of audiences and purposes (ex. persuasion, information, entertainment). Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supporting details, and a closing statement. Use notes or other memory aids to structure a presentation. Maintain audience interest during formal presentation, incorporating adequate volume, proper pacing, and clear enunciation. Participate in a dramatization or role-play across the curriculum. Demonstrate understanding of and use criteria for a rubric to improve an oral presentation. Participate in <i>Readers' Theatre</i>. Participate in choral reading to develop oral language and fluency. Read aloud with fluency. Revise presentations based on feedback from peers and teacher.</p>
<p>Suggested Activities</p>	<p><u>Discussion</u> Hold a debate. Discuss the pros and cons of a particular current event. (<i>Social Studies 6.4</i>) Create scenarios for the students to act out (role playing). (<i>Vis. and Perf. Arts 1.2</i>) Give the students examples of simple sentences. Ask them to expand the sentence in order to create examples of complex sentences. Hand out cards that contain a sentence to the students. They choose a tone in which to read the sentence. The rest of the class can record the tone that was used.</p> <p><u>Questioning</u> Read newspaper articles in class. Ask the students to answer the 5 W's. Interview an older person. (For example, ask them: How has communication changed over time?) The students need to develop a list of questions to ask for their interview. Ask the students to do a "how to" writing. While listening to student presentations in class, ask the students that are listening to write down questions that they have for the speaker. Also, encourage the listeners to jot down three points of interest and/or three things they have learned from the presentation. Utilize rubrics in class to help the students to reflect on and evaluate their learning. During science class, split the students into small groups. Conduct an experiment. After the group completes the experiment, they will be required to reflect on the results of the experiment and demonstrate their understanding orally. (<i>Science 5.5</i>) During oral presentations, the current speaker should be required to answer (to the best of his/her ability) the pertinent questions that the listeners ask.</p>

<p>Suggested Activities</p>	<p><u>Word Choice</u></p> <p>Write down familiar scenarios on strips of paper. Split the students into small groups. The students will be encouraged to role play the scenarios using convincing dialogue. (<i>Vis. and Perf. Arts 1.2</i>)</p> <p>During the study of science, social studies...units, the students will be able to use the appropriate vocabulary to demonstrate their understanding. (<i>Science 5.7, Social Studies 6.4</i>)</p> <p>Celebrate National Poetry Month in April.</p> <p>Recite poetry or longer quotations (such as the <i>Preamble of the Constitution</i>).</p> <p>Act out poems in class. (<i>Vis. and Perf. Arts 1.2</i>)</p> <p>As a book report assignment, ask the students to “sell or promote” the book they have read.</p> <p>Have a “Word of the Day”. The teacher will encourage his/her students to use the word in their everyday conversations. A small prize could be awarded when students are “caught” using the word correctly.</p> <p>Practice expanding sentences as a class. For example, write a basic sentence on the chalkboard (The cat ran). Hand out 5-10 strips of paper to each student. Have them write one word on each strip of paper. Use the remaining strips for more descriptive words (to add to the basic sentence). Move the strips around to vary the structure of the sentence. Share the new sentences with the class.</p> <p>Encourage students to use sticky notes while they are reading their independent reading book. Ask them to find examples of figurative language to share with the class.</p> <p><u>Oral Presentation</u></p> <p>Conduct “How To” presentations. The students choose a topic and explain how to make a sandwich, make a bed, etc.</p> <p>Once a marking period, use book talks to share various genres of literature. Require students to organize themselves with index cards when preparing for oral presentations.</p> <p>During oral presentations, the students in the audience will use a rubric to rate the presenter's volume, pacing and enunciation (fluency).</p> <p>Students could dramatize a period in history (Boston Tea Party, Washington’s surprise attack on Trenton, etc.). (<i>Vis. and Perf. Arts 1.2</i>)</p> <p>Use Storyworks plays for <i>Reader’s Theatre</i>. (<i>Vis. and Perf. Arts 1.2</i>)</p> <p>Ask students to chorally read a paragraph in their current story.</p>	
<p>Assessments/ Performance Indicators</p>	<p>Oral presentations Evaluation using rubrics Group discussion Plays/Readers Theatre Individual fluency assessments</p>	<p>Choral reading Teacher-created scenarios for role play Conduct group experiments/group collaboration Scenario role play to evaluate focus on topic</p>
<p>Benchmark Assessment</p>	<p>The student will be able to prepare and present an oral presentation to an audience.</p>	
<p>Resources/ Materials</p>	<p><i>Storyworks</i> magazine Poetry anthologies Variety of book genres for book talks</p>	<p>Newspapers Oral Presentation and fluency rubrics Science/Social Studies texts www.nj.gov/education/aps/cccs</p>

