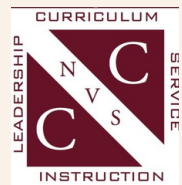


**NORTHERN VALLEY
SCHOOLS CONSORTIUM**

**CURRICULUM OBJECTIVES:
GRADE SEVEN
2023-2024**

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



NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS

Mr. Vincent McHale, Superintendent, Closter Public Schools

Mr. Michael Fox, Superintendent, Demarest Public Schools

Mr. Sean Conlon, Superintendent, Harrington Park Public School

Mr. Paul Wolford, Superintendent, Haworth Public School

Mr. Michael Pinajian, Superintendent, Northvale Public School

Mr. Kevin Ulmer, Superintendent, Norwood Public School

Dr. Danielle Da Giau, Superintendent, Old Tappan Public Schools

Mr. James Santana, Superintendent, Northern Valley Regional High School District

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

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Argument Reading and Writing

Students will be able to:

- Develop an argument and defend it with evidence
- Determine the 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

Informational Reading and Writing

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 the central/main idea
- create their own informational text

Narrative Reading

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 a point of view
- Compare/contrast various texts
- Read on or above grade level

Narrative Writing

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



The mission of the school library media center program is to provide an inclusive environment that 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 implements instructional strategies to ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources.

Students in grades 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
- Understanding 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 (i.e., 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 (i.e., 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 (i.e., 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



Expected Skills Entering Grade 7:

- Fractions
- Decimals
- Proportions
- Solve for missing variable
- Order of operations
- Rational numbers

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems
- Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units
- Use proportional relationships to solve multi-step ratio and percent problems

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers
- Solve real-world and mathematical problems involving the four operations with rational numbers

Expressions and Equations

- Use properties of operations to generate equivalent expressions
- Use variables to represent quantities in a real-world or mathematical problem
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations

Geometry

- Draw, construct and describe geometrical figures and describe the relationships between them
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume
- Statistics and Probability
- Use random sampling to draw inferences about a population
- Draw informal comparative inferences about two populations
- Investigate chance processes and develop, use, and evaluate probability models

Statistics and Probability

- Use random sampling to draw inferences about a population
- Draw informal comparative inferences about two populations
- Investigate chance processes and develop, use, and evaluate probability models
- Show that experimental probability results will approximate theoretical given enough trials

Financial Literacy

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

Mathematical Practices for Grades 3-8:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning



CREATING

- Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent
- Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences
- Evaluate independent work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources
- Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others
- Present the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent

PERFORMING

- Apply collaboratively- developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context
- Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used
- When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form
- Identify how cultural and historical context inform performances and result in different music interpretations
- Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities convey intent
- Identify and apply collaboratively developed criteria to rehearse, refine, and determine when the music is ready to perform
- Perform the music with technical accuracy and stylistic expression to convey the creator's intent
- Demonstrate performance decorum and audience etiquette appropriate for venue, purpose, and context

RESPONDING

- Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose
- Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces

- Identify and compare the context of music from a variety of genres, cultures, and historical periods
- Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent
- Select from teacher-provided criteria to evaluate musical works or performances

CONNECTING

- Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms
- Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent
- Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices
- Perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and expressive qualities convey intent
- Select or choose contrasting music to listen to and compare the connection to specific interests or experiences for a specific purpose
- Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms
- Identify how cultural and historical context inform performance and results in different music interpretations
- Identify and compare the context of music from a variety of genres, cultures, and historical periods
- Select from teacher-provided criteria to evaluate musical works or performances



PERSONAL QUALITIES

Reflection

- Provide constructive feedback with self-assessment to improve peer performance
- Distinguish factors that affect and influence participation in physical activity, for example, attitude, access, personal and/or family preference
- Demonstrate an understanding that we play a role in encouraging others

Empathy

- Respect the view of others. Respond appropriately, for example, by asking and answering questions, clarifying points, and building on ideas

