

# **CAP No More Bullies, No More Victims Curriculum Aligned with NJ Core Curriculum Content Standards (Grades K to 8)**

## **CONTENT AREA - COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION**

### **Standard 2.1 – Wellness**

All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

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

##### **2.1.2 A. Personal Health**

1. Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.

##### **2.1.2 B. Growth and Development**

2. Describe how children are alike and how they are different.

##### **2.1.2 F. Social and Emotional Health**

1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.
2. Recognize various emotions and demonstrate sympathy and empathy.
3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.
4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.

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

##### **2.1.4 A. Personal Health**

1. Describe the physical, social, and emotional dimensions of wellness.

##### **2.1.4 B. Growth and Development**

3. Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.

##### **2.1.4 F. Social and Emotional Health**

1. Describe basic human needs and how individuals and families attempt to meet those needs.
3. Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.
4. Describe and demonstrate strategies to prevent, reduce, or mediate conflict.
6. Explain and demonstrate ways to cope with rejection, loss, and separation.
7. Explain how stereotypes influence personal growth and behavior.

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

##### **2.1.6 A. Personal Health**

4. Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.

##### **2.1.6 E. Safety**

4. Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.

##### **2.1.6 F. Social and Emotional Health**

1. Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.
2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.
3. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.

5. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
6. Discuss how stereotyping might influence one's goals, choices, and behaviors.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 8, students will:**

**2.1.8 E. Safety**

4. Discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse.
5. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.

**2.1.8 F. Social and Emotional Health**

3. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
4. Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence.
5. Debate the consequences of conflict and violence on the individual, the family, and the community.
6. Describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress.
7. Analyze how culture influences the ways families and groups cope with crisis and change.

***Standard 2.2 – Integrated Skills***

**All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.**

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

**2.2.2 A. Communication**

3. Explain when and how to use refusal skills in health and safety situations.
4. Demonstrate effective communication and listening skills.

**2.2.2 B. Decision Making**

2. Discuss how parents, peers, and the media influence health decisions.

**2.2.2 E. Leadership, Advocacy, and Service**

4. Demonstrate respect for varying ideas and opinions.

**2.2.2 F. Health Services and Careers**

2. Explain how and when to seek help when feeling ill, scared, sad, lonely, or bullied.

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

**2.2.4 A. Communication**

3. Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Identify and employ ways to improve listening skills.

**2.2.4 B. Decision Making**

1. Outline the steps to making an effective decision.
2. Discuss how parents, peers, and the media influence health decisions and behaviors.
3. Describe situations that might require a decision about health and safety.

**D. Character Development**

1. Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship.
2. Discuss how an individual's character positively impacts individual and group goals and success.

**2.2.4 E. Leadership, Advocacy, and Service**

1. Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
2. Demonstrate respect for the opinions and abilities of group members.
3. Develop and articulate group goals.
4. Develop a position on a wellness issue.

5. Discuss laws and regulations created to enhance wellness.
6. Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.

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

**2.2.6 A. Communication**

3. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Describe and demonstrate active and reflective listening.

**2.2.6 B. Decision Making**

1. Demonstrate effective decision making in health and safety situations.
2. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.

**2.2.6 D. Character Development**

1. Describe actions and situations that show evidence of good character.

**2.2.6 E. Leadership, Advocacy, and Service**

2. Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback.
3. Develop and articulate a group's goals and vision.
4. Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict.
5. Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community-based health or service organizations.
6. Formulate and express a position on health issues and educate peers about the health issue or cause.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 8, students will:**

**2.2.8 A. Communication**

2. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.
4. Assess the use of active and reflective listening.

**2.2.8 B. Decision Making**

1. Demonstrate and assess the use of decision-making skills in health and safety situations.
2. Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
3. Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
4. Discuss how ethical decision making requires careful thought and action.

**2.2.8 D. Character Development**

1. Analyze how character development can be enhanced and supported by individual, group, and team activities.
2. Compare and contrast the characteristics of various role models and the core ethical values they represent.
3. Explain how community and public service supports the development of core ethical values.
4. Analyze personal and group adherence to student codes of conduct.

**2.2.8 E. Leadership, Advocacy, and Service**

1. Demonstrate the ability to function effectively in both leadership and supportive roles.
2. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.
3. Develop and articulate a group's goals, shared values, and vision.
5. Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.

