NORTHERN VALLEY SCHOOLS CONSORTIUM

Closter, Demarest, Harrington Park,
Haworth, Northvale, Norwood,
Old Tappan and the
Northern Valley Regional High School District

CURRICULUM OBJECTIVES:
GRADE FIVE

COMPREHENSIVE HEALTH

LANGUAGE ARTS

MATHEMATICS

MUSIC

PHYSICAL EDUCATION

SCIENCE

SOCIAL STUDIES

TECHNOLOGY

VISUAL ARTS

WORLD LANGUAGES

LIBRARY/MEDIA

2021-2022

NORTHERN VALLEY SCHOOLS CONSORTIUM
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COMPREHENSIVE HEALTH

WELLNESS
All students will acquire health promotion concepts. Students will be able to:
- Describe the importance of using hygiene products during adolescence.
- Explain the importance of daily use of personal hygiene and health care products to maintain one's personal health.
- Students will have an understanding of the functioning of the human body as it relates to the endocrine system and the male and female reproductive system.
- Create a healthy meal plan based on information gathered from the comparisons of foods based on nutrient content and value.
- Identify the difference between infectious and non-infectious disease and the effects on the human body.
- Discuss the consequences of injuries and determine possible strategies to avoid accidental injuries.
- Demonstrate basic first aid procedures.
- Students will identify people or resources to report cases of abuse.
- Development of values and positive coping strategies for healthy decision making.

INTEGRATED SKILLS
All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Students will be able to:
- Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.
- Describe and demonstrate the use of refusal skills in various situations.
- Demonstrate effective decision making in health and safety situations.
- Use health data and information to formulate health goals.
- Develop strategies to support the achievement of short and long-term health goals. Predict what happens when alternate goals are developed.
- Use effective decision making while considering conflicting interests.
- Describe actions and situations that show evidence of good character.
- Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.
- Discuss ways to actively include peers with disabilities.
- 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.
- Evaluate service organizations and discuss volunteerism.
- 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.
- Categorize health and fitness services available in the school and community and demonstrate how to access them.

DRUGS AND MEDICINE
All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle. Students will be able to:
- Discuss factors to consider when choosing an over-the-counter medicine.
- Describe medicines used to treat common diseases and health conditions.
- Discuss the safe administration and storage of over-the-counter and prescription medicines.

- Identify the classifications of illegal drugs and controlled substances and give examples of each.
- Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease.
- Explain ways to reduce the health impact of tobacco smoke on non-smokers
- Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries.
- Discuss the short and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death.
- Define use, misuse and abuse of drugs.
- Identify where individuals and family members can go for help or support with addictions.

HUMAN RELATIONSHIPS AND SEXUALITY

All students will acquire knowledge about physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Students will be able to:
- Compare and contrast the current interconnected and cooperative roles of family members.
- Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.
- Describe the individual growth patterns of males and females during adolescence.
- Define sexual intercourse and associated risks.
- Discuss the benefits of abstinence.
- Discuss fertilization.
- Describe the signs and symptoms of pregnancy.

LANGUAGE ARTS

Reading Literature
Student objectives (outcomes):
Students will be able to:
- Determine the theme or central message
- Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text
- Use close reading strategies to determine the meaning of a text
- Cite textual evidence
- Describe how a story's plot unfolds
- Determine how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot
- Explain how the author develops point of view
- Compare/contrast various texts
- Read on or above grade level

Essential Question(s):
- How do authors use narrative elements to create a story?
- How can I develop an appreciation of literature by recognizing literary features and developing a deeper understanding of a text?
- How does my understanding of literary elements increase my enjoyment of fiction, poetry and drama?
- How is my understanding of a text deepened by my conversation with others?
- How does reading, reflecting, and discussing what I read help me understand who I am?
- How do readers demonstrate what they know about literature?
- How does understanding a text's structure and language help a reader to better comprehend its meaning?