<p>Content</p>	<p>LISTENING (3.4) Active Listening (3.4 A) Listening Comprehension (3.4 B)</p>
<p>Essential Questions</p>	<p>1. How does a listener understand a message?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5</p>
<p>Skills/ Proficiencies</p>	<p><u>Active Listening</u> Listen actively for a variety of purposes (ex. enjoyment, obtaining information...) Listen attentively and critically to a variety of speakers by taking notes. Recognize and analyze persuasive techniques while listening. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker’s message. Exchange information through verbal and nonverbal messages. Recognize and respond to rich and varied language (ex. listen to poetry or classic literature).</p> <p><u>Listening Comprehension</u> Demonstrate competence in listening through comprehension of a story, interview, or oral report of an event or incident. Develop listening strategies (ex. asking questions and taking notes) to understand what is heard. Demonstrate competence in listening by interpreting and applying received information to new situations and solving problems. Make inferences based on an oral report or presentation. Relate the content heard to prior knowledge and ask factual and interpretive questions. Interpret vocabulary gained through listening. Paraphrase information shared by others. Follow oral directions to perform specific tasks to answer questions or solve problems. Make judgments based on information from the speaker.</p>
<p>Suggested Activities</p>	<p><u>Active Listening</u> Read aloud daily. Invite guest speakers into your classroom. Require the students to jot down notes. Students will be asked to use a rubric to evaluate oral book reports. Conduct interviews. Students create book advertisements that encourage other students to read a particular book. As the students present their advertisements, the audience is required to write down the most convincing part of the presentation.</p>

<p>Suggested Activities</p>	<p><u>Active Listening (cont'd.)</u> While listening to student presentations in class, ask the students to write down questions they have for the speaker. Also, encourage the listeners to jot down three points of interest and/or three things they have learned from the presentation. Hold discussions in class. Respond in writing. Share a variety of genres with your class.</p> <p><u>Listening Comprehension</u> After reading a new chapter in a read aloud book, ask the students to respond using journals. Students could demonstrate their comprehension of a story through the use of a graphic organizer (Venn Diagram, story element charts, story maps...). During oral presentations, the audience should take notes and record any questions they have for the speaker. Ask each student to evaluate the speaker using a rubric. Encourage students to make text to text connections or text to world connections to demonstrate their abilities to problem solve and apply learned information to new situations. Prior to presenting oral book reports, the audience could be asked to make inferences about the book based on a picture from the story. Present biography book reports. After students listen to the report, they will be asked to jot down inferences they have about the person's life and character. Use KWL charts for a new area of study. Model the use of context clues while reading a story aloud. After an assembly that features a guest speaker, have the students write a newspaper article based on the information they learned. Provide opportunities for students to follow multi-step oral directions. Reflect on information gained during a presentation in student journals. Share thoughts.</p>	
<p>Assessments/ Performance Indicators</p>	<p>Rubrics Interviews Journal writing/reflections Discussion KWL charts</p>	<p>Written response Evaluation of notes Venn Diagrams/Story Maps Book reports</p>
<p>Benchmark Assessment</p>	<p>The students will be able to demonstrate their understanding of a speaker's presentation through the use of writing.</p>	
<p>Resources/ Materials</p>	<p>Assemblies Guest speakers Classroom novels (a variety of genres) Journals</p>	<p>Presentation and/or evaluation rubrics Graphic organizers Books on tape www.nj.gov/education/aps/cccs</p>

<p>Content</p>	<p>VIEWING AND MEDIA LITERACY (3.5) Constructing Meaning (3.5 A) Visual and Verbal Messages (3.5 B) Living with Media (3.5 C)</p>
<p>Essential Questions</p>	<p>1. What message is the media conveying to individual students?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5, 1.2, 1.4, 4.5, 6.4, 8.1</p>
<p>Skills/ Proficiencies</p>	<p><u>Constructing Meaning</u> Interpret information found in pictorial graphs, map keys, and icons on a computer screen. Identify the central theme in a movie, film, or illustration. Make predictions and respond to media contexts (ex. films, streaming video, news broadcasts, television commercials, distance learning, and radio). Speculate about characters, events, and settings in book, film, and television. Retell the story from a visual representation in sequence (ex. video streaming, story boards, cartoons). Distinguish between factual and fictional visual presentations. Interpret graphs and charts to report data. Recognize the work of a favorite illustrator (ex. distinctive use of color, style). Demonstrate an understanding of different media forms and how they contribute to communication.</p> <p><u>Visual and Verbal Messages</u> Understand that creators of both print media and electronic media have a purpose and target audience. Discuss the emotional impact of an electronic or non-electronic still image (ex. photo, poster, painting) and how it conveys cultural and global understanding. Recognize that media messages are created for a specific purpose (ex. to inform, entertain, persuade...). Interpret messages found in advertisements. Use a simple rubric to judge media products.</p> <p><u>Living with Media</u> Create media presentations and written reports, using multi-media resources such as electronic, digital, and web-based to communicate information. Examine and evaluate effects of media on the family, home, school, and community. Express preferences for media choices.</p>