### ***Standard 2.4 Human Relationships and Sexuality***

All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

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

#### **2.4.2 A. Relationships**

3. Explain that families experiencing a change or crisis can get help if they need it.
5. Identify appropriate ways for children to show affection and caring.

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

#### **2.4.4 A. Relationships**

5. Discuss factors that support healthy relationships with friends and family.
7. Describe appropriate ways to show affection and caring.

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

#### **2.4.6 A. Relationships**

2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 8, students will:**

#### **2.4.8 A. Relationships**

7. Describe the signs of an unhealthy relationship and develop strategies to end it.

## **CONTENT AREA – LANGUAGE ARTS AND LITERACY**

### ***Standard 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.

**By the end of Kindergarten, students will:**

#### **3.1.K A. Concepts About Print**

1. Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment).
2. Distinguish letters from words.
3. Recognize that words are separated by spaces.
4. Follow words left to right and from top to bottom.
5. Recognize that print represents spoken language.

#### **3.1.K C. Decoding and Word Recognition**

1. Recognize some words by sight.
3. Recognize and read one's name.

#### **3.1.K D. Fluency**

1. Practice reading behaviors such as retelling, reenacting, or dramatizing stories.
2. Recognize when a simple text fails to make sense when listening to a story read aloud.
3. Attempt to follow along in book while listening to a story read aloud.

#### **3.1.K E. Reading Strategies (before, during, and after reading)**

1. Begin to track or follow print when listening to a familiar text being read.
2. Think ahead and make simple predictions about text.
3. Use picture clues to aid understanding of story content.
4. Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance from teacher.

#### **3.1.K F. Vocabulary and Concept Development**

1. Continue to develop a vocabulary through meaningful, concrete experiences.
2. Identify and sort words in basic categories.
3. Explain meanings of common signs and symbols.
4. Use new vocabulary and grammatical construction in own speech.

**3.1.K G. Comprehension Skills and Response to Text**

2. Verbally identify the main character, setting, and important events in a story read aloud.
3. Identify favorite books and stories.
4. Retell a story read aloud using main characters and events.
5. Participate in shared reading experiences.
6. Make predictions based on illustrations or portions of stories.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 1, students will:****3.1.1 A. Concepts About Print**

2. Practice reading print in the environment at school and at home with assistance.
3. Locate and identify the title, author, and illustrator of a book or reading selection.

**3.1.1 C. Decoding and Word Recognition**

5. Recognize high frequency words in and out of context.

**3.1.1 D. Fluency**

1. Answer questions correctly that are posed about stories read.

**3.1.1 F. Vocabulary and Concept Development**

1. Match oral words to printed words (e.g., pointing to print as one reads).
2. Practice reading print in the environment at school and at home with assistance.
3. Locate and identify the title, author, and illustrator of a book or reading selection.

**3.1.1 G. Comprehension Skills and Response to Text**

1. Draw simple conclusions from information gathered from pictures, print, and people.
5. Make simple inferences.

**3.1.1 H. Inquiry and Research**

1. Ask and explore questions related to a topic of interest.
2. Draw conclusions from information and data gathered.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 2, students will:****3.1.2 F. Vocabulary and Concept Development**

3. Demonstrate evidence of expanding language repertory.

**3.1.2 G. Comprehension Skills and Response to Text**

1. Demonstrate ability to recall facts and details of text.
2. Recognize cause and effect in text.
3. Make inferences and support them with textual information.
4. Continue to identify story elements in text.
5. Respond to text by using how, why, and what-if questions.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 3, students will:****3.1.3 A. Concepts About Print text**

1. Recognize that printed materials provide specific information.

**3.1.3 C. Decoding and Word Recognition**

1. Know sounds for a range of prefixes and suffixes.
2. Use letter-sound knowledge and structural analysis to decode words.