Reading Information
Student objectives (outcomes):
Students will be able to:
- Read grade appropriate nonfiction text, analyzing the features (headings, graphs, captions, etc.) and structure (cause and effect, sequence, compare and contrast, etc.) and how they develop the author's ideas
- Determine the meaning of words and phrases as they are used in a text and analyze the impact of a specific word choice on meaning and tone
- Determine central/main idea

Essential Question(s):
- Why is it important to understand the structure of a text?
- How can readers and writers choose appropriate and relevant information about a topic from a reputable source?
- How can writers avoid plagiarism?
- Why is specialized vocabulary important?
- How can readers and writers share what they have learned?
- How does understanding a text's structure and language help a reader to better comprehend its meaning?

Opinion Writing
Student objectives (outcomes):
Students will be able to:
- Develop an argument and defend it with evidence
- Determine credibility of sources
- Analyze mentor texts
- Generate ideas, draft, revise, edit, share, conference, and publish argumentative pieces
- Determine the purpose of an introduction and conclusion
- Develop arguments using Claim, Proof, Reason structure
- Reading research to support a claim

Essential Question(s):
- What makes a good argument?
- What is the best type of evidence to argue a point?
- How can research be used to support or enhance an argument?
- What is my own point of view?
- How can I use the experiences of others to enhance my argument?

Informational Writing
Student objectives (outcomes):
Students will understand:
- Informational text has a specific structure & organization
- Writers must research to create an informative piece through the selection of appropriate and relevant material
- How to recognize and avoid plagiarism
- The importance of specialized vocabulary
- The importance of sharing what they have learned about a topic with others

Essential Question(s):
- Why is it important to understand the structure of a text?
- How can readers and writers choose appropriate and relevant information about a topic from a reputable source?
- How can writers avoid plagiarism?
- Why is specialized vocabulary important?
- How can readers and writers share what they have learned?

Narrative Writing
Student objectives (outcomes):
Students will be able to:
- Analyze exemplar narratives
- Use graphic organizers to plan story
- Use proper conventions of English
- Reflect on the writing process
- Engage and orient the reader by establishing a context
- Engage the reader with a story hook
- Introduce a narrator and/or characters
- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques effectively to develop experiences, events, and/or characters
- Transition from one idea to the next by using appropriate words and phrases
- Use figurative language to aid in description
- Describe ideas by using sensory and specific language
- Write a conclusion that brings the story events to a meaningful close
- Clearly convey a conflict and a resolution to the conflict
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- Distinguish between editing and revising
- Use rubric and teacher feedback to improve and reflect on writing

Essential Question(s):
- How do authors use narrative elements to create a story?
- How can I develop an appreciation of literature by recognizing literary features and developing a deeper understanding of a text?
- How does my understanding of literary elements increase my enjoyment of fiction, poetry and drama?
- How is my understanding of a text deepened by my conversation with others?

- How does reading, reflecting, and discussing what I read help me understand who I am?
- Why does a writer choose a particular form of writing?
- How do good writers express themselves?
- How do writers gather, organize, and present information?

Speaking and Listening
Student objectives (outcomes):
Students will understand that:
- Presentation of information in the verbal format can be as or more important than the written presentation
- Speech requires different skills, styles and decisions as compared to written text.

Essential Question(s):
- How are listening and speaking skills essential to sending, receiving, and understanding messages?

Language
Student objectives (outcomes):
Students will be able to:
- Use context clues or digital sources/dictionaries to determine the meaning of unknown words
- Use writing conventions
- Know and use grade level spelling patterns and generalizations
- Know and use the rules that govern common grammar
- Understand and use subject/verb agreement
- Recognize and write simple, compound, and complex sentences
- Understand and use variations of the parts of speech (example: comparative and superlatives)

Essential Question(s):
- How does the reader decipher a word he or she does not know?
- How does fluency affect comprehension?
- Why does a writer choose a particular form of writing?
- How do writers employ the writing process and/or technology to develop and publish a well written product?
- Do I know, use, and understand the parts of speech including nouns, verbs, pronouns, adjectives, and adverbs?

