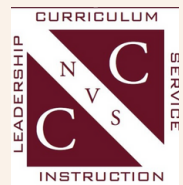


**NORTHERN VALLEY
SCHOOLS CONSORTIUM**

**CURRICULUM OBJECTIVES:
GRADE EIGHT
2022-2023**

**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

Dr. Adam Fried, Superintendent, Harrington Park Public School

Dr. Peter Hughes, 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 School

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, 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 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
- How can I write well-developed, descriptive and detailed stories about important moments from my life that engage my reader?
- What makes an effective story?
- How can I engage a reader with my stories?
- What essential human qualities do my stories illustrate?
- What can I learn from other people's experiences?
- How can I use my own experiences to teach others?
- How can I use reader feedback to make my writing more powerful?
- 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 a diverse collection of information presenting many viewpoints
- Identify, locate, select and utilize dictionaries/thesauruses from the reference collection
- Understand that fiction and nonfiction books can be used as resources for research and class assignments
- Utilize technological resources as available and appropriate.
- Utilize computer applications and software (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 (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 8:

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

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers
 - Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions
-

Expressions and Equations

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

Functions

- Define, evaluate, and compare functions
- Understand that a function is a rule that assigns to each input exactly one output
- Use functions to model relationships between quantities

Geometry

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

Statistics and Probability

- Investigate patterns of association in bivariate data

Financial Literacy

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

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 and express regularity in repeated reasoning



CREATING

- Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms that convey expressive intent
- Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent

- Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences
- Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources
- Describe the rationale for refining works by explaining the choices, based on evaluation criteria
- Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent

PERFORMING

- Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices
- Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each
- When analyzing selected music, sightread in treble or bass clef simple rhythmic, melodic, and/or harmonic notation
- Identify how cultural and historical context inform performances and result in different musical effects
- Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (i.e., such as dynamics, tempo, timbre, articulation/style, and phrasing)
- Identify and apply personally developed criteria (i.e., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform

RESPONDING

- Select programs of music and demonstrate the connections to interest or experience for a specific purpose
- Compare how the elements of music and expressive qualities relate to the structure within programs of music
- Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods
- Support personal interpretation of contrasting
- programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent
- Apply appropriate personally-developed criteria to evaluate musical works or performances

CONNECTING

- Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent
- Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent
- Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities, technical challenges, and reasons for choices
- Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities
- Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities



PHYSICAL EDUCATION

PERSONAL QUALITIES

Reflection

- Act as a peer assessor to provide constructive feedback to improve performance
- Explain factors that affect and influence participation in physical activity, for example, attitude, access, personal and/or family preference.
- Actively engage in peer interaction with the goal of encouraging others

Empathy

- Demonstrate ability to accept views of others and respond appropriately
- Appropriately and actively take part in activities with peers at varying levels of ability, showing mutual respect in practice and performance environments
- Demonstrate ability to listen to and respond to the ideas, thoughts, and feelings of others, and demonstrate an ability to use negotiation skills when dealing with movement challenges

Adaptability

- Differentiate appropriate strategies to participate at varying levels of competition
- Articulate understanding of the positive link between effort, perseverance, and personal achievement.
- Develop the ability to manage emotions to enhance performance

Responsibility

- Demonstrate understanding of 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
- Adopt and demonstrates a variety of different roles when working individually or as part of a group that leads to successful outcomes and promotes reflection

Mindset

- Collaborate with others to provide encouragement
- Demonstrate how to take a leadership role and involve others in physical activity
- Construct strategies to increase self-control for enjoyable individual performance and/or with others

Self Direction

- Demonstrate planning and organizational skills which are conducive to learning around SMART goals
- Prioritizes self-motivation in movement challenges and demonstrates positive effort
- Set and act upon personal goals based on knowledge and understanding of what it means to perform well

PHYSICAL COMPETENCIES

Kinesthetic Awareness

- Consistently move with head up searching out space during intense sport or activity
- Perform and refine movement with a focus on quality, using teacher and assessment feedback as a tool for self-improvement
- Is internally aware of body parts and adapts body positions effectively in a variety of challenging situations
- Identify an individual or team movement tactics for offense and defense and make cross-connections with other sports/activities

Balance and Control

- Differentiate between movements of different parts of the body, with control, for example, front crawl
- Perform smooth transfers of weight with and without equipment involving static and dynamic balance
- Manipulate objects with precision while maintaining balance, for example, set shot in basketball
- Describe movement sequences of two different skills with similar balance and control requirements i.e., kicking and forehand groundstrokes

Coordination and Fluency

- Achieve a sequence of movements with a clear beginning, middle, and end with increasing fluency, for example, a cartwheel followed by a forward roll
- Progress with purpose and confidence, demonstrating balance, control, and rhythm
- Articulate and accomplish quality movements to help modify and improve performance

Rhythm and Timing

- Exhibit and develops actions that involve a variety of transitions through a range of skill sets (i.e., racket sports)
- Perform specialized movement skills/techniques with precision
- Use technology to evaluate movement skills and timing learned to create their own sequence
- Explain and lead their sequence to peers in student-led activities (i.e., dance unit)