<p>Suggested Activities</p>	<p><u>Constructing Meaning</u></p> <p>Find pictorial graphs online that relate to your current area of study. Interpret. (<i>Technology 8.1</i>)</p> <p>View a companion video after reading a novel in class. Compare and contrast the characters, the setting, main events, and their themes.</p> <p>Utilize a 5 W chart to respond after watching a news broadcast.</p> <p>Visit www.professorgarfield.org/pgf-home.html and sequence the events in the given cartoons.</p> <p>Use a Venn Diagram to compare and contrast factual and fiction visual presentations. View historical fiction films-determine what is fact and what is fiction. (<i>Social Studies 6.1</i>)</p> <p>When studying the types of graphs and charts in Mathematics, find examples online of each (pie charts, line graphs, bar graphs, pictographs, etc.). Hold a class discussion to interpret the graphs. (<i>Technology 8.1, Math 4.5</i>)</p> <p>Present various illustrations on a Smart Board or overhead. Discuss each illustrator's distinctive style. (<i>Technology 8.1, Vis. and Perf. Arts 1.4</i>)</p> <p>Divide students into groups. Each group focuses on one type of media (television, film, computer, etc.), and creates an oral presentation. Students then share their findings with the class.</p> <p><u>Visual and Verbal Messages</u></p> <p>Write research papers. Provide the opportunity to find information in both print and electronic resources.</p> <p>Share photographs (both electronic and non-electronic) of immigrants coming to America during the study of immigration in Social Studies. Discuss the emotions that the immigrants may have been experiencing. (<i>Social Studies 6.4</i>)</p> <p>View one of each of the following: news broadcast, TV commercial, appropriate television sitcom. Discuss the purpose of each media message.</p> <p>Create PowerPoint presentations and present to the class. Have the audience use a rubric to score the presentation. (<i>Technology 8.1</i>)</p> <p><u>Living with Media</u></p> <p>After reading a novel in class, ask students to summarize the story's main events using Hyperstudio. The students should be required to include clip art, sounds, and animation. (<i>Technology 8.1</i>)</p> <p>Invite a police officer into the class to explain safety precautions when using media.</p> <p>Write to persuade the teacher to use your favorite type of media for learning (television, computer programs, film, etc.).</p>	
<p>Assessments/ Performance Indicators</p>	<p>Written response to media Compare/contrast charts Venn Diagram Discussions Journal writing</p>	<p>Work Cited pages (Research paper) PowerPoint presentations/rubric Hyperstudio presentations Persuasive essay Oral presentation</p>
<p>Benchmark Assessment</p>	<p>The students will be able to interpret graphs and charts.</p>	
<p>Resources/ Materials</p>	<p>Graphs/charts Companion novel/films Historical fiction films Graphic organizers Hyperstudio, PowerPoint</p>	<p>www.professorgarfield.org/pgf-home.html www.nj.gov/education/aps/cccs Photographs, Guest speakers Access to TV, video, computer applications</p>

<p>Content</p>	<p>SPEAKING (3.3) Discussion (small group and whole class) (3.3 A) Questioning (Inquiry) and Contributing (3.3 B) Word Choice (3.3 C) Oral Presentation (3.3 D)</p>
<p>Essential Questions</p>	<p>1. How does a speaker communicate so others will listen and understand the message?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4, 1.2, 5.5, 6.4</p>
<p>Skills/ Proficiencies</p>	<p><u>Discussion (small group and whole class)</u> Acknowledge and respond to others’ opinions. Retell main events of the story or main points of uncomplicated informational text. Participate in class discussions (ex. summarize and paraphrase). Use precise, organized language that reflects the conventions of spoken English. Present ideas and opinions spontaneously in response to a topic or other speakers. Role-play situations and dramatize story events. Focus on a topic and ask relevant questions. Use details, examples and reasons to support central ideas or clarify a point of view.</p> <p><u>Questioning (Inquiry) and Contributing</u> Respond orally by adding questions and comments while integrating knowledge. Use interview techniques to develop inquiry skills. Explain concepts by describing, narrating, or explaining how and why things happen. Discuss information heard, offer personal opinions and ask for a restatement or general explanation to clarify meaning. Reflect on and evaluate information learned as a result of inquiry. Solve a problem or demonstrate understanding of a task through group collaboration. Respond to ideas and questions posed by others.</p> <p><u>Word Choice</u> Use varied word choice to clarify, illustrate, and elaborate. Select and use suitable vocabulary to fit a range of audiences. Adapt language to persuade, explain, and to seek information. Recite longer poems and/or famous quotations. Use figurative language creatively when speaking (ex. idioms, puns, and clichés). Use convincing dialogue to role-play short scenes involving familiar situations or emotions. Use varied sentence structure and correct grammar.</p> <p><u>Oral Presentation</u> 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.</p>

