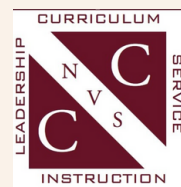


**NORTHERN VALLEY  
SCHOOLS CONSORTIUM**

**CURRICULUM OBJECTIVES:  
GRADE SIX  
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**

**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**

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# LANGUAGE ARTS

## 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, and Reason structure
- Reading research to support a claim

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

## Informational Reading and Writing

Students will be able to:

- Read grade-appropriate nonfiction text, analyzing the features (i.e., headings, graphs, captions, etc.) and structure (i.e., 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

## 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 6**

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

### Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems
- Describe a ratio relationship between two quantities
- Use ratio and rate reasoning to solve real-world and mathematical problems

### The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions
- Interpret and compute quotients of fractions, and solve word problems involving division of 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 variables

## Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume
- Draw polygons in the coordinate plane given coordinates for the vertices

## Statistics and Probability

- Develop an understanding of statistical variability
- Summarize and describe distributions
- Recognize that a measure of center (mean, median, mode) for a numerical data set

## 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**

- Develop simple rhythmic, melodic, and harmonic phrases
  - Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form
  - Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas
  - Evaluate independent work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources
  - Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher
-

- Present the final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent

## **PERFORMING**

- Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen
- Explain how understanding the structure and the elements of music are used in music selected for performance
- When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics
- Identify how cultural and historical context inform performances
- Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities convey intent
- Identify and apply teacher-provided criteria to rehearse, refine, and determine when a piece is ready to perform
- Perform the music with technical accuracy to convey the creator's intent
- Demonstrate performance decorum and audience etiquette appropriate for venue and purpose

## **RESPONDING**

- Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose
- Describe how the elements of music and expressive qualities relate to the structure of the pieces
- Identify the context of music from a variety of genres, cultures, and historical periods
- Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical contexts, convey expressive intent
- Apply teacher-provided criteria to evaluate musical works or performances

## **CONNECTING**

- Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form
- Present the final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent
- Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen
- Perform a selected piece of music demonstrating how interpretations of the elements of music and the expressive qualities convey intent
- Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose
- Demonstrate understanding of relationships between music and the other arts



- Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent
- Identify how cultural and historical context inform the performances
- Identify the context of music from a variety of genres, cultures, and historical periods



## PHYSICAL EDUCATION

### PERSONAL QUALITIES

#### Reflection

- Self-assess and seeks teacher feedback to improve performance
- Explain factors that show why people play sports or participate in physical activity
- Demonstrate understanding of how to play a role in encouraging others

#### Empathy

- Take account of the view of others through active listening
- Recognize and include varying levels of abilities in activity and show respect to others in that regard
- Actively listen to ideas, thoughts, and feelings of others during movement challenges

#### Adaptability

- Initiate and discusses basic sportsmanship strategies and what they look like to others
- Demonstrate an understanding of the positive link between effort, perseverance, and personal achievement
- Develop an understanding of the role that emotions play in affecting performance

#### Responsibility

- Begin to recognize the range of verbal and non-verbal communication skills that can be used in practice and performance environments
- Recognize the importance of individual and group enjoyment of physical activity through fair play
- Begin to identify different roles when working individually or as part of a group

#### Mindset

- Illustrate cooperation during individual or team activities
- Provide others with support and encouragement during team activities

#### Self Direction

- Self motivate in movement challenges and demonstrates positive effort

## PHYSICAL COMPETENCIES

### Kinesthetic Awareness

- Move efficiently in personal and shared space
- Perform skill and general movement showing effort to learn skill/movement-based coaching points

### Balance and Control

- Demonstrate balance and control of the body during low-level movement patterns
- Perform smooth transfer of weight during jumping, landing, and cutting movements

### Coordination and Fluency

- Demonstrate movements with instructional assistance
- Perform movements with purpose & partially targets balance, control, and rhythm
- Recognize what quality movement looks like and observes movements to improve performance

### Rhythm and Timing

- Demonstrate skill movements with small transitions
- Observe and implement specialized movement skills/techniques to help with success

### Gross and Fine Motor Skills

- Understand and apply movement skills during physical activity
- Develop an understanding of performing movement skills in sequence
- Show hand/eye and foot/eye coordination to execute movement skills, for example catching

## PHYSICAL FITNESS

### Stamina (Cardiovascular/Muscular Endurance)

- Demonstrate understanding of how to sustain moderate to vigorous physical activity that provides a challenge
- Identify types of physical activity where stamina is key to success
- Articulate the difference between cardiovascular endurance and muscular endurance

### Speed

- Identify the different types of speed: speed of limb, speed of thought, and speed of reaction
- Accelerate quickly from a stationary position
- Name physical activities where speed is key to success

### Core Stability and Strength

- Demonstrate how to balance using different activities
- Experiment with the use of force with body parts or equipment
- Identify physical activities that create core stability and strength
- Observe physical activities that need improvement

## Flexibility

- Recognize dynamic movements used in specific physical activities
- Compare and contrast dynamic and static movements in physical activity
- Identify the impact of flexibility on everyday life



## Wellness

- Understand the dimensions of wellness.
- Examine how the family influences the health of adolescents
- Describe the influence of culture on health beliefs, practices, and behaviors
- Describe how peers influence healthy and unhealthy behaviors
- Explain the influence of personal values and beliefs on individual health practices and behaviors
- Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors
- Explain how school and public health policies can influence health promotion and disease prevention
- Understand the physical, social, emotional, and intellectual dimensions in wellness.
- Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.
- Compare and contrast methods used to diagnose and treat diseases and health conditions.