Gross and Fine Motor Skills

- Perform movement skills with confidence; for example, using active footwork to move to space to receive the basketball
- Perform movement skills in sequence with confidence; for example, keeping the ball up with a bat/racquet.
- Demonstrate hand/eye and foot/eye coordination to execute movement skills; for example, striking a ball with a bat or kicking a ball towards a target

PHYSICAL FITNESS

Stamina (Cardiovascular/Muscular Endurance)

- Demonstrate understanding of how to sustain moderate to vigorous physical activity that provides a challenge
- Demonstrate understanding of heart rate, how to measure it, and how to implement training programs to improve cardiovascular endurance
- Describe how personal preference and choice can influence participation in physical activity
- Set personal and team/position-specific goals for sustaining moderate to vigorous physical activity that lead to improvement in team or individual overall improvement

Speed

- Understand the use of changing speeds and changing direction quickly in balance and control to evade defenders
- Accelerate quickly from a stationary position while lying on front, back, or standing positions
- Experiment with the use of speed (with body parts and/or equipment), for example, fast arm when throwing a ball
- Create and follow a training program to meet goals for improving speed

Core Stability and Strength

- Show postural control when performing physical actions with accuracy
- Explain and demonstrates how to make a balance more stable
- Analyze and test their strength & stability (with body parts and/or equipment), for example, absorbing force with the ankles, knees and hips during landing
- Evaluates personal goals to achieve core stability and strength
- Plan and apply personal goals to a personalized stability and strength program

Flexibility

- Identify physical activities that enhance range of motion and flexibility
- Perform a range of effective, dynamic movements specific to physical activities
- Demonstrate understanding of the impact of flexibility on everyday life and sets personal goals to improve
- Perform and leads physical activities where flexibility is key to success



Personal Safety and Support

- Describe the state and federal law related to age of consent
- Identify local laws related to confidentiality in sexual health care
- Name two different types of sexual assault
- List examples of mutual consent, unfair manipulation, threats and aggression
- Describe possible impacts of a sexual assault or abusive relationship on the person who was assaulted
- Demonstrate an understanding of how to report a sexual assault or abusive relationship
- Discuss the physical, social, and emotional signs of stress and the short and long term impacts of stress on the human body

Human Relationships and Sexuality

- Describe characteristics of a friendship and characteristics of a romantic relationship
- Identify similarities and differences between friendships and romantic relationships
- Characterize relationship traits as either healthy or unhealthy
- Understand the types of power differentials and their implications in relationships
- Describe ways in which an unhealthy relationship can become a healthy one
- Describe signs of an unhealthy relationship and develop strategies to end it
- Apply understanding of healthy relationships to couples represented in the media
- Describe the physical, emotional, and social benefits of sexual abstinence
- Identify factors that are important in deciding whether and when to engage in sexual behaviors
- Describe a decision-making model related to whether or when to engage in sexual behaviors
- Define sexual consent
- Identify factors that can impact a person's ability to give consent
- Define STDs and HIV
- Compare sexual behaviors that put people at high, low, or no risk for STDs
- Describe ways in which STDs, including HIV, can be transmitted
- Describe the impact of correct and consistent use of birth control methods on how effective it is at preventing pregnancy and STDs
- Understand what emergency contraception is and how it works
- Name health centers and resources in the local area that provide STD testing and support

Pregnancy and Parenting

- Recall the parts and functions of the human reproductive systems
- Name the common symptoms of pregnancy
- List things a person can do once they discover they are pregnant to promote a healthy pregnancy
- Describe how pregnancy testing works
- Summarize the three legal options available for every pregnancy
- Recall a major milestone of each trimester of fetal development
- Predict challenges that may be faced by adolescent parents and their families' physically, economically, emotionally, socially, culturally, and intellectually
- Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth
- Describe effective parenting strategies and resources for help with parenting



Electromagnetic Radiation

Students will be able to:

- Develop and use a model to describe that waves are reflected, absorbed or transmitted through various materials
- Information Technologies and Instrumentation
- Students will be able to:
- Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information

Wave Properties

Students will be able to:

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

Weather Climate and Natural Hazards

Students will be able to:

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

Matter and Energy in Everyday Life

Students will be able to:

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

Chemical Reactions and Energy

Students will be able to:

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

Energy of Objects in Motion

Students will be able to:

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

Thermal Energy

Students will be able to:

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



The Development of the Industrial United States & the Progressive Movement (1870-1900)

- Identify and describe the causes of Progressivism and explain how it compares to Populism
- Identify and describe the goals and reforms of Progressives (Temperance, abolition, women's rights, factory and workplace reform, prison and asylum, and education)
- Identify and describe the significance of muckrakers
- Explain the process and impact of the ratification of the 19th Amendment
- Explain the significance of the Plessy v. Ferguson (1896) Supreme Court decision on African Americans
- Explain the cause(s) and effect(s) of the NAACP

The Emergence of Modern America: World War I (1890-1930)

