



## **NORTHERN VALLEY SCHOOLS CONSORTIUM**

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

### **CURRICULUM OBJECTIVES: GRADE EIGHT**

**COMPREHENSIVE HEALTH**

**LANGUAGE ARTS**

**MATHEMATICS**

**MUSIC**

**PHYSICAL EDUCATION**

**SCIENCE**

**SOCIAL STUDIES**

**TECHNOLOGY**

**VISUAL ARTS**

**WORLD LANGUAGES**

**LIBRARY/MEDIA**

# NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS

Mr. Vincent McHale, Superintendent	Closter
Mr. Michael Fox, Superintendent	Demarest
Dr. Adam Fried, Superintendent	Harrington Park
Dr. Peter Hughes, Superintendent	Haworth
Mr. Michael Pinajian, Superintendent	Northvale
Mr. Kevin Ulmer, Superintendent	Norwood
Dr. Danielle Da Giau, Superintendent	Old Tappan
Mr. James Santana, Superintendent	Northern Valley Regional High School District
Ms. Kathleen O'Flynn, Director	Northern Valley Office of Curriculum and Instruction

This document was prepared by the Northern Valley Office of  
Curriculum and Instruction.

## TABLE OF CONTENTS

Comprehensive Health	3
Language Arts	5
Mathematics	7
Music	8
Physical Education	10
Science	11
Social Studies	12
Technology	14
Visual Arts	15
World Languages	16
Library/Media	17

# **COMPREHENSIVE HEALTH**

## **WELLNESS**

All students will acquire health promotion concepts. Students will be able to:

- Know how the use of technology and medical advances impact wellness and contribute to data collection.
- Learn how each aspect of health impacts wellness at each stage of life.
- Know the options for caring for the ill, elderly and disabled.
- Learn the stages of grief among children and adults.
- Know healthy ways to lose, gain or maintain weight.
- Understand how foods are genetically altered and the impact of GMO on wellness.
- Recognize healthy eating patterns and their effect on wellness
- The current and emerging communicable, non-communicable, acute, chronic and inherited diseases, and their risk factors.
- Some current and emerging trends to diagnose and treat health conditions.
- The current STD's include HIV/AIDS and HPV.
- The different forms of mental illness including self-harm.
- The short and long-term impacts of all forms of abuse and how they impact the aspects of wellness.
- How consequences of conflict and violence affect the individual, family, and community.
- How culture affects how families cope with crisis, change, loss and grief.

## **INTEGRATED SKILLS**

**All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Students will be able to:**

- Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.
- Analyze the economic and political purposes and impacts of health messages found in the media.
- Discuss how ethical decision-making requires careful thought and action.
- Critique significant national and global health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.
- Justify when individual or collaborative decision making is appropriate.
- Identify the characteristics of various role models and core ethical values they represent.
- Explain how community and public service supports the development of core ethical values.
- Analyze personal and group adherence to student codes of conduct.
- Analyze to what extent various cultures have responded effectively to individuals with disabilities.
- Plan and implement volunteer activities to benefit a health organization or cause.
- Develop and defend a position or opinion on a health issue or problem and educate students and parents about a health issue or cause.
- Develop and defend a position or opinion on a health issue or problem and educate students and parents about a health issue or cause.
- Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.
- Investigate community and mental health services.
- Describe the school's role in helping a student and his/her family get help for a problem.

- Compare and contrast situations that require support from a trusted adult or health professional.
- Apply research skills to career exploration.
- Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.

## **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:

- Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.
- Compare and contrast the physical and behavioral effects of each classification of drugs.
- Analyze health risks associated with injecting drug use.
- Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.
- Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs/STIs.
- Revisit the abuse and illegal possession of prescription drugs.
- Describe ways to quit using substances and discuss factors that support the ability to quit.
- Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.
- Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.

## **HUMAN RELATIONSHIPS AND SEXUALITY**

All students will acquire knowledge about the physical, social, and emotional aspects of human relationships and sexuality. All students will discuss the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means.

These concepts will be able to support a healthy active lifestyle.

