



## **NORTHERN VALLEY SCHOOLS CONSORTIUM**

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

### **CURRICULUM OBJECTIVES: GRADE SIX**

**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
Ms. Lisa Gross, Superintendent	Norwood
Dr. Danielle DaGiau, 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	15
Visual Arts	15
World Languages	17
Library/Media	17

# **COMPREHENSIVE HEALTH**

## **WELLNESS**

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

- Understand the physical, social, emotional and intellectual dimensions of wellness.
- Discuss how health data, such as blood pressure, body composition, and cholesterol can be used to assess and improve wellness.
- Discuss how health knowledge, health choices, self-control, resistance and self-management skills influence wellness.
- Describe how technology impacts wellness.
- Discuss how health knowledge, health choices, self-control, resistance and self-management skills influence wellness.
- Compare the rate of physical, social, emotional and intellectual change during various life stages and discuss ways to foster healthy growth.
- Discuss factors that influence food choices.
- Assess the short and long term benefits and risks associated with nutritional choices.
- Create a daily balanced nutritional meal plan through research of various foods.
- Compare and contrast methods used to diagnose and treat diseases and health conditions.
- Differentiate among communicable, non-communicable, acute, chronic and inherited diseases and health conditions.
- Compare and contrast diseases and health conditions prevalent in adolescents including asthma, obesity, diabetes, Lyme disease, STDs and HIV/AIDS.
- Compare and contrast mental illnesses including detection and treatment.
- Compare and contrast the incidents and characteristics of intentional and unintentional injuries in adolescence, include traffic safety and various locations (home, schools, other).
- 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
- Demonstrate and assess basic first aid procedures.
- Describe the physical and emotional signs of stress and the short and long term impacts of stress on the human body.
- Compare and contrast ways that individuals, families and communities cope with change, crisis, rejection, loss, and separation.
- Discuss how stereotyping might influence one's goals, choices and behaviors.
- Compare and contrast forms of mental illness such as phobias, anxiety, panic disorders, and depression.
- Compare and contrast the incidence and characteristics of intentional (i.e.: homicide, suicide), unintentional (i.e.: motor vehicle crash, falls), and injuries in adolescents.

## **INTEGRATED SKILLS**

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

- Summarize health information from a variety of valid and reliable health resources.
- Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.
- Compare and contrast the economic and social purposes of health messages presented in the media.
- Describe and demonstrate the use of refusal skills in various situations.

- Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.
- Analyze significant health decisions and discuss how the outcome might have been different if a different decision had been made.
- Describe and develop effective decision-making strategies.
- Summarize strategies using data to support the achievement of short and long term health goals.
- Elaborate on the characteristics of role models and how role models influence the personal goals and ethical standards of others.
- Describe how character and ethical values play a role in challenging situations
- Discuss ways and develop plans to include peers with disabilities.
- Compare various forms of leadership and implement appropriate leadership strategies when serving a leadership role.
- Discuss how individuals can make a difference by helping others, opportunities for volunteer service, and participate in activities through school or community-based health or service organizations
- Formulate and express a position on health issues and educate peers about the health issue or cause.
- Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness. (ex., health inspections, local health department, DCF)
- Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness. (ex., health inspections, local health department, DCF)
- Judge through research the effectiveness of various health resources.
- Understand health issues that need to be supported by trusted adults or health professionals.

## **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:

- Describe factors that impact the effectiveness of a medicine.
- Examine the potential for abuse of common over-the-counter and prescription medicines including supplements and herbal remedies.
- Discuss the classifications of illegal drugs and controlled substances and give examples of each.
- Describe the physical and behavioral effects of each classification of drugs.
- Understand the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
- 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.
- Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- Identify ways to quit using alcohol, tobacco and other drugs and discuss factors that support an individual to quit.
- Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.