MATHEMATICS

Operations and Algebraic Thinking
- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten
- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations - Fractions
- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data
- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Entering Expected Skills:
- Basic facts
- Base ten
- Common denominators
- LCM
- GCF
- Area/perimeter
- Place value

Mathematical Practices for Grades 3-8
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

MUSIC

General Music

Performance
- Perform works of art that have a utilitarian purpose, including improvisation.
- Perform works of art that places an emphasis on structural arrangement.
- Demonstrate how the elements of music are used to achieve balance in composition.

- Demonstrate musical elements in response to aural prompts and printed scores.
- Sing independently and in groups in one or more parts.

Reading and Notation
- Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff.
- Demonstrate knowledge of basic concepts of music.

Listening and Responding
- Employ basic, discipline-specific arts terminology to categorize works of dance, music, according to established classifications
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference.

Critiquing
- Identify criteria for evaluating performances.
- Use evaluative tools for self-assessment.
- Use appropriate music terminology to express fact and opinion regarding a work of music.
- Define technical proficiency and analyze how artists apply the elements.
- Performance
- Consider the context for the creation and of the work when assessing works of dance, music, theatre and visual art. What is the purpose, who is the intended audience?

History and Culture
- Recognize works of dance, music, theatre, and visual arts as a reflection of societal values and beliefs.
- Relate common artistic elements that define distinctive genres in music.
- Determine the impact of significant contributions of individual artists from diverse cultures throughout history.

Connections
- Make connections between music and real life experiences.

Instrumental Music

Performance
- Perform works of art that have a utilitarian purpose, including improvisation.
- Perform works of art that places an emphasis on structural arrangement.
- Demonstrate how the elements of music are used to achieve balance in composition.
- Demonstrate musical elements in response to aural prompts and printed scores.

Reading and Notation
- Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff.
- Demonstrate knowledge of basic concepts of music.

Listening and Responding
- Incorporate personal life experience into an aesthetic response about an artwork.
- Communicate ideas about the social and personal value of music.

Critiquing
- Use appropriate music terminology to express fact and opinion regarding a work of music.
- Critique performances based on the elements of music and technical proficiency.
- Identify and differentiate among basic formal music structures.
- Listen to and analyze recorded lessons, rehearsals, and performances using digital tools, and media-rich resources to enhance musical knowledge.

History and culture
- Recognize chronology that exists in all music and hypothetically, how the arts have impacted world culture.
- Compare and contrast the contributions of musical artists from a historical period and evaluate feelings.

PHYSICAL EDUCATION

A. Movement Skills and Concepts
- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social and fitness dance).
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

B. Strategy
- Work cooperatively and productively in a group to accomplish a set goal.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

C. Sportsmanship, Rules, and Safety
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- Relate the origin and rules associated with certain games, sports, and dances to different cultures.

D. Fitness and Physical Activity
- Analyze the social. emotional, and health benefits of selected physical experiences.
- Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness based on age and gender.
- Relate physical activity, healthy eating, and body composition to personal fitness and health.
- Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
- Engage in moderate to vigorous forms of physical activity that address each component of fitness.

Attitudes and Values
1. Demonstrate positive feelings toward safety in physical education.
2. Demonstrate good sportsmanship.
3. Demonstrate positive attitude and behaviors toward self and others in physical education.
4. Appreciate physical activities for creating an avenue of self-expression.
5. Demonstrate a knowledge of rules, which enhances the success of the activity.
6. Understand the importance of maintaining physical fitness.
7. Appreciate physical activity for promoting mental and physical well-being.

SCIENCE

Unit 1: Properties of Matter

In this unit of study, students describe that matter is made of particles too small to be seen by developing a model. The crosscutting concept of scale, proportion, and quantity is called out as an organizing concept for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, and use these practices to demonstrate understanding of the core ideas.

This unit is based on 5-PS1-3 and 5-PS1-1.

Unit 2: Changes to Matter

In this unit of study, students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved. Students determine whether the mixing of two or more substances results in new substances. The crosscutting concepts of cause and effect and scale, proportion, and quantity are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations and using

mathematics and computational thinking. Students are expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 5-PS1-4 and 5-PS1-2.