**3.1.3 F. Vocabulary and concept Development**

3. Infer word meanings from taught roots, prefixes, and suffixes.

**3.1.3 G. Comprehension Skills and Response to Text**

14. Use information and reasoning to examine bases of hypotheses and opinions.

**3.1.3 H. Inquiry and Research**

2. Draw conclusions from information and data gathered.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 4, students will:****3.1.4 C. Decoding and Word Recognition**

1. Use letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words.

**3.1.4 F. Vocabulary and Concept Development**

1. Infer word meanings from learned roots, prefixes, and suffixes.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 5, students will:****3.1.5 F. Vocabulary and Concept Development**

1. Infer word meanings from learned roots, prefixes, and suffixes.

**3.1.5 H. Inquiry and Research**

5. Draw conclusions from information gathered from multiple sources.

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

No additional indicators at this grade level.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 7, students will:****3.1.7 F. Vocabulary and Concept Development**

1. Develop an extended vocabulary through both listening and independent reading.
2. Clarify word meanings through the use of a word's definition, example, restatement, or contrast.

**3.1.7 G. Comprehension Skills and Response to Text**

2. Distinguish between essential and nonessential information.
6. Develop an awareness of a variety of perspectives on a single event, setting, character, personality, or topic as expressed by different authors.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 8, students will:**

No additional indicators at this grade level.

***Standard 3.2 Writing***

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

Writing is not required for grades K to 2.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 3, students will:****3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 4, students will:****3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 5, students will:****3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

2. Gather, select, and organize information appropriate to a topic, task, and audience.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 6, 7 and 8 students will:**

No additional indicators at these grade levels.

***Standard 3.3 Speaking***

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

**By the end of Kindergarten students will:****3.3.K A. Discussion**

1. Share experiences and express ideas.
2. Participate in conversations with peers and adults.
3. React to stories, poems, and songs.

**3.3.K B. Questioning (Inquiry) and Contributing**

1. Share in conversations with others.
2. Use oral language to extend learning.

**3.3.K C. Word Choice**

1. Use language to describe feelings, people, objects, and events.

**3.3.K D. Oral Presentation**

1. Sing familiar songs and rhymes to promote oral language development.
2. Begin to use social conventions in language.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 1, students will:****3.3.1 A. Discussion**

2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

**3.3.1 C. Word Choice**

1. Attempt to use new vocabulary learned from shared literature and classroom experiences.
2. Use descriptive words to clarify and extend ideas.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 2, students will:****3.3.2 A. Discussion**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.
3. Restate to demonstrate understanding.
4. Identify a problem and simple steps for solving the problem.

**3.3.2 C. Word Choice**

1. Use new vocabulary learned from literature and classroom experiences.

**3.3.2 D. Oral Presentation**

1. Participate in a dramatization or role play.
2. Begin to understand the importance of looking at a speaker.
3. Talk about an experience or work sample in front of a small group.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 3, students will:****3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
2. Stay focused on topic.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.3 C. Word Choice**

1. Use vocabulary related to a particular topic.
2. Adapt language to persuade, explain, or seek information.
3. Use new vocabulary and figurative language learned from literature and classroom experiences.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 4, students will:****3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.4 C. Word Choice**

1. Use convincing dialog to role-play short scenes involving familiar situations or emotions.
3. Use appropriate vocabulary to support or clarify a message.
4. Adapt language to persuade, explain, or seek information.

**3.3.4 D. Oral Presentation**

5. Participate in a dramatization or role-play across the curriculum.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 5, students will:****3.3.5 A. Discussion (small group and whole class)**

1. Use details, examples, and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

1. Respond orally by adding questions and comments while integrating knowledge.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 C. Word Choice**

1. Use convincing dialogue to role-play short scenes involving familiar situations or emotions.
2. Use varied word choice to clarify, illustrate, and elaborate.
3. Use figurative language purposefully in speaking situations.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 6, students will:****3.3.6 A. Discussion (small group and whole class)**

2. Stay focused on a topic and ask relevant questions.
3. Acknowledge others' opinions and respond appropriately.
5. Participate in class discussion appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

1. Respond orally by adding questions and comments while integrating knowledge.
2. Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.6 C. Word Choice**

1. Use varied word choice to clarify, illustrate, and elaborate.
2. Use figurative language purposefully in speaking situations.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 7, students will:****3.3.7 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
2. Present ideas and opinions spontaneously in response to a topic or other speakers.
3. Apply rules for cooperative or whole class debate on a controversial issue.
4. Define group roles using consensus to ensure task is understood and completed.
5. Participate in an informal debate (e.g., small group discussion).
7. Participate in class discussions appropriately.