<p>Skills/ Proficiencies</p>	<p><u>Oral Presentation</u> (cont'd.)</p> <p>Use visuals (ex. charts, graphs, electronic media) when presenting for clarification. Use props effectively while speaking. Use verbal and non-verbal elements of delivery (e.g. eye contact, stance) to maintain audience focus. Incorporate peer feedback and teacher suggestions for revisions of content, organization, and delivery. Participate in a dramatization or role-play across the curriculum. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation. Read aloud fluently. Demonstrate understanding and use criteria for a rubric to improve an oral presentation.</p>	
<p>Suggested Activities</p>	<p><u>Discussion</u></p> <p>Grand discussion Create a question about the text for students to present and discuss in their literature groups. Create and present a skit based on a specific event in a novel. <i>(Vis. and Perf. Arts 1.2)</i> Hold a debate on a given topic.</p> <p><u>Questioning</u></p> <p>Create a question about the text for students to present and discuss in their literature groups. Interview classmates and use information gathered to create a mystery paragraph about each classmate. Teacher reads mystery paragraphs orally to class and students guess who is being described. Guided reading beach ball (<i>Social Studies 6.4, Science 5.5</i>) Pose a moral dilemma for groups to solve. Students present solution to class.</p> <p><u>Word Choice</u></p> <p>Memorize and recite published poetry. Alter intonation, pace, and inflection to read poetry with different themes. Act out idiom skits showing literal and figurative meanings. <i>(Vis. and Perf. Arts 1.2)</i> Tell a story to a younger grade using appropriate vocabulary.</p> <p><u>Oral Presentation</u></p> <p>Develop student-created rubrics to evaluate peer presentations. Create a presentation. <i>(Vis. and Perf. Arts 1.2)</i> Participate in a dramatization or role play. <i>(Vis. and Perf. Arts 1.2)</i></p>	
<p>Assessments/ Performance Indicators</p>	<p>Teacher observation Rubrics (teacher and student-created) Project- oral presentation</p>	<p>PowerPoint Performance- skit Oral assessment- debate, group discussion</p>
<p>Benchmark Assessment</p>	<p>All students will give an oral presentation using correct volume and pacing.</p>	
<p>Resources/ Materials</p>	<p>www.nj.gov/education/aps/cccs Utilize a variety of websites, books, movies, magazines, etc.</p>	

<p>Content</p>	<p>LISTENING (3.4) Active Listening (3.4 A) Listening Comprehension (3.4 B)</p>
<p>Essential Questions</p>	<p>1. How does a listener understand a message?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4</p>
<p>Skills/ Proficiencies</p>	<p><u>Active Listening:</u> Listen to determine a speaker’s purpose, attitude, and perspective. Use criteria/rubric to evaluate oral presentations (ex. purpose, delivery techniques, content, visual aids, body language, facial expressions...). Contribute relevant responses to discussions. Listen actively for a variety of purposes (ex. enjoyment, obtaining information...). Recognize and analyze persuasive techniques while listening. Recognize and respond to the rich and varied language of literature (ex. listen to poetry, classic literature...). Listen attentively to a variety of speakers while taking notes. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker’s message.</p> <p><u>Listening Comprehension</u> Demonstrate competence in listening through responding to a story, interview, or oral report (ex. summarizing, reacting, retelling...). Ask pertinent questions, take notes, and draw conclusions based on information presented. Paraphrase information shared by others. Relate the context heard to prior language and answer factual and interpretive questions. Follow oral directions to perform specific tasks, to answer questions, and solve problems. Demonstrate competence in listening by interpreting and applying received information to new situations and by solving problems. Make inferences based on an oral report or presentation.</p>

<p>Suggested Activities</p>	<p><u>Active Listening</u> Take notes while listening to a presentation and then offer comments and ask the speaker questions. Discuss rubric scores with the speaker. Comment on the most persuasive segment of a presentation. Offer suggestions about how the speaker could have been even more persuasive. Listen to audio books.</p> <p><u>Listening Comprehension</u> Summarize speaker’s main idea in presentation. Follow multi-step oral directions. Respond to an inferential question during read-aloud. Listen to audio books.</p>
<p>Assessments/ Performance Indicators</p>	<p>Rubrics (teacher and student-created) Written assessment: journals, note taking Test/Quiz</p>
<p>Benchmark Assessment</p>	<p>Students will actively listen to a persuasive presentation in order to give the speaker constructive criticism about persuasive elements in the speech.</p>
<p>Resources/ Materials</p>	<p>www.nj.gov/education/aps/cccs Utilize a variety of websites, books, movies, magazines, etc. Audio books</p>