- Contribute to an inclusive atmosphere by showing mutual respect in practice and performance environments of varying levels of ability
- Listen to and respond to the ideas, thoughts, and feelings of others, and is develop negotiation skills when dealing with movement challenges

Adaptability

- Develop an understanding of competition to achieve goals and positive outcomes
- Demonstrate understanding of the positive link between effort, perseverance, and personal achievement and how goal setting plays an important role
- Apply wellness initiatives to manage emotions to enhance performance

Responsibility

- Understand a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball
- Enhance individual and group enjoyment of physical activity through fair play
- Distinguish different roles when working individually or as part of a group that leads to successful outcomes and promotes reflection

Mindset

- Apply sportsmanship in smaller groups or large teams during physical activity
- Diagram concepts to demonstrate the development process
- Recognize the characteristics of being a leader

Self Direction

- Demonstrate planning and organizational skills which are conducive to learning around SMART goals
- Describe self-motivation strategies in movement challenges and demonstrates positive effort

PHYSICAL COMPETENCIES

Kinesthetic Awareness

- Demonstrate physical competency in personal and shared space during higher levels of intense activity
- Perform and refines movement with a focus on quality, using different speeds/pathways/levels
- Move individually or as part of a team effectively through general space at elevated levels of thinking based on principles of play

Balance and Control

- Show balance and control of body during mid-level games or movement patterns
- Transfer body weight fluidly to change levels, direction, and/or land effectively
- Recognize the correlation between balance and skill execution and describe the relationship between the eyes/head and successful skill outcomes

Coordination and Fluency

- Perform a sequence of movements with assistance to improve fluency, for example, a cartwheel followed by a forward roll
- Exhibit balance, control, and rhythm
- Explain what a quality movement looks like and feels like, to help improve performance

Rhythm and Timing

- Perform actions that involve a smooth transition from one phase to another, for example, dance sequence; jump, clap, slide, and pause
- Achieve certain specialized movement skills/techniques

Gross and Fine Motor Skills

- Display most movement skills with confidence during physical activity
- Perform movement skills in sequence with increasing confidence and improved outcomes
- Develop hand/eye and foot/eye coordination to execute movement skills; for example, striking a ball with a bat or kicking a ball toward a target

PHYSICAL FITNESS

Stamina (Cardiovascular/Muscular Endurance)

- Demonstrate knowledge of pacing during moderate to vigorous physical activity taking into account geography, race tactics, timing, etc
- Personalize experiences with stamina and the importance of student-led activity or sport
- Set personal goals for sustaining moderate to vigorous physical activity that lead to improvement
- Demonstrate understanding of heart rate and how to measure it

Speed

- Move at different speeds and change direction quickly in balance and control
- Demonstrate running techniques needed to accelerate quickly from a stationary position
- Sets personal goals to improve speed
- Identify personal physical activities where speed is key to success

Core Stability and Strength

- Recognize postural control to perform physical actions successfully
- Identify movements to improve stability in their balance
- Experiment with the use of force
- Set personal goals to improve core stability and strength
- Conduct stability and strength tests for data analysis

Flexibility

- Understand a range of effective, dynamic movements specific to physical activities
- Explains understanding of the impact of flexibility on everyday life and sets personal goals to improve

- Describe physical activities where flexibility is key to success
- Recognize the importance of flexibility maintenance in lifelong physical pursuits
- Conduct flexibility tests for data analysis



Mental Health and Stress Management

- Compare and contrast mental illnesses including detection and treatment
- 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
- Compare and contrast forms of mental illness such as phobias, anxiety, panic disorders, and depression
- Compare and contrast the characteristics of injuries in adolescents, both intentional (i.e., homicide, suicide) and unintentional (i.e., motor vehicle crash, falls)
- Investigate various forms of mental illness including impulse disorders such as gambling or chopping, depression, eating disorders, and bipolar disorders
- Identify warning signs of depression and suicide
- Explain what to do if a friend or relative is suicidal
- Describe various crisis interventions
- Identify available supports in the school and community that are available to individuals in need of support with mental and emotional health