## Nutrition

- Define the skill of being able to access valid and reliable information, products, and services
- Discuss the relevance of being able to access valid and reliable information, products, and services to health outcomes
- List the steps for determining website validity and reliability
- Analyze the validity of nutrition-related information, products and services
- Identify unhealthy foods to avoid and research healthier alternatives
- Research ingredients used in processed food and the effects of these ingredients on the human body
- Choose food options that support lifelong health
- Discuss factors that influence food choices
- Analyze the validity of health information, products, and services related to a variety of health-related topics

- Access valid health information about nutrition from home, school, and the community
- Understand the importance of essential nutrients and the role they play in gaining, maintaining and losing weight (i.e., carbohydrates, fats, proteins, minerals, water, vitamins)
- Create a nutrition plan for individuals with specific needs and compare these plans to other individualized plans
- Describe situations that may require professional health services

### Personal Safety and Support

- Describe how peers influence healthy and unhealthy behaviors
- Analyze how the school and community can affect personal practices and behaviors
- Analyze how messages from the media influence health behaviors
- Describe how technology impacts wellness

### Communication and Relationships

- Define the ability to effectively communicate
- Discuss the importance of effective communication in supporting healthy relationships
- Define three types of communication: passive, assertive and aggressive
- List the cues for effective communication, refusal, and conflict resolution
- Identify effective and ineffective relationships communication in a relationship
- Describe characteristics and benefits of healthy relationships, including healthy behaviors in a relationship
- Discuss the importance of healthy relationships on their social, emotional, intellectual, and physical health
- Apply effective verbal and nonverbal communication skills in small groups to enhance relationship health
- Demonstrate effective communication, refusal, and conflict resolution skills
- Define and analyze the differences of the terms sexual orientation, gender identification and gender expression
- Identify respectful ways of communicating so as to support healthy relationships
- 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

### Growth and Development

- Understand the dimensions of wellness
- Discuss resources and supports that exist for individuals to maintain their personal health
- Relate genetics and family history to the potential impact on personal health
- Name the internal and external parts of the human reproductive systems
- Describe the function of the internal and external human reproductive systems
- Demonstrate a basic understanding of the menstrual cycle

## 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.

## 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 the scale properties of objects in the solar system

## 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.

## 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

## 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

## 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



## The Beginnings of Human Society

- Analyze 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
- Evaluate 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
- Predict how the agricultural revolution (including the impact of food surplus from farming) led 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
- 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

## Early Civilizations and the Emergence of Pastoral People

- Evaluate the geographical factors that influenced the development of civilizations of Mesopotamia, Egypt, Indus River, and Yellow River Valley and how they influenced the civilizations' development
- Identify the religious influences on daily life, government, and culture in various ancient river valley civilizations

- Describe how the development of written language transformed all aspects of life in ancient river valley civilizations
- Evaluate the factors that led to the rise and fall of various ancient river valley civilizations.
- List and judge which of the major achievements of the ancient river valley civilizations represent the most enduring legacies
- Conclude why different ancient river valley civilizations developed similar forms of government
- Describe 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
- Interpret and understand ancient artifacts through a cultural lens

### The Classical Civilizations of the Mediterranean World, India, and China

- 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 and the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations
- Compare and connect 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
- Examine 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
- Demonstrate how the development of a uniform system of exchange facilitated trade in classical civilizations
- Evaluate 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
- Trace the definitions and manifestations of the abstract principles of equality and liberty from Ancient societies to modern cultures, drawing comparisons and analyzing differences

### Expanding Exchanges and Encounters

- Evaluate 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
- Hypothesize & analyze the motivations for civilizations to modify the environment
- Judge the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges

- Interpret 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
- Justify which represent enduring legacies such as improved agricultural production, population growth, urbanization, and commercialization
- Defend why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations
- Evaluate how the development of new business practices and banking systems impacted global trade and the development of a merchant class
- 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
- Assess 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
- Distinguish 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
- Connect language to the historical time period and consider the impact of this language on an individual's understanding, acceptance and empathy towards other members of their society



## CREATING

### Color & Value

- Understand application of color theory
- Ex: monochromatic colors, complimentary colors

### Line & Texture

- Understand application of implied texture in 2-D artworks
- Identify texture in 3-D sculptures



## Shape, Form & Space

- Differentiate between one-point vs. two-point perspective
- Draw in Two-point perspective
- Identify and create atmospheric perspective

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

- Identify the Principles of Design

## 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
- 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 artwork
- Critique and self-assess artwork during the creative process
- Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open-source, and creative commons as they apply to create works of art and design

## Refining & Completing Projects

- Conduct peer and individual reflections 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

- Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork

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

- Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

### Convey meaning through art

- Assess, explain, and provide evidence of how museums or other venues reflect the history and values of a community

## RESPONDING

### Aesthetic Response

- Develop observational and emotional responses to art
- Differentiate the ways in which basic elements and principles are used by different artists

### Perceive and Analyze

- Identify and interpret works of art or design that reveal how people live around the world and what they value
- Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions

### Interpret intent and meaning

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

### Apply criteria to evaluate artistic work

- Develop and apply relevant criteria to evaluate a work of art

## 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

- Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking

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

- Analyze how art reflects changing times, traditions, resources, and cultural uses



### Self and Basics

- Introduce self and others to friends and family
- Describe themselves and others

- Use numbers 0-100 to tell time and phone numbers
- Develop personal questions
- Express weather and dates

### Introduction to Nouns and Verbs

- Modify verbs to agree with subject pronouns
- Identify who is doing an action using subject pronouns
- Plan where they are going and how they are getting there using ir
- Articulate what a profession does use -ar verbs

### Vocabulary Extension

- Express feelings/conditions using tener expressions and body parts with sickness vocabulary
- Discuss what clothes they need depending on what activities they do on vacation
- Role-play a shopping experience
- Design a family tree
- Plan a blueprint for the rooms of the house