<p>Content</p>	<p>VIEWING AND MEDIA LITERACY (3.5) Constructing Meaning (3.5 A) Visual and Verbal Messages (3.5 B) Living with Media (3.5 C)</p>
<p>Essential Questions</p>	<p>1. What points of view are represented in or omitted from media messages?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5, 1.4, 5.5, 8.1</p>
<p>Skills/ Proficiencies</p>	<p><u>Constructing Meaning</u> Interpret graphs, charts, and diagrams to report data. Compare and contrast different media forms (ex. newspapers, Internet, magazines, film) and how they contribute to communication. Make predictions and respond to media context (ex. films, streaming video, news broadcasts, TV commercials, distance learning, and radio). Distinguish between factual and fictional presentations. Identify the central theme in a movie, film, or illustration. Discuss use of visual representations to support a message (ex. props, scenery). Identify the target audience for a particular program, story, or advertisement. Distinguish different points of view in text.</p> <p><u>Visual and Verbal Messages</u> Evaluate the credibility of media messages. Interpret verbal and nonverbal messages reflected in personal interactions with others. Examine the uses of technology for specific purposes (ex. the Internet for research, social networking use in education, and the work place). Develop criteria/rubric to judge the effectiveness of visual and verbal presentations. Demonstrate an understanding of the uses of persuasive text related to advertising. Interpret messages found in advertisements. Discuss the emotional impact of an electronic or non-electronic still image (ex. photo, poster, painting) and how it conveys cultural and global understanding). Understand that creators of both print media and electronic media have a purpose and target audience. Create commercials for varying audiences using persuasive techniques to influence the buyer.</p> <p><u>Living with Media</u> Express preferences for media choices. Create media presentations and written reports, using multimedia resources such as electronic, digital, and web-based to communicate information. Examine and evaluate effects of media on the family, home, and school.</p>

<p>Suggested Activities</p>	<p><u>Constructing Meaning</u> Choose a media form that best fits the purpose of an assignment. Watch a debate to distinguish between different points of view. Interpret information provided on graphs and charts to draw conclusions and make predictions (ex. moon phases, weather, animal habitats) (<i>Science 5.5</i>)</p> <p><u>Visual and Verbal Messages</u> Create a rubric to determine the effectiveness of a presentation. Compile a file of multimedia advertisements that do not directly state the message. Have students determine the message of the advertisements and then discuss their effectiveness. Students can then create their own ads. View artwork from different eras and countries and determine the artist’s message or meaning. (<i>Vis. and Perf. Arts 1.4</i>) Create commercials for varying audiences using persuasive techniques to influence the buyer.</p> <p><u>Living with Media</u> Create a media presentation for the school website or a Pod-cast. (<i>Technology 8.1</i>) Create and participate in a survey of favorite media types. Then create a graph to organize data using Excel or other media programs. (<i>Technology 8.1</i>)</p>
<p>Assessments/ Performance Indicators</p>	<p>Technology: Graph on Excel Project: advertisement Performance: commercials Test/Quiz Rubric: student-created</p>
<p>Benchmark Assessment</p>	<p>Students will view and respond to print, non-print, and electronic texts and resources.</p>
<p>Resources/ Materials</p>	<p>www.nj.gov/education/aps/cccs Utilize a variety of websites, books, movies, magazines, art prints, etc.</p>

Content	<p>SPEAKING (3.3)</p> <p>Discussion (small group and whole class) (3.3 A)</p> <p>Questioning (Inquiry) and Contributing (3.3 B)</p> <p>Word Choice (3.3 C)</p> <p>Oral Presentation (3.3 D)</p>
Essential Questions	<p>1. How does a speaker communicate so others will listen and understand the message?</p>
NJCCCS	<p>3.1, 3.2, 3.3, 3.4, 1.2, 5.5, 6.4</p>
Skills/ Proficiencies	<p><u>Discussion (small group and whole class)</u></p> <p>Support a position with organized appropriate details.</p> <p>Retell main events of the story or main points of challenging informational text.</p> <p>Participate in class discussions (ex. summarize and paraphrase).</p> <p>Use precise, organized language that reflects the conventions of spoken English.</p> <p>Present ideas and opinions spontaneously in response to a topic or other speakers.</p> <p>Stay focused on a topic and ask relevant questions.</p> <p>Acknowledge and respond to others' opinions.</p> <p><u>Questioning (Inquiry) and Contributing</u></p> <p>Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions.</p> <p>Respond orally by adding questions and comments while integrating knowledge.</p> <p>Explain concepts by describing common narrating or explaining how and why things happen.</p> <p>Discuss information heard, offer personal opinions and ask for a restatement or general explanation to clarify meaning.</p> <p>Reflect on and evaluate information learned as a result of inquiry.</p> <p>Develop a hypothesis through group collaboration.</p> <p>Respond to ideas and questions posed by others.</p> <p>Question critically the position or viewpoint of an author.</p> <p><u>Word Choice</u></p> <p>Use varied word choice to clarify, illustrate, and elaborate.</p> <p>Select and use suitable vocabulary to fit a range of audiences.</p> <p>Defend language to persuade, explain, or seek information.</p> <p>Recite longer poems and/or famous quotations.</p> <p>Use figurative language creatively when speaking (ex. idioms, puns, and clichés).</p> <p>Use convincing dialogue to role-play short scenes involving familiar situations or emotions.</p> <p>Use varied sentence structure and correct grammar (ex. segues).</p>