Community Outreach

- Demonstrate and assess basic first aid procedures, including CPR
- Identify people and agencies that can assist individuals in need of help
- Connect with other students to develop a strategy to address health issues related to climate change

Alcohol, Tobacco, and other Drugs

- Determine when situations require the application of a thoughtful decision-making process
- Identify circumstances that can help or hinder healthy living
- Define stimulants, depressants, and hallucinogenic substances
- List factors that can lead to substance abuse disorders
- Describe how substance abuse affects the social, emotional, and physical health of an individual

Human Relationships and Sexuality

- Explain what students can do to enhance an inclusive school environment
- Compare and contrast the characteristics of healthy and unhealthy relationships
- Analyze the similarities and differences between friendships, romantic relationships and sexual relationships
- Identify supports available to individuals of all genders, gender identities, and sexual orientations in the school community



Structure, Function, and Information Processing

Students will be able to:

- Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different types of cells
- Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function
- Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells
- Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories

Matter and Its Properties

Students will be able to:

- Develop models to describe the atomic composition of simple molecules and extended structures
- Analyze and interpret data on the properties of substances
- 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

Growth and Development of Organisms

Students will be able to:

- Use an argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants
- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms
- Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation

Natural Resources and Human Impact

Students will be able to:

- 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
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment
- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems

Inheritance and Variation of Traits

Students will be able to:

- Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism
- Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation

Evidence of Common Ancestry and Diversity

Students will be able to:

- Describe different pieces of evidence that support evolution from a common ancestor (i.e., fossil record, homology and embryological development)
- Explain how natural selection drives evolution



Revolution and New Nation (1754-1820s)

- Assess how conflicts and alliances among European countries and Native American groups affected the expansion of the American colonies
- Explain how taxes and government regulation by the British impacted the American Colonies
- Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period
- Explain why New Jersey's location played an integral role in the American Revolution
- Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy

- Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States
- Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution
- Examine the roles and perspectives of various socioeconomic groups, African Americans, Native Americans, and women during the American Revolution, and determine how these groups were affected by the war
- Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America
- Evaluate the effectiveness of the fundamental principles of the Constitution in establishing a federal government that allows for growth and change over time
- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War
- Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans
- Determine the role that compromise played in the creation and adoption of the Constitution and the Bill of Rights
- Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government
- Evaluate the impact of the Constitution and Bill of Rights on current day issues
- Evaluate how political parties influenced early American government
- Determine why the Alien and Sedition Acts were enacted
- Evaluate the effect of the Alien and Sedition Acts on civil liberties
- Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government
- Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time
- Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country

Expansion and Reform (1801–1861)

- Describe what reform movements began during the 19th century
 - Describe the methods the United States used to achieve Manifest Destiny
 - Identify the causes that led to Westward Expansion
 - Explain the impact of Manifest Destiny on the growth of the nation
 - Use maps and other geographic tools to analyze the impact of sectionalism
 - Explain the most lasting effect 19th century reform movements had on civil rights and liberties in the United States
 - Explain how the Texan Revolution and Mexican-American War resulted in Westward Expansion
 - Analyze the impact of Westward Expansion and Reform from various perspectives (i.e., Native Americans, African Americans, Women)
-

- 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
- Use suggested vocabulary: Manifest Destiny, Corp of Discovery, laissez faire, Louisiana Purchase, War Hawks, expedition, nationalism, Non-Intercourse act, embargo, interstate commerce, domestic system, Monroe Doctrine, Whigs, Democrats, Oregon Trail, Alamo, annex, Lone Star Republic,, Texan War for Independence, Mexican War, New Mexico Territory, Bear Flag Republic, Mormons, Trail of Tears, Gold Rush
- Know Key Personalities: Lewis and Clark, Thomas Jefferson, Sacagawea, Napoleon, John Q. Adams, Andrew Jackson, Henry Clay, John C. Calhoun, Daniel Webster, Davy Crockett, James Monroe, James K. Polk, John Fremont, Stephen Austin, Samuel Houston, Santa Anna, Zachary Taylor, Brigham Young, Joseph Smith, Zebulon Pike, Tecumseh, William Henry Harrison