**3.3.7 B. Questioning (Inquiry) and Contributing**

1. Paraphrase others' comments to clarify viewpoints.
2. Question to clarify others' opinions.
3. Talk with others to identify and explore issues and problems.
4. Solve a problem or understand a task through group cooperation.

**3.3.7 C. Word Choice**

1. Paraphrase, illustrate, clarify, and/or expand on a topic or idea.
2. Develop and use advanced vocabulary related to a topic.
3. Use language that stimulates an audience's interest.
4. Incorporate varied sentence structure and correct grammar.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 8, students will:**

No additional indicators at this grade level.

***Standard 3.4 Listening***

**All students will listen actively to information from a variety of sources in a variety of situations.**

**By the end of Kindergarten students will:****3.4.K A. Active Listening**

1. Listen to fully understand instructions or hear daily messages.
2. Listen to identify main characters and events in stories.
3. Listen to rhymes and songs to begin developing and understanding of letter/sound relationships.

**3.4.K B. Listening Comprehension**

1. Listen attentively to books teacher reads to class.
2. Answer questions correctly about books read aloud.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 1, students will:****3.4.1 A. Active Listening**

1. Listen and respond appropriately to directions.
2. Listen to hear initial, final, and eventually middle sounds in words.
3. Listen to a familiar text being read to begin tracking print.

**3.4.1 B. Listening Comprehension**

1. Listen to make predictions about stories read aloud.
2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
4. Retell, reenact, or dramatize stories or parts of stories heard.
5. Respond appropriately to questions about stories read aloud.
6. Ask questions for clarification and explanation of stories and ideas heard.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 2, students will:****3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
2. Begin to distinguish between types of speech (e.g., a joke, a chat, a warning).
3. Listen and contribute to class discussions.

**3.4.2 B. Listening Comprehension**

1. Follow one- and two- step oral directions.
2. Develop a strong listening vocabulary to aid comprehension and oral and written language growth.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 3, students will:****3.4.3 A. Active Listening**

1. Connect messages heard to prior knowledge and experiences.
2. Exchange information through verbal and nonverbal messages.

**3.4.3 B. Listening Comprehension**

1. Follow two-and three-step directions.
2. Listen to a story read aloud and/or information from television or film, and summarize main ideas.
3. Paraphrase information shared by others.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 4, students will:****3.4.4 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.
2. Listen attentively and critically to a variety of speakers.
3. Interpret vocabulary gained through listening.

**3.4.4 B. Listening Comprehension**

1. Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident.
2. Develop listening strategies (e.g., asking questions and taking notes) to understand what is heard.
3. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.
4. Make inferences based on an oral report or presentation.
6. Follow three-and four-step oral directions.

**Building upon knowledge and skills gained in preceding grades, by the end of grades 5 and 6, students will:****3.4.5 A. A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.
2. Listen attentively and critically to a variety of speakers.
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
4. Recognize and analyze persuasive techniques while listening.
6. Listen to determine a speaker's purpose, attitude, and perspective.

**3.4.5 B. Listening Comprehension**

1. Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g. summarizing, reacting, retelling).
2. Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.
3. Ask pertinent questions, take notes, and draw conclusions based on information presented.

4. Make inferences based on an oral report or presentation.
5. Follow three and four-step oral directions.

**Building upon knowledge and skills gained in preceding grades, by the end of grades 7 and 8, students will:**  
No additional indicators at this grade level.

### ***Standard 3.5 - Viewing and Media Literacy***

**All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.**

**By the end of Kindergarten, students will:**

#### **3.5.K A. Constructing Meaning**

1. Make predictions about visual information (e.g., pictures in books).

#### **3.5.K B. Visual and Verbal Messages**

2. Show understanding of purpose for pictures in books.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 1, students will:**

#### **3.5.1 A. Constructing Meaning**

4. Speculate about visual representations (e.g., pictures, artwork).

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

#### **3.5.2 A. Constructing Meaning**

1. Speculate about characters, events, and settings in books, film, and television.

**No additional indicators for this standard at grade levels 3 to 8.**

## **CONTENT AREA – MATHEMATICS**

### ***STANDARD 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.**

**At each grade level, with respect to content appropriate for that grade level, students will:**

#### **4.5 C. Connections**

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

## **CONTENT AREA – SCIENCE**

### ***Standard 5.1 Scientific Processes***

**All students will develop problem-solving, decision-making and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.**

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

#### **5.1.4 A. Habits of Mind**

1. Raise questions about the world around them and be willing to seek answers through making careful observations and experimentation.