<p>Skills/ Proficiencies</p>	<p><u>Oral Presentation</u> 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. Use visuals (ex. charts, graphs, electronic media) when presenting for clarification. Use props effectively while speaking. Use verbal and non-verbal elements of delivery (ex. eye contact, stance) to maintain audience focus. Incorporate peer feedback and teacher suggestions for revisions of content, organization, and delivery. Participate in a dramatization or role-play across the curriculum. Read aloud fluently Demonstrate understanding and use criteria for a rubric to improve an oral presentation.</p>	
<p>Suggested Activities</p>	<p><u>Discussion</u> Grand discussion Create a question about the text that students can present and discuss in their literature groups. Create and present a skit based on an event in a novel. (<i>Vis. and Perf. Arts 1.2</i>) Hold a debate on a given topic.</p> <p><u>Questioning</u> Create a question about the text for students to present and discuss in their literature groups. Interview classmates and use information gathered to create a mystery paragraph about each classmate. Teacher reads mystery paragraphs orally to class and students guess who is being described. Guided reading beach ball. (<i>Social Studies 6.4, Science 5.5</i>) Pose a moral dilemma for groups to solve. Students present solution to class.</p> <p><u>Word Choice</u> Memorize and recite published poetry. Alter intonation, pace, and inflection to read poetry with different themes. Act out idiom skits showing literal and figurative meanings. (<i>Vis. and Perf. Arts 1.2</i>) Tell a story to a younger grade using appropriate vocabulary.</p> <p><u>Oral Presentation</u> Develop student-created rubrics to evaluate peer presentations. Create a presentation. (<i>Vis. and Perf. Arts 1.2</i>) Participate in a dramatization or role play. (<i>Vis. and Perf. Arts 1.2</i>)</p>	
<p>Assessments/ Performance Indicators</p>	<p>Teacher observation Rubrics (teacher and student created) Project- oral presentation</p>	<p>PowerPoint Performance- skit Oral assessment- debate, group discussion</p>
<p>Benchmark Assessment</p>	<p>All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.</p>	
<p>Resources/ Materials</p>	<p>www.nj.gov/education/aps/cccs Utilize a variety of websites, books, movies, magazines, etc.</p>	

<p>Content</p>	<p>LISTENING (3.4) Active Listening (3.4 A) Listening Comprehension (3.4 B)</p>
<p>Essential Questions</p>	<p>1. How does a listener understand a message?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4</p>
<p>Skills/ Proficiencies</p>	<p><u>Active Listening:</u> Listen to determine a speaker’s purpose, attitude, and perspective. Use criteria/rubric to evaluate oral presentations (ex. purpose, delivery techniques, content, visual aids, body language, and facial expressions...). Contribute relevant responses to discussions. Listen actively for a variety of purposes (ex. enjoyment, obtaining information...). Recognize and analyze persuasive techniques while listening. Recognize and respond to the rich and varied language of literature (ex. listen to poetry, classic literature...). Listen attentively to a variety of speakers by taking notes. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker’s message.</p> <p><u>Listening Comprehension</u> Paraphrase a speaker’s purpose and point of view. Ask pertinent questions, take notes, and draw conclusions based on information presented. Demonstrate competence in listening through responding to a story, interview, or oral report (ex. summarizing, reacting, retelling...). Relate the content heard to prior language and answer factual and interpretive questions. Follow oral directions to perform specific tasks, to answer questions, and solve problems. Demonstrate competence in listening by interpreting and applying received information to new situations and by solving problems. Make inferences based on an oral report or presentation.</p>