Unit 3: Energy and Matter in Ecosystems

In this unit of study, students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment, and they can explain that energy in animals' food was once energy from the sun. The crosscutting concepts of energy and matter and systems and system models are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in developing and using models and engaging in argument from evidence. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 5-LS1-1, 5-LS2-1, and 5-PS3-1.

Unit 4: Resources and the Environment

In this unit of study, students describe and graph data to provide evidence about the distribution of water on Earth. The crosscutting concepts of scale, proportion, quantity and systems, and systems models are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in using mathematics and computational thinking and in obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 5-ESS2-2 and 5-ESS3-1.

Unit 5: Components of Ecosystems

In this unit of study, students are able to describe ways in which the geosphere, biosphere, hydrosphere, and atmosphere interact. The crosscutting concept of systems and system models is called out as an organizing concept for this disciplinary core idea. Students are expected to demonstrate grade-appropriate proficiency in developing and using models, obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 5-ESS2-1 and 5-ESS3-1.

Unit 6: Space Science

In this unit of study, students develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. The crosscutting concepts of patterns, cause and effect, and scale, proportion, and quantity are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in analyzing and interpreting data and

engaging in argument from evidence. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

This unit is based on 5-PS2-1, 5-ESS1-1, and 5-ESS1-2.

SOCIAL STUDIES

INTRODUCTION TO GEOGRAPHY
Land And People
Students will be able to:
- Recognize different types of maps and their uses.
- Name and locate continents, major landforms, bodies of water, resources, and population density.
- Analyze graphics and text that display and describe geographic and cultural information.
- Define and analyze culture to include government, politics, religion, language, economy, arts, and daily living.
- Describe and explain the political, economic and social contributions of LGBTQ+ individuals and persons with disabilities.

Middle East: Arabian Peninsula, Iraq, Iran, Afghanistan, Eastern Mediterranean, Central Asia
Students will be able to:
- Identify the location of this area in World Spatial Terms.
- Recognize the locations of important landforms, waterways, countries, and cities.
- Describe the environmental factors that influence people's lifestyles. (i.e., rural vs. urban, natural resources, economic indicators)
- List the factors that contribute to or determine demographic changes. (i.e., religion, race, population growth, economic change
- Compare and contrast geographic regions (within or between countries)

African Continent
Students will be able to:
- Identify the location of this area in World Spatial Terms.
- Recognize the locations of important landforms, waterways, countries, and cities.
- Describe the environmental factors that influence people's lifestyles. (i.e., rural vs. urban, natural resources, economic indicators)
- List the factors that contribute to or determine demographic changes. (i.e., religion, race, population growth, economic change)
- Compare and contrast geographic regions (within or between countries)

Asia; India, China, Mongolia, Taiwan, Russia, Pacific World (Australia, NZ, Pac islands) Korea, Japan. Antarctica
Students will be able to:
- Identify the location of this area in World Spatial Terms.
- Recognize the locations of important landforms, waterways, countries, and cities.

- Describe the environmental factors that influence people's lifestyles. (i.e., rural vs. urban, natural resources, economic indicators)
- List the factors that contribute to or determine demographic changes. (i.e., religion, race, population growth, economic change)
- Compare and contrast geographic regions (within or between countries)

Europe
Students will be able to:
- Identify the location of this area in World Spatial Terms.
- Recognize the locations of important landforms, waterways, countries, and cities.
- Describe the environmental factors that influence people's lifestyles. (i.e., rural vs. urban, natural resources, economic indicators)
- List the factors that contribute to or determine demographic changes. (i.e., religion, race, population growth, economic change)
- Compare and contrast geographic regions (within or between countries)

South America
Students will be able to:
- Identify the location of this area in World Spatial Terms.
- Recognize the locations of important landforms, waterways, countries, and cities.
- Describe the environmental factors that influence people's lifestyles. (i.e., rural vs. urban, natural resources, economic indicators)
- List the factors that contribute to or determine demographic changes. (i.e., religion, race, population growth, economic change)
- Compare and contrast geographic regions (within or between countries)

TECHNOLOGY
Grades 5-8 Objectives

Technology Operations and Concepts: Word Processing, Keyboarding
- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- Plan and create a simple database, define fields, input data, and produce a report using sort and query.
- Create and present a multimedia presentation that includes graphics.
- Generate a spreadsheet to calculate, graph, and present information.
- Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Creativity and Innovation
- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a shared hosted service).