Civil War/Reconstruction (1850-1877)

- How and why enslaved Africans were used to support the economic structure of the Antebellum South
- 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 effects of the events/policies that led to the Civil War
- 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
- Analyze the effect of Lincoln's assassination and the impeachment of Andrew Johnson
- How African-Americans were denied equal rights in 19th century America
- 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 13th 14th, and 15th amendments on life in the United States
- Describe and explain the political, economic, and social contributions of LGBTQ+ individuals and persons with disabilities and the APPI community as relevant to instruction and grade level
- Compare and contrast the roles of the executive and legislative branches of the federal government during Reconstruction



VISUAL ARTS

CREATING

Color & Value

- Expand on color theory
- Classify and differentiate different color schemes
- Ex: primary, secondary, tertiary colors

Line & Texture

- Identify and classify lines in artwork (i.e., movement, rhythm, pattern, perspective, texture, etc.)

Shape, Form & Space

- Identify and create positive/negative space

Principles of Design (Movement, Balance, Emphasis, Pattern, Rhythm, Unity, Repetition)

- Apply Elements of Art/Principles of Design in all art projects

Generating & Conceptualizing Ideas

- Combine concepts collaboratively to generate innovative ideas for creating art
 - Sketch, plan, and edit artwork
 - Environmental, Contemporary Social Issues, Current Events/Pop Culture (i.e., Holocaust, Amistad, Climate change, diversity, etc.)
- Apply methods to overcome creative blocks
- Document early stages of the creative process visually and/or verbally in traditional or new media
- Formulate an artistic investigation of personally relevant content for creating art
- Develop criteria to guide making a work of art or design to meet an identified goal
- Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design
 - Peer collaboration/peer critique

Organizing & Developing Ideas

- Continually demonstrate progress in craftsmanship
- Appropriate and safe use of tools and equipment during art-making
- Develop art skills using practice and experimentation
- Explore environments and objects as inspiration to use in art-work
- Critique and self-assess artwork during creative process
- Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design

Refining & Completing Projects

- Conduct peer and individual reflection examining the rubric criteria, and plan revisions for future works and designs
- Reflect on and explain important information about personal artwork in an artist statement or another format (i.e., Powerpoint, Canva, Google Form, Google Slides, verbal explanation)

PRESENTING

Select, analyze and interpret artwork

- Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced

Develop and refine techniques and models or steps needed to create artwork

- Based on criteria, analyze and evaluate methods for preparing and presenting art

Convey meaning through art

- Compare and contrast viewing and experiencing collections and exhibitions in different venues

RESPONDING

Aesthetic Response

- Distinguish artistic styles and trends
- Explore how to develop informed interpretations of artwork

Perceive and Analyze

- Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued
- Analyze multiple ways that images influence specific audiences

Interpret intent and meaning

- Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed

Apply criteria to evaluate artistic work

- Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria

CONNECTING

Critique Methodologies

- Identify and analyze artwork of various historical eras
- Discuss the cultural impact artwork had during a specific time

Synthesize and relate knowledge and personal experiences to create artwork

- Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community

Relating artistic ideas and works within societal, cultural and historical context to deepen understanding

- Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural use



Self and Basics

- Describe people's personality
- Describe people's interests
- Compare and contrast one's characteristics and interests
- Discover other people's interests to relate to one another
- Categorize different characteristics and interests
- Discuss their class schedule using time and days
- Explain what items they need for individual classes

Family and Communities

- Express relationships between family members and friends
- Describe physical and personality traits of family members
- Compare and contrast families of different cultures
- Describe their home and community
- Design their dream home