



NORTHERN VALLEY SCHOOLS CONSORTIUM

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

**CURRICULUM OBJECTIVES:
GRADE SEVEN**

COMPREHENSIVE HEALTH

LANGUAGE ARTS

MATHEMATICS

MUSIC

PHYSICAL EDUCATION

SCIENCE

SOCIAL STUDIES

TECHNOLOGY

VISUAL ARTS

WORLD LANGUAGES

2014 - 2015

**NORTHERN VALLEY SCHOOLS CONSORTIUM
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COMPREHENSIVE HEALTH



WELLNESS

I. Personal Health

1. Describe the appropriate selection and use of health care and personal hygiene products.
2. Evaluate the impact of health behaviors and choices on personal and family wellness.

II. Growth and Development

1. Reinforce how body systems are interdependent and interrelated.
2. Discuss how heredity, physiological changes, environmental influences and varying social experiences contribute to an individual's uniqueness.

III. Nutrition

1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.
2. Describe the impact of nutrients on the functioning of human body systems.

IV. Diseases and Health Conditions

1. Analyze local and state public health efforts to prevent and control diseases and health conditions.
2. Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders and bipolar disorders.
3. Identify warning signs of depression and suicide.
4. Investigate what causes a person to commit suicide.
5. Describe various crisis interventions.
6. Explain what to do if a friend or relative is suicidal.

V. Safety

1. Assess situations in the home, school, and community for perceived vs. actual risks of injuries.
2. Investigate the short and long term impacts of injuries on the individual, the family and the community.
3. Reinforce and demonstrate first aid procedures including situation and victim assessment, Basic Life support, and the care of bleeding and wounds, burns, fractures, shock, and poisoning through hands-on application of techniques.
4. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.
5. Understand the effects of the Internet and technology on social and emotional health and its negative consequences.

VI. Social and Emotional Health

1. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
2. Analyze the effectiveness of home, school and community efforts to prevent conflict, harassment, vandalism, and violence.
3. Describe situations that may produce stress, describe the body's response to stress, and demonstrate healthy ways to manage stress.

INTEGRATED SKILLS

I. Communication

1. Present health information using a multimedia approach, adapting the working and delivery method for various topics and audiences.
2. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.
3. Assess the use of active and reflective listening.

II. Decision Making

1. Demonstrate and assess the use of decision-making skills in health and safety situations.
2. Compare and contrast the influence of peers, family, the media and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
3. Predict social situations and conditions that may require adolescents and young adults to use decision-making skills.

III. Planning and Goal Setting

1. Revisit and analyze factors that support or hinder the achievement of personal health goals.

IV. Character Development

1. Analyze how character development can be enhanced and supported by individual, group, and team activities.

V. Leadership, Advocacy and Service

1. Demonstrate the ability to function effectively in both leadership and supportive roles.
2. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.
3. Develop and articulate a group's goals, shared values, and vision.

DRUGS AND MEDICINE

I. Medicines

1. Compare and contrast commonly used over-the-counter medicines.
2. Classify commonly administered medicines and describe the potential side effects of each classification.
3. Recommend safe practices for the use of prescription medicines.

II. Alcohol, Tobacco, and Other Drugs

1. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.
2. Analyze the health risks posed to nonsmokers by second-hand/passive smoking.
3. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries.
4. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.
5. Describe sudden sniffing death syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.
6. Investigate the effects of marijuana and steroid use and abuse.

III. Dependency/Addiction and Treatment

1. Analyze the physical, social, and emotional indicators and stages of dependency.
2. Analyze factors that influence the use and abuse of alcohol, tobacco, and other drugs.
3. Describe how substance abuse affects the individual, the family, and the community.

HUMAN RELATIONSHIPS AND SEXUALITY

I. Relationships

1. Compare and contrast the current and historical role of marriage and the family in community and society.
2. Discuss changes in family structures and the forces that influence change.
3. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships and lifetime commitments such as marriage.

II. Sexuality

1. Discuss the influences of hormones, heredity, nutrition, and the environment on the physical, social and emotional changes that occur at puberty.



LANGUAGE ARTS

Reading Standards for Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.



Writing Standards

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Literacy in History and Social Studies Standards

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards in History/Social Studies, Science, Technical Subjects

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



MATHEMATICS



Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
2. Recognize and represent proportional relationships between quantities.
 - a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. Use cross-products to test for equivalence.
 - b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
 - c. Represent proportional relationships by equations.
 - d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
3. 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.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
 - a. Describe situations in which opposite quantities combine to make 0.
 - b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts
 - c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
 - d. Apply properties of operations as strategies to add and subtract rational numbers.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
 - a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
 - b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.
 - c. Apply properties of operations as strategies to multiply and divide rational numbers.
 - d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. Solve real-world and mathematical problems involving the four operations.
3. Solve real-world and mathematical problems involving the four operations with rational numbers.