Students will be able to:

- Discuss the potential short and long-term physical, emotional, and social impacts of adolescent sexual activity.
- Describe how various cultures date or select life partners.
- Differentiate among affection, love, commitment, and sexual attraction
- Describe the signs of an unhealthy relationship and develop strategies to end it.
- Develop standards for dating situations such as dating in groups, setting limits or only dating someone of the same age.
- Analyze internal and external pressures to become sexually active
- Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressure to become sexually active
- Analyze how certain behaviors place one at greater risk of HIV/AIDS, STDs/STIs and unintended pregnancy.
- Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.
- Recall topics regarding sexual orientation.
- Discuss the importance of routine healthcare procedures such as breast self-examination and testicular examination.

- Describe fertilization and each stage of embryonic and fetal development
- Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.
- Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.
- Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.
- Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on prenatal and postnatal development.
- Describe the physical, economic, emotional, social, cultural, and intellectual responsibilities of parenthood.
- Describe effective parenting strategies and resources for help with parenting.
- Analyze the challenges and responsibilities of being a teen mother and/or teen father.



## **LANGUAGE ARTS**

### **Argument Reading and 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 is my viewpoint developed?
- How can I use the experiences of others to enhance my argument?

### **Informational Reading and Writing**

#### **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
- Create their own informational text

**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 Reading****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 can 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?

**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 to improve and reflect on writing

### **Essential Question(s):**

- What stories do I have to tell?
- How can I write well-developed, descriptive and detailed stories about important moments from my life that engage my reader?
- What makes an effective story?
- How can I engage a reader with my stories?
- What essential human qualities do my stories illustrate?
- What can I learn from other people's experiences?
- How can I use my own experiences to teach others?
- How can I use reader feedback to make my writing more powerful?



## **MATHEMATICS**

### **The Number System**

- Know that there are numbers that are not rational, and approximate them by rational numbers.

### **Expressions and Equations**

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

### **Functions**

- Define, evaluate, and compare functions.

### **Geometry**

- Understand congruence and similarity using physical models, transparencies or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

### **Statistics and Probability**

- Investigate patterns of association in bivariate data.

### **Financial Literacy**

- Includes content and learning on budgeting, savings, credit, debt, insurance, investment

and other issues associated with personal financial responsibility.

### **Entering Expected Skills:**

- Proportions
- Integers
- Rational numbers
- Conversions: fractions, decimals, %

### **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**

- a. Examine works of music that communicate significant cultural beliefs or sets of values.
- b. Use specific vocabulary relating to symbolism, genre and performance techniques in all music areas.
- c. Perform independently and in groups a repertoire of diverse music.
- d. Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
- e. Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.

#### **Reading and notation**

- a. Perform compositions containing progressively complex notations.
- b. Improvise original melodies and/or rhythms.

#### **Listening and responding**

- a. Distinguish among musical styles, trends and movements in various musical forms.
- b. Examine how aspects of meter, rhythm, tonality, intervals, and chords are organized to establish unity and variety in musical compositions.
- c. Compare and contrast musical works from specific historical periods.
- d. Analyze the elements of music in a diversity of musical works.

#### **Critiquing**

- a. Compare and contrast musical works from specific historical periods using the progression of description, analysis, interpretation, and evaluation.
- b. Evaluate the judgment of others based on the process of critique.
- c. Compare and contrast the technical proficiency of artists.

## **History and Culture**

- a. Analyze how technological changes have influenced the development of music.
- b. Identify the common musical elements that help define a given historical period.
- c. Examine social, political, and cultural influences on art.

## **Connections**

- a. Identify careers and lifelong opportunities in the music field.
- b. Describe various roles that musicians perform and identify representative individuals and their achievements that have functioned in each role.

## **Instrumental Music**

### **Performance**

- a. Examine works of music that communicate significant cultural beliefs or sets of values.
- b. Use specific vocabulary relating to symbolism, genre, and performance techniques in all music areas.
- c. Play independently and in groups a repertoire of diverse music

### **Reading and notation**

- a. Play compositions containing progressively complex notations
- b. Communicate ideas about the social and personal value of music.

### **Listening and responding**

- a. Distinguish among musical styles, trends, and movements in various musical forms.
- b. Examine how aspects of meter, rhythm, tonality, intervals and chords are organized to establish unity and variety in musical compositions.
- c. Compare and contrast musical works from specific historical periods.