## **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:

- Describe the characteristics of a healthy relationship and discuss factors that support and sustain it.
- Describe how peer relationships may change during adolescence.
- Discuss different forms of dating and explain the role of dating in personal growth.
- Understand the concepts of gender and gender identification.
- Describe strategies to remain abstinent and resist pressures to become sexually active.
- Discuss the possible physical, social, and emotional impacts of adolescent sexual activity.
- Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them.
- Discuss how parents, peers, and the media influence attitudes about sexuality.
- Understand growth patterns of males and females during adolescence.
- Discuss the risks for HIV/AIDS, STIs, HPV, or unintended pregnancy.
- Discuss fertilization, embryonic development, and fetal development.
- Recommend prenatal practices that support a healthy pregnancy.
- Discuss the potential challenges faced by adolescent parents and their families.
- Recommend sources of information and help for adolescent parents.



## **LANGUAGE ARTS**

### **Argument Reading & 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?

## **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?

## **Informational Reading & 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 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**

### **Ratios and Proportional Relationships**

- Understand ratio concepts and use ratio reasoning to solve problems.

### **The Number System**

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.



- Apply and extend previous understandings of numbers to the system of rational numbers.

### **Expressions and Equations**

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variable.

### **Geometry**

- Solve real-world and mathematical problems involving area, surface area, and volume.

### **Statistics and Probability**

- Develop understanding of statistical variability.
- Summarize and describe distributions.

### **Financial Literacy**

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

### **Entering Expected Skills:**

- Exponents
- Volume
- Decimals
- Division and multiplication
- Remainders to mixed numbers
- Ratio

### **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 influence 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 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).
2. Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
3. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social and fitness dance).
4. Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

### B. Strategy

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

### C. Sportsmanship, Rules, and Safety

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

### D Fitness and Physical Activity

1. Analyze the social, emotional, and health benefits of selected physical experiences.

2. Determine to what extent various activities improve skill-related fitness versus health-related fitness.
3. 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.
4. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness based on age and gender.
5. Relate physical activity, healthy eating, and body composition to personal fitness and health.
6. Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
7. Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
8. 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: Forces and Motion**

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

- Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
- Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

### **Unit: Earth and the Solar System**

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

- Develop and use a model of the Earth-Sun-Moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- Analyze and interpret data to determine scale properties of objects in the solar system.

### **Unit: Earth's Systems 1**

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

- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

- Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.
- Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes.

**Unit: Earth’s Systems 2**

**Students will be able to:**

- Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

**Unit: The History of Planet Earth**

**Students will be able to:**

- Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.
- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth’s 4.6-billion-year-old history.

**Unit: Ecosystem Dynamics**

**Students will be able to:**

- Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- Evaluate competing design solutions for maintaining biodiversity and ecosystem services.



**SOCIAL STUDIES**

**Prehistory**

**Students will be able to:**

- Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.
- Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
- Compare and contrast how nomadic and agrarian societies used land and natural resources.
- Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.

- Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
- Compare and connect the lives of early humans to our lives today.

## **Ancient River Valley Civilizations**

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

- Analyze the geographical factors that influenced the development of civilizations in Mesopotamia, Egypt, Indus River and Yellow River Valley.
- Describe the religious influences on daily life, government, and culture in various ancient river valley civilizations.
- Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
- Summarize the factors that led to the rise and fall of various ancient river valley civilizations.
- Identify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
- Explain why different ancient river valley civilizations developed similar forms of government.
- Explain how codifying laws met the needs of ancient river valley societies.
- Determine the role of slavery in the economic and social structures of ancient river valley civilizations.

## **Greece and Rome**

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

- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
- Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin.
- Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
- Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

## **Expanding, Exchanges, and Encounters (500 ACE – 1450 BCE)**

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

- Explain how geography and religion influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
- Assess how maritime and overland trade routes (i.e. the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- Analyze the motivations for civilizations to modify the environment.
- Determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- Explain the interrelationships among the major technological innovations and cultural contributions of the civilizations of this period, and justify which represent enduring legacies such as improved agricultural production, population growth, urbanization, and commercialization.
- Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.
- Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
- Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.
- Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
- Assess the demographic, economic, and religious impact of the plague on Europe.
- Determine which events led to the rise and eventual decline of European feudalism.
- Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
- Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe and Africa.
- Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.
- Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

## **Diversity, Equity, 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 & 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**

### **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 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 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.