Expressions and Equations

Use properties of operations to generate equivalent expressions.

1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. (find GCF and use distributive property)
2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

- a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
- b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

Geometry

Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

4. Know the formulas for the area and circumference of a circle and use them to solve problems.
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Statistics and Probability

Use random sampling to draw inferences about a population.

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. (
2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.

Draw informal comparative inferences about two populations.

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variability, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

Investigate chance processes and develop, use, and evaluate probability models.

5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $1/2$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.

Show that experimental probability results will approximate theoretical given enough trials

7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
 - a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
 - b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
 - a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
 - b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
 - c. Design and use a simulation to generate frequencies for compound events.



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

B. Strategy

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

C. Sportsmanship, Rules, and Safety

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

D. Fitness and Physical Activity

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

Attitudes and Values

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



SCIENCE

A. Science Practices

1. Recognize and use the scientific method to formulate scientific questions, interpret data and draw conclusions
2. Conduct a controlled experiment and note which variables should be kept constant.
3. Compare and contrast science and technology, illustrating similarities and differences between these two human endeavors. (tools vs. scientific method)
4. Demonstrate proper safety procedures during laboratory activities.
5. Identify the parts of a compound microscope.
6. Operate a compound microscope.
7. Demonstrate the proper use of lab equipment.



B. Evolution, Diversity, Interdependence

1. Recognize the sun as the main source of energy.
2. Examine how organisms interact with other components of an ecosystem. (food chain, food web, producer, consumer, predator, prey, parasite, host, scavenger, decomposer, symbiotic relationships – mutualism, parasitism, commensalism)
3. Analyze the effect of positive and negative changes in population size on a symbiotic pairing.
4. Explain how life on Earth evolved, based on fossil evidence.
5. Describe the effect of natural selection, adaptations, genetic variations, and environmental conditions on the evolution or extinction of organisms.
6. Discuss the impact of environmental issues on an ecosystem such as forest fires, floods, hurricanes.

C. Organization and Development, Matter and Energy Transformation

1. Identify and discuss the characteristics and needs of living things.
 - a. Characteristics: have DNA, made of cells, use energy, sense and respond to change, reproduce, can grow and develop.
 - b. Needs: air, water, food, habitat. (cells, tissues, organs, organ systems, organism, asexual & sexual reproduction)
2. Describe the basic chemical building blocks of cells. (proteins, carbohydrates, lipids, phospholipids, nucleic acids, DNA, ATP)
3. Classify nonliving and living things based on the characteristics needed for life.

D. Organization and Development

1. Differentiate between the structure of eukaryotic and prokaryotic cells.
2. Compare and contrast the structure and function of plant and animal cells. (ribosomes, nucleus, mitochondria, endoplasmic reticulum, cell membrane, chloroplast, chlorophyll, cytoplasm, nucleolus, lysosomes, Golgi complex/apparatus, vacuole, cell wall, and DNA)
3. Explain methods of transporting substances in and out of cells to get energy for life processes. (diffusion, osmosis, passive transport, active transport, endocytosis, exocytosis, cellular respiration, photosynthesis, oxygen, water, carbon dioxide, wastes, nutrients).

4. Describe and relate the processes of photosynthesis and cellular respiration at the cellular level. Emphasize the recycling of products. Apply this to plants and animals, focusing on the human body. (mitochondria, chloroplast, chlorophyll, oxygen, carbon dioxide, glucose, water, light energy)
5. Describe how cells replace themselves through the process of mitosis.

E. Evolution and Diversity

1. Identify the six kingdoms of living things: Archaeobacteria (Archaea), Eubacteria (Bacteria), Protista, Plantae, Fungi, and Animalia.
2. Describe the characteristics of the six kingdoms.
 - a. Compare the benefits and limitations of existing as a single-celled organism and as a multicellular organism. (autotrophic, heterotrophic, prokaryotic, eukaryotic)
3. Compare and contrast the external and internal characteristics of organisms within each kingdom to demonstrate how traits can influence the survival of organisms. Recognize the structural differences between the following:
 - a. Archaeobacteria (Archaea) and Eubacteria (Bacteria)
 - b. Plant-like, animal-like, and fungus-like protists.
 - c. Types of fungi.
 - d. Types of plants (vascular and non-vascular plants, seed and seedless plants, angiosperms and gymnosperms.)
 - e. Invertebrate groups (phyla): Porifera, Cnidaria, Nematoda, Platyhelminthes, Annelida, Mollusca, Arthropoda, and Echinodermata.
 - f. Chordate group (Phylum): Fish, Amphibia, Reptilia, Aves, and Mammalia. Emphasize that humans are chordates. (endotherm, ectotherm, endoskeleton, exoskeleton, gills, lungs, vascular tissue)