### **Critiquing**

- a. Analyze the elements of music in a diversity of musical works.
- b. Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
- c. Compare and contrast musical works from specific historical periods using the progression of description, analysis, interpretation, and evaluation.
- d. Compare and contrast the technical proficiency of artists.
- e. Listen to and analyze recorded lessons, rehearsals, and performances using digital tools, and media-rich resources to enhance musical knowledge.

## **History and culture**

- a. Analyze how technological changes have influenced the development of music.
- b. Identify the common musical elements that help define a given historical period.
- c. Differentiate the history of music in world cultures



# **PHYSICAL EDUCATION**

## **A. Movement Skills and Concepts**

1. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
2. Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
3. Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
4. Detect, analyze, and correct errors and apply to refine movement skills.

## **B. Strategy**

1. Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
2. Assess the effectiveness of specific mental strategies applied to improve performance.
3. Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

## **C. Sportsmanship, Rules, and Safety**

1. Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
2. Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
3. Analyze the impact of different world cultures on present-day games, sports, and dance.

## **D. Fitness and Physical Activity**

1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2. Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
3. Analyze how medical and technological advances impact personal fitness.
4. Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
5. Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
6. Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

## **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.



### **Unit: Electromagnetic Radiation**

#### **Students will be able to:**

- Develop and use a model to describe that waves are reflected, absorbed or transmitted through various materials.

### **Unit: Information Technologies and Instrumentation**

#### **Students will be able to:**

- Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a MORE RELIABLE way to encode and transmit information.

### **Unit: Wave Properties**

#### **Students will be able to:**

- Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials

### **Unit: Weather Climate and Natural Hazards**

#### **Students will be able to:**

- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

### **Unit: Matter and Energy in Everyday Life**

#### **Students will be able to:**

- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- Develop a model to describe how food is rearranged through chemical reactions to forming new molecules that support growth and/or release energy as this matter moves through an organism.

### **Unit: Chemical Reactions and Energy**

#### **Students will be able to:**

- Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

## Unit: Energy of Objects in Motion

### Students will be able to:

- Construct and interpret graphical displays of data to describe the relationship of kinetic energy to the mass of an object and to the speed of an object.
- Develop a model to describe that when the arrangements of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

## Unit: Thermal Energy

### Students will be able to:

- Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
- Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.



## SOCIAL STUDIES

### Antebellum Period

#### Students will be able to:

- Describe how slavery became a sectional issue between the North and South.
- Describe what life was like for enslaved and free African Americans.
- Analyze examples of hatred, prejudice, and discrimination during the Antebellum Period.
- Analyze the role of the Abolitionist Movement during the Antebellum Period.
- Explain the causes and events that led to the Civil War.

### Civil War

#### Students will be able to:

- Examine how the characteristics of the North and South contributed to the progress and outcome of the Civil War.
- Analyze critical events and battles of the Civil War from multiple perspectives.
- Examine the roles of women, African Americans, and Native Americans during the Civil War.
- Examine the impact of the Emancipation Proclamation and the Gettysburg Address on the outcome of the Civil War.
- Analyze the measures taken by the North and South to sustain the war effort
- Assess the human and material costs of the Civil War in the North and South.

### Reconstruction

#### Students will be able to:

- Analyze the effect of Lincoln's assassination and the impeachment of Andrew Johnson

- Identify key issues, major obstacles and critical events that shaped the United States during Reconstruction
- Discuss resistance to Reconstruction including black codes, Jim Crow laws and the rise of hate groups
- Research and assess the intent and effects of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments on life in the United States
- Compare and contrast the roles of the executive and legislative branches of the federal government during Reconstruction

## **The Emerging of the 20<sup>th</sup> Century**

### **Students will understand:**

- The impact of big businesses on America (i.e., railroads, oil, steel and banking)
- The positive and negative reactions to big business practices
- The problems faced by industrial workers in the 19<sup>th</sup> century
- The rise, problems and lasting effects of early unions
- The push & pull factors of immigration
- Efforts to reform the political and social ills of society during the Progressive Era (muckrakers, Prohibition, Women's Rights Movement)
- The effect of establishing an American empire overseas (i.e., the acquisition of Alaska & Hawaii, the Spanish-American War, the Panama Canal)

## **World War I**

### **Students will be able to:**

- Examine the causes of WWI and how the United States entered the conflict.
- Assess the impact of alliances, imperialism, nationalism and militarism on the outbreak of the war.
- Analyze the significance of battles leading to the outcome of the war.
- Draw conclusions around the role of weaponry and technology used during the conflict.
- Conduct an analysis of the strengths and weaknesses of the Treaty of Versailles.