Communication and Collaboration
- Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

Digital Citizenship
- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
- Summarize the application of fair use and Creative Commons guidelines.
- Demonstrate how information on a controversial issue may be biased.

Research and Information Literacy
- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

Critical Thinking, Problem Solving, and Decision-Making
- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

VISUAL ARTS
Objectives for Grades 3, 4, 5

The Creative Process:
- Identify elements of art and principles of design that are evident in everyday life.
- Compare and contrast works of art in various mediums that use the same art elements and principles of design.

History of Arts and Culture:
- Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Performing:
- Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
- Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

- Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

Aesthetic Responses and Critique Methodologies

A. Aesthetic Responses
- Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

B. Critique Methodologies
- Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- Define technical proficiency, using the elements of the arts and principles of design.
- Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

WORLD LANGUAGES

Personal Expressions/The School
Students will be able to:
- Articulate their needs within a classroom environment.
- Formulate simple sentences using adjectives to describe school subjects

Geography
Students will be able to:
- Review countries and geographical features on a map.
- Identify geographical terminology and vocabulary in target language.
- Compare and contrast cultural elements in Hispanic countries.

Professions
Students will be able to:
- Use appropriate forms of the verb "to be" (ser) to identify professions.
- Apply concepts of adjective agreement.

Asking Questions & Present Tense Verbs (AR)
Students will be able to:
- Synthesize information on AR verbs in order to create questions and answers as well as conversational sentences in the present tense.

LIBRARY/MEDIA

The mission of the school library media center program is to provide an inclusive environment which promotes a love of reading, and lifelong learning. The Library Media Center is also a unique instructional site in which certified school library media specialists design and implement instructional strategies to ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources.

Students in grade 5-8 will be able to:

- Understand the role of the media specialist as a teacher and resource person utilizing primary and electronic resources.
- Demonstrate ethical and safe use of the Internet and electronic resources.
- Demonstrate appropriate use and care of materials.
- Learn how to identify, locate, select and access print and non print materials.
- Identify, locate and utilize the parts of books: print and electronic.
- Understand that fiction and non-fiction books can be used as resources for recreational reading.
- Understand that libraries provide diverse collections of information presenting many viewpoints.
- Identify, locate, select and utilize dictionaries/Thesauruses from the reference collection.
- Understand fiction and nonfiction books can be used as resources for research and class assignments.
- Utilize technological resources as available and appropriate.
- Utilize computer applications and software (databases, spreadsheets, presentations and word processing) as needed.
- Perform a basic search by (a) Author, Title Subject; (b) Keyword.
- Utilize electronic resources (eg: eBooks, apps etc.)
- Identify, locate, select and utilize fiction and nonfiction literature.
- Perform a basic search by (a) Author, Title Subject; (b) Keyword and assess results.
- Understand and utilize singer user and/or networked information resources (menu bars, help screens, search strategies, print, save, send/attach).
- Understand and use the internet to locate, evaluate, print and save information.
- Identify, locate, select and utilize dictionaries/Thesauruses and encyclopedias from the reference collection.
- Identify, locate, select and utilize electronic reference materials, ie. online databases, encyclopedias, EBSCO etc.
- Identify, locate, select and utilize dictionaries/Thesauruses, encyclopedias, almanacs, atlases, and collective biographies from the reference collection.
- Demonstrate ethical and appropriate use of property and materials (copyright and plagiarism).

- Apply district guidelines for bibliographic citations e.g., Modern Language Association (MLA) American Psychological Association (APA) and others.
- Perform an advanced search with technology, beyond a) Author, Title Subject; (b) Keyword and assess search results.