F. Heredity and Reproduction

1. Discuss how Mendel’s experiments led to an understanding of modern day genetics.
2. Use Punnett Squares to explain various inheritance patterns. (genotype, phenotype, dominant, recessive, incomplete dominance, sex-linked)
3. Explain the cause and effect of mutations.
4. Analyze the purpose and the end products of mitosis and meiosis. (cell division, sexual reproduction, asexual reproduction, number of chromosomes, and number of cells)



SOCIAL STUDIES



Current Events: Students will become familiar with local, state, national, and international news as determined by the teacher to be relevant and appropriate.

Three Worlds Meet (Beginnings to 1620)

1. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
2. Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

3. Explain how geography influenced the political, economic, and cultural development of each empire as well as the empire's relationships with other parts of the world.
4. Explain how the locations, land forms, and climates of Mexico, Central American, and South America affected the development of Mayan, Aztec, and Incan societies, culture and economies.
5. Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
6. Evaluate the impact of science, religion and technological innovations on European exploration.
7. Explain why individuals and societies engage in trade, how trade functions, and the role of trade during this period.
8. Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
9. Explain how interactions among African, European, and Native American groups began a cultural transformation.
10. Evaluate the impact of the Columbian Exchange on ecology, agriculture and culture from different perspectives.

Colonization and Settlement (1497 – 1763)

1. Determine the roles of religious freedom and participatory government in various North American colonies.
2. Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
3. Explain how race, gender and status affected social, economic and political opportunities during Colonial times.
4. Determine factors that affected emigration, settlement patterns, and regional identities of the colonies.
5. Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6. Relate slavery and indentured servitude to Colonial labor systems.
7. Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
8. Analyze the impact of triangular trade on multiple nations and groups.
9. Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas
10. Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

Revolution and the New Nation (1754 – 1820s)

1. 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.
2. Evaluate the effectiveness of the fundamental principles of the Constitution in establishing a federal government that allows for growth and change over time.
3. Determine the role that compromise played in the creation and adoption of the Constitution and the Bill of Rights.
4. Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
5. Determine why the Alien and Sedition Acts were enacted.
6. Evaluate the effect of the Alien and Sedition Acts on civil liberties.

7. Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
8. Evaluate the impact of the Constitution and Bill of Rights on current day issues.
9. Assess how conflicts and alliances among European countries and Native American groups affected the expansion of the American colonies.
10. 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.
11. Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
12. Explain why New Jersey's location played an integral role in the American Revolution.
13. Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
14. Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
15. 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.
16. Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
17. Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
18. Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
19. 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.
20. 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.
21. Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
22. Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
23. Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of the United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
24. Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
25. Determine the influence of medieval English legal and constitutional practices on modern democratic thought and institutions.

Active Citizenship in the 21st Century

1. Deliberate on a public issue affecting an upcoming election. Consider opposing arguments and develop a reasoned conclusion.
2. Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body.
3. Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
4. Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.

5. Engage in simulated democratic processes to understand how conflicting points of view are addressed in a democratic society.
6. Participate in online learning community with learners from other countries to understand their perspectives on a global problem or other issue and propose possible solutions.



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/nonobjective 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

1. Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
2. Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
3. Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
4. Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
5. Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

6. Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
7. Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

Critique Methodologies

1. Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
2. Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
3. 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

School

1. Name classroom objects.
2. Discuss school days and classes.
3. Ask and answer questions related to school and daily activities.
4. Express destination using: “ir + a + destination”

Self

1. Identify self and others.
2. State nationality/origin.
3. Describe physical and personality traits.
4. Appropriately greet others formally and informally.
5. Use definite and indefinite articles with nouns.



Shopping

1. Compare and contrast bargaining versus fixed prices.
2. Describe objects by color and size.
3. Talk about what you need, desire and buy.
4. Tell what someone is going to do and what that person has to do.
5. Ask and answer questions related to shopping.



Family Life

1. Describe family members and express relationships.
2. State possession.
3. Express age and ask others for their ages.
4. Identify rooms in a house.
5. Explain what a quinceañera is and compare it to a Sweet 16.
6. Compare and contrast Hispanic and American families.

Food and Restaurant

1. State food likes and dislikes.
2. Order in a restaurant.
3. Buy things in a market.
4. Distinguish between the main meals in the U.S. and Spanish speaking countries.