## **Interwar Period**

### **Students will be able to:**

- Describe the factors that contributed to the Great Depression.
- Analyze the effect of the Great Depression on the American people.
- Analyze how the Dust Bowl affected the farming industry in America.
- Analyze the decisions made by the government in reaction to the Great Depression.

## **World War II**

### **Students will understand:**

- How totalitarian governments in Germany and Italy contributed to the outbreak of World War II
- How the expansion of Imperial Japan led to the outbreak of hostilities in Asia and the Pacific
- How rival alliances affected the outcome of World War II
- The role of the US in World War II
- The significance of major battles in Europe and the Pacific on the outcome of the war
- The effect of atomic weapons on the Japanese and the course of the war
- How the events of World War II affected the post-war world

## Active Citizenship in the 21<sup>st</sup> Century

### Students will be able to:

- Compare and contrast the world before and after 9/11.
- Analyze changes in American policy as a result of 9/11.
- Analyze and discuss local, national, and international issues and events.
- Connect local, national, and international events to the world around them.

## Diversity, Equity, and Inclusion

- Describe and explain the political, economic and social contributions of LGBTQ+ individuals and persons with disabilities.

## Financial Literacy

- Includes content and learning on budgeting, savings, credit, debt, insurance, investment and other issues associated with personal financial responsibility.



## TECHNOLOGY

### Grades 5-8 Objectives

#### I. Technology Operations and Concepts: Word Processing, Keyboarding

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

#### II. Creativity and Innovation

1. 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).

#### III. Communication and Collaboration

1. 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.

#### IV. Digital Citizenship

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

#### V. Research and Information Literacy

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

## **VI. Critical Thinking, Problem Solving, and Decision-Making**

1. 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 6, 7, 8**

#### **The Creative Process:**

1. Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
2. Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.

#### **History of Arts and Culture:**

1. Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
2. Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
3. Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

#### **Performing**

1. Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
2. Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
3. Identify genres of art (including realism, abstract/non objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
4. Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
5. Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
6. Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

## **Aesthetic Responses and Critique Methodologies**

### **A. Aesthetic Responses**

- Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
- Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

### **B. Critique Methodologies**

- Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
- Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.



## **WORLD LANGUAGE**

### **Self**

#### **Students will be able to:**

- Participate in simple oral conversations that include introducing self and others
- Ask questions using interrogative words
- Use nouns, articles and adjectives correctly with appropriate gender and number in speech and writing
- Tell time in both U.S. time and military time

### **In the Class**

#### **Students will be able to:**

- Discuss the classroom and school life
- Talk about their class schedule using school subjects and days of the week
- Ask and answer questions related to school and daily activities

### **The Family**

#### **Students will be able to:**

- Express relationship between family members and friends
- Describe people and things
- Express possession

### **Vacations**

#### **Students will be able to:**

- Discuss and plan a vacation; Describe a hotel
- Talk about feelings and emotions
- Discuss seasons and weather

### **Sports and Pastimes**

#### **Students will be able to:**

- Understanding of sports and pastimes
- Discuss locations within a city

### **Shopping**

#### **Students will be able to:**

- Talk about and describe clothing
- Express preferences in a store
- Negotiate price and pay for items that are bought

### **Daily Routine**

#### **Students will be able to:**

- Describe daily routine
- Discuss personal hygiene habits

### **Food**

#### **Students will be able to:**

- Order food in a restaurant
- Talk about and describe food
- Express likes and dislikes



## **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 a diverse collection of information presenting many viewpoints.
- Identify, locate, select and utilize dictionaries/thesauruses from the reference collection.

- Understand that 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 (i.e. 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 single 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 i.e., 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.