- Examine the causes of WWI and how the United States entered the conflict
- Assess the impact of alliances, imperialism, nationalism and militarism on the outbreak of the war
- Analyze the significance of battles leading to the outcome of the war

Roaring Twenties, Great Depression, and The New Deal (1920-1940)

- Describe the factors that contributed to the Great Depression
- Analyze the effect of the Great Depression on the American people
- Analyze how the Dust Bowl affected the farming industry in America
- Analyze the decisions made by the government in reaction to the Great Depression
- Describe New Deal work programs and the impact they had
- Identify critics of FDR's New Deal
- Describe the American economy entering the 1920s and the changes made during this time

World War II (1929-1945)

- Compare and contrast democracy to forms of totalitarianism
- Examine the factors that led to World War II and US entry into the conflict
- Analyze the foreign policy of the United States through World War II
- Evaluate the role of the United States among nations in World War II
- Evaluate the decision of the United States to use atomic weapons in order to end World War II
- Discuss the immediate and long-term effects of the war
- Discuss the causes and events of the Holocaust
- Examine how the Holocaust changed the way that future genocides would be handled by the international community
- Discuss different forms of resistance to the Holocaust

Civil Rights and Social Change (1945–1975)

- Analyze the federal government’s effectiveness in promoting civil liberties and equal opportunities
- Analyze the effectiveness of New Jersey’s government in eliminating segregation and discrimination
- Evaluate the effectiveness of the women’s rights movement
- Evaluate the effectiveness of the Native American movement
- Explain how trends affected consumer demand and contributed to economic expansion
- Identify trends in the changing role of women in the labor force and changes in the family structure during this time period
- Analyze the origins and outcomes of the youth counterculture movement including the Beat Movement, rock and roll music, and abstract art
- Determine the factors (i.e., employment, interstate highway, GI Bill, urban decay) that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities
- Evaluate various explanations for the impetus for the Civil Rights Movement and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- Explain how individuals and organizations used economic measures (i.e., Montgomery Bus Boycott, sit-downs, etc.) as weapons in the struggle for civil and human rights
- Integrate information from primary and secondary sources into a coherent understanding of the passive resistance and militant response philosophies as they relate to the Civil Rights movement
- 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
- Explain why national governmental actions were needed to ensure civil rights for African Americans



All Northern Valley students participate in a Civics Education experience before the end of Grade 8. Consult district curriculum specialists for more information.

Civics 1- Federal Government

Students will be able to:

- Understand the origins of the Constitution
- Explore the Enlightenment beliefs that influenced Framers at the Constitutional Convention
- Analyze the Preamble of the Constitution
- Identify liberties protected by the Bill of Rights and apply them to 21st century America

- Determine the function of checks and balances
- Explore the roles of the Legislative, Executive, and Judicial branches of the Federal government
- Draw conclusions about the law-making process
- Evaluate the process of selecting a president through the Electoral College system
- Explore and critique major Supreme Court decisions

Civics 2- State and Local Government

Students will be able to:

- Understand how local governments function and the responsibilities they have towards their citizens
- Explain how town (municipal) governments function in cooperation with state and county governments
- Understand how state governments function and the responsibilities they have towards their citizens
- Evaluate how state governments function with regard to their relationship to the federal government in a federalist system
- Determine the specific differences between laws of the state/local government versus the federal government
- Explain what concurrent powers are and how they work together



CREATING

Color & Value

- Execute color theory and apply it synergistically
- Ex: value scale

Line & Texture

- Execute actual and implied texture
- Synergistically apply a variety of lines in artwork (as they apply to Elements and Principles of Art/Design)

Shape, Form & Space

- Use various drawing techniques (i.e., hatching, cross-hatching, shading) for illusion of form, depth and space
- Understand form and create a 3-dimensional object

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

- Expand application of 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

- Develop and apply criteria for evaluating a collection of artwork for presentation

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

- Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer

Convey meaning through art

- Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

RESPONDING

Aesthetic Response

- Analyze form, function, craftsmanship and originality
- Introduce and explore how meaning in art can change over time
- Introduction to creating written responses to a piece of art

Perceive and Analyze

- Aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others
- Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions

Interpret intent and meaning

- Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contribute to understanding messages or ideas and mood conveyed

Apply criteria to evaluate artistic work

- Create a convincing and logical argument to support an evaluation of art

CONNECTING

Critique Methodologies

- Identify and analyze the 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

- Make art collaboratively to reflect on and reinforce positive aspects of group identity

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

- Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity



WORLD LANGUAGE

Contemporary Life

- Describe individual interests
- Defend hobbies and interests
- Compare and contrast popular sports/hobbies around the world
- Develop a schedule of activities in a week
- Classify activities (i.e., seasons/weather, individual vs. group activities)
- Categorize likes and dislikes

Travel, Beauty, and Aesthetics

- Explain the differences between modes of transportation (i.e., public/private/costly/cheap)
- Create a diet based on what products are available in a given country
- Discuss why and how families travel
- Analyze various reasons for wearing certain clothing when traveling to different destinations