<p>Suggested Activities</p>	<p><u>Active Listening</u> Take notes while listening to a presentation and then offer comments and ask the speaker questions. Discuss rubric scores with the speaker. Comment on the most persuasive segment of a presentation. Offer suggestions about how the speaker could have been even more persuasive.</p> <p><u>Listening Comprehension</u> Summarize the speaker’s main idea in a presentation. Follow multi-step oral directions. Respond to an inferential question during read-aloud.</p>
<p>Assessments/ Performance Indicators</p>	<p>Rubrics (teacher and student created) Written assessment: journals, note taking Test/Quiz</p>
<p>Benchmark Assessment</p>	<p>Students will listen actively to information from a variety of sources in a variety of situations.</p>
<p>Resources/ Materials</p>	<p>www.nj.gov/education/aps/cccs Utilize a variety of websites, books, movies, magazines, etc.</p>

<p>Content</p>	<p>VIEWING AND MEDIA LITERACY (3.5) Constructing Meaning (3.5 A) Visual and Verbal Messages (3.5 B) Living with Media (3.5 C)</p>
<p>Essential Questions</p>	<p>1. What points of view are represented in or omitted from media messages?</p>
<p>NJCCCS</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5, 1.4, 5.5, 8.1</p>
<p>Skills/ Proficiencies</p>	<p><u>Constructing Meaning</u> Make predictions and respond to media context (ex. political cartoons, films, streaming video, news broadcasts, T.V. commercials, distance learning, radio...). Distinguish between factual and fictional presentations. Interpret graphs, charts, and diagrams to report data. Compare and contrast different media forms (ex. newspapers, Internet, magazines, film...) and how they contribute to communication. Identify the central theme in a movie, film, or illustration. Discuss use of visual representations to support a message (ex. props, scenery...). Identify the target audience for a particular program, story, or advertisement. Distinguish different points of view in text.</p> <p><u>Visual and Verbal Messages</u> Explore and interpret various messages found in advertisements and endorsements. Interpret verbal and nonverbal messages reflected in personal interactions with others. Examine the uses of technology for specific purposes (ex. the Internet for research, social networking use in education, and the work place...). Develop criteria/rubric to judge the effectiveness of visual and verbal presentations. Demonstrate an understanding of the uses of persuasive text related to advertising. Evaluate the credibility of media messages. Discuss the emotional impact of an electronic or non-electronic still image (ex. photo, poster, painting...) and how it conveys cultural and global understanding. Understand that creators of both print media and electronic media have a purpose and target audience.</p> <p><u>Living with Media</u> Analyze and evaluate effects of media on the family, home, school, community, and world. Express preferences for media choices. Create media presentations and written reports, using multimedia resources such as electronic, digital, and web-based to communicate information.</p>

<p>Suggested Activities</p>	<p><u>Constructing Meaning</u> Choose a media form that best fits the purpose of the assignment. Watch a debate to distinguish between different points of view. Interpret information provided on graphs and charts to draw conclusions and make predictions (ex. moon phases, weather, animal habitats). (<i>Science 5.5</i>)</p> <p><u>Visual and Verbal Messages</u> Create a rubric to determine the effectiveness of a presentation. Compile a file of multimedia advertisements that do not directly state the message. Have students determine the message of advertisements and then discuss their effectiveness. Students can then create their own ads. View artwork from different eras and countries and determine the artist’s message or meaning. (<i>Vis. and Perf. Arts 1.2</i>) Create commercials for varying audiences using persuasive techniques to influence the buyer.</p> <p><u>Living with Media</u> Create a media presentation for the school website or a Pod-cast. (<i>Technology 8.1</i>) Create and participate in a survey of favorite media types. Then create a graph to organize data using Excel or other media programs. (<i>Technology 8.1</i>)</p>
<p>Assessments/ Performance Indicators</p>	<p>Technology: Graph on Excel Project: advertisement Performance: commercials Test/Quiz Rubric: student created</p>
<p>Benchmark Assessment</p>	<p>Students will view and respond to print, non-print, and electronic texts and resources.</p>
<p>Resources/ Materials</p>	<p>www.nj.gov/education/aps/cccs Utilize a variety of websites, books, movies, magazines, art prints, etc.</p>

OVERVIEW OF THE 2004 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS

VISUAL AND PERFORMING ARTS

- 1.1 Aesthetics (Knowledge/Skills)
- 1.2 Creation and Performance (Dance/Music/Theater/Visual Art)
- 1.3 Elements and Principles of the Arts (Dance/Music/Theater/Visual Arts)
- 1.4 Critique (Knowledge/Skills)
- 1.5 World Cultures, History, and Society (Knowledge/Skills)