#### **5.1.4 B. Inquiry and Problem Solving**

1. Develop strategies and skills for information-gathering and problem-solving using appropriate tools and technologies.
2. Identify the evidence used in an explanation.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**5.1.8 A. Habits of Mind**

1. Evaluate the strengths and weaknesses of data, claims, and arguments.

**CONTENT AREA – SOCIAL STUDIES**

***Standard 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.*

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

**6.1.2 A. Social Studies Skills**

2. Apply terms related to time including past, present, and future.
4. Retell events or stories with accuracy and appropriate sequencing.

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

**6.1.4 A. Social Studies Skills**

1. Explain how present events are connected to the past.
5. Distinguish between an eyewitness account and a secondary account of an event.
6. Distinguish fact from fiction.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**6.1.8 A. Social Studies Skills**

2. Use critical thinking skills to interpret events, recognize bias, points of view, and context.
3. Assess the credibility of primary and secondary sources.
4. Analyze data in order to see persons and events in context.
5. Examine current issues, events, or themes and relate them to past events.

***Standard 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.**

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

**6.2.2 A. Civic Life, Politics, and Government**

1. Explain the need for rules, laws, and government.
2. Give examples of authority and recognize problems that might arise from lack of effective authority.
4. Explain that justice means fairness to all.
5. Explain that a responsibility means something you must or should do.
6. Explore basic concepts of diversity, tolerance, fairness, and respect for others.

**6.2.2 D. Citizenship**

1. Identify examples of responsible citizenship in the school setting.

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

**6.2.4 A. Civic Life, Politics, and Government**

2. Differentiate between power and authority.

**6.2.4 E. International Education: Global Challenges, Cultures, and Connections**

11. Define stereotyping and discuss how it impacts self-image and interpersonal relationships.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**6.2.8 B. American Values and Principles**

1. Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.

**6.2.8 D. Citizenship**

1. Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).

**6.2.8 E. International Education: Global Challenges, Cultures, and Connections**

12. Discuss the impact of stereotyping on relationships, achievement, and life goals.
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation

**CONTENT AREA - TECHNOLOGICAL LITERACY****Standard 8.1 Computer and Information Literacy**

*All students will use computer applications to gather and organize information.*

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**8.1.8 B. Application of Productivity Tools****Social Aspects**

1. Demonstrate an understanding of how changes in technology impact the workplace and society.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
4. Describe and practice safe Internet usage.

**CONTENT AREA - CAREER EDUCATION & CONSUMER, FAMILY & LIFE SKILLS****Standard 9.2 Consumer, Family, and Life Skills**

*All students will demonstrate critical life skills in order to be functional members of society.*

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

**9.2.4 A. Critical Thinking**

1. Recognize and define a problem.
2. Plan and follow steps to make choices and decisions.
3. Identify and access print and non-print resources that can be used to help solve problems.
4. Demonstrate brainstorming skills.

**9.2.4 B. Self-Management**

1. Demonstrate an understanding of the relationship between personal behavior and self-image.
2. Recognize and build upon personal strengths.
3. Accept criticism and respond constructively.
4. Recognize personal likes and dislikes.
5. Demonstrate steps to deal with stress and conflict.

**9.2.4 C. Interpersonal Communication**

1. Develop positive social skills to interact with others.
2. Select and use language appropriate to the situation.
3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.
4. Practice steps for effective conflict resolution.
5. Work cooperatively with others to accomplish a task.

**9.2.4 D. Character Development and Ethics**

1. Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.
3. Identify ethical behaviors in the home, school, and community.
4. Explain a person's responsibility to obey the laws and rules.

**Building upon knowledge and skills in preceding grades, by the end of grade 8, students will:****9.2.8 A. Critical Thinking**

1. Communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.
5. Practice goal setting and decision-making in areas relative to life skills.

**9.2.8 B. Self-Management**

2. Demonstrate responsibility for personal actions and contributions to group activities.

**9.2.8 C. Interpersonal Communication**

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate appropriate social skills within group activities.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effort.

**9.2.8 D. Character Development and Ethics**

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.
3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.
4. Describe how personal ethics influence decision making.