HEALTH AND PHYSICAL EDUCATION

- 2.1 Wellness (Personal health/Growth and development/Nutrition/Diseases and health conditions/Safety/Social and emotional health)
- 2.2 Integrated Skills (Communication/Decision making/Planning and goal setting/Character development/Leadership, advocacy, and service/Health services and careers)
- 2.3 Drugs and Medicines (Medicines/Alcohol, tobacco, and other drugs/Dependency/addiction and treatment)
- 2.4 Human Relationships and Sexuality (Relationships/Sexuality/Pregnancy and parenting)
- 2.5 Motor Skill Development (Movement skills/Movement concepts/Strategy/Rules, safety, and sportsmanship/Sport Psychology)
- 2.6 Fitness (Fitness and Physical Activity/Training/Achieving and Assessing Fitness)

LANGUAGE ARTS LITERACY

- 3.1 Reading (Concepts about print/Phonological awareness/Decoding and word recognition/Fluency/Reading strategies (before, during, and after reading)/Vocabulary and concept development/Comprehension skills and response to text/Inquiry and research)
- 3.2 Writing (Writing as a process/Writing as a product/Mechanics, spelling, and handwriting/Writing forms, audiences, and purposes)
- 3.3 Speaking (Discussion/Questioning (inquiry) and contributing/Word choice/Oral presentation)
- 3.4 Listening (Active listening/Listening comprehension)
- 3.5 Viewing and Media Literacy (Constructing meaning/Visual and verbal messages/Living with media)

MATHEMATICS

- 4.1 Number and Numerical Operations (Number sense/Numerical operations/Estimation)
- 4.2 Geometry and Measurement (Geometric properties/Transforming shapes/Coordinate geometry/Units of measurement/Measuring geometric objects)
- 4.3 Patterns and Algebra (Patterns/Functions and relationships/Modeling/Procedures)
- 4.4 Data Analysis (statistics), Probability, Discrete Math – systematic listing and counting/Discrete Math – Vertex-edge graphs and algorithms)
- 4.5 Mathematical Processes (Problem solving/Communication/Connections/Reasoning/Representations/Technology)

SCIENCE

- 5.1 Scientific Processes (Habits of Mind/Inquiry and problem solving/Safety)
- 5.2 Science and Society (Cultural contributions/Historical perspectives)
- 5.3 Mathematical Applications (Numerical operations/Geometry and measurement/Patterns and algebra/Data analysis and probability)
- 5.4 Nature and Process of Technology (Science and technology/Nature of technology/Technological design)
- 5.5 Life Science (Matter, energy, and organization in living systems/Diversity and biological evolution/Reproduction and heredity)
- 5.6 Physical Science – Chemistry (Structure and properties of matter/Chemical reactions)
- 5.7 Physical Science – Physics (Motion and forces/Energy transformations)
- 5.8 Earth Science (Earth's properties and materials/Atmosphere and weather/Processes that shape the earth/How we study the earth)

SOCIAL STUDIES

- 6.1 Social Studies Skills
- 6.2 Civics (Civic life, politics, and government/American values and principles/The Constitution and American democracy/Citizen ship, International education: global challenges, cultures, and connections)
- 6.3 World History (The birth of civilization to 1000BC/Early human societies to 500 AD//Expanding zones of exchange and interaction to 1400AD/The age of global encounters(1400-1750)/The age of revolutionary change (1750-1914)/The era of the great wars(1914-1945)/The modern world (1945-1979)/Looking to the future (1980-present)
- 6.4 United States/New Jersey History [Family and community life/State and nation/Many worlds meet (to 1620)/Colonization and settlement (1585-1763)/Revolution and the new nation (1754-1820)/Expansion and reform (1801-1861)/Civil War and Reconstruction (1850-1877)/The Industrial Revolution (1870-1900)/The emergence of modern America (1890-1930)/The Great Depression and WWII (1929-1945)/Postwar years (1945-1970)/Contemporary America (1968-present)]
- 6.5 Economics (Economic literacy/Economics and society)
- 6.6 Geography (The world in spatial terms/Places and regions/Physical systems/Human systems/Environment and society)

WORLD LANGUAGES

- 7.1 Communication (Interpretive mode/Interpersonal mode/Presentational mode)
- 7.2 Culture (Interpretive mode/Interpersonal mode/Presentational mode)

TECHNOLOGICAL LITERACY

- 8.1 Computer and Information Literacy: *Basic Computer Tools and Skills* (Keyboarding/Word processing/Internet usage/Spreadsheets/Database concepts and usage/Publications and presentations) & *Application of Productivity Tools* (Social aspects/Information access and research/Problem solving)
- 8.2 Technology Education (Nature and impact of technology/Design process and impact assessment/Systems in the designed world)

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

- 9.1 Career and Technical Education (Career awareness and planning/Employability skills)
- 9.2 Consumer, Family, and Life Skills (Critical thinking/Self-management/Interpersonal communication/Character development and ethics/Consumer and personal finance/Safety)

