

# **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**

**2016 - 2017**

**NORTHERN VALLEY SCHOOLS CONSORTIUM  
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# **COMPREHENSIVE HEALTH**

## **WELLNESS**

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

- Describe the appropriate selection and use of health care and personal hygiene products.
- Evaluate the impact of health behaviors and choices on personal and family wellness. Use data to evaluate health impact.
- Reinforce how body systems are interdependent and interrelated.
- Discuss how heredity, physiological changes, environmental influences and varying social experiences contribute to an individual's uniqueness.
- Understand and give examples of advances in technology for maintaining and improving personal health.
- Analyze how culture, health states, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.
- Describe the impact of nutrients on the functioning of human body systems.
- Identify and defend successful strategies for maintaining a healthy weight.
- Create a weekly nutritional plan for families with diverse life styles, resources, special needs, and cultural backgrounds.
- Analyze local and state public health efforts to prevent and control diseases and health conditions.
- Investigate various forms of mental illness including impulse disorders such as gambling or chopping, depression, eating disorders and bipolar disorders.
- Identify warning signs of depression and suicide.
- Investigate what causes a person to commit suicide.
- Describe various crisis interventions.
- Explain what to do if a friend or relative is suicidal.
- Assess situations in the home, school, and community for perceived vs. actual risks of injuries.
- Investigate the short and long-term impacts of injuries on the individual, the family and the community.
- 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.
- Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.
- Understand the effects of the Internet and technology on social and emotional health and its negative consequences.
- Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
- Analyze the effectiveness of home, school and community efforts to prevent conflict, harassment, vandalism, and violence.
- Describe situations that may produce stress, describe the body's response to stress, and demonstrate healthy ways to manage stress.

## **INTEGRATED SKILLS**

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

- Present health information using a multimedia approach, adapting the working and delivery method for various topics and audiences.
- Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.
- Assess the use of active and reflective listening.
- Demonstrate and assess the use of decision making skills in health and safety situations.

- 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
- Predict social situations and conditions that may require adolescents and young adults to use decision-making skills.
- Revisit and analyze factors that support or hinder the achievement of personal health goals.
- Analyze how character development can be enhanced and supported by individual, group, and team activities.
- Demonstrate the ability to function effectively in both leadership and supportive roles with the goal of benefiting the community.
- Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.
- Develop and articulate a group's goals, shared values, and vision.

### **DRUGS AND MEDICINE**

All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle. Students will be able to:

- Compare and contrast commonly used over-the-counter medicines.
- Classify commonly administered medicines and describe the potential side effects of each classification.
- Recommend safe practices for the use of prescription medicines and to avoid abuse.
- Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.
- Analyze the smoking laws in NJ with other states and countries.
- Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries?
- Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.
- Describe sudden sniffing death syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.
- Investigate the effects of marijuana and steroid use and abuse.
- Analyze the physical, social, and emotional indicators and stages of dependency.
- Analyze factors that influence the use and abuse of alcohol, tobacco, and other drugs.
- Describe how substance abuse affects the individual, the family, and the community.

### **HUMAN RELATIONSHIPS AND SEXUALITY**

All students will acquire knowledge about physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Students will be able to:

- Compare and contrast the current and historical role of marriage and the family in community and society.
- Discuss changes in family structures and the forces that influence change.
- Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships and lifetime commitments such as marriage.
- Know and defend when services of professionals are needed to intervene in relationships.
- 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.

## **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.



## **NEXT GENERATION SCIENCE**

### **Unit: Structure, Function & Information Processing**

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

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

### **Unit: Matter and Its Properties**

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

- Develop models to describe the atomic composition of simple molecules and extended structures
- Analyze and interpret data on the properties of substances
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed

### **Unit: Growth and Development of Organisms**

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

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

### **Unit: Natural Resources and Human Impact**

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

- Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

## **Unit: Inheritance and Variation of Traits**

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

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

## **Unit: Evidence of Common Ancestry and Diversity**

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

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



## **SOCIAL STUDIES**

### **Three Worlds Meet (Beginnings to 1620)**

- Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
- 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.
- 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.
- Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
- Evaluate the impact of science, religion and technological innovations on European exploration.
- Explain why individuals and societies engage in trade, how trade functions, and the role of trade during this period.
- Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- Explain how interactions among African, European, and Native American groups began a cultural transformation.
- Evaluate the impact of the Columbian Exchange on ecology, agriculture and culture from different perspectives.

### **Colonization and Settlement (1497 – 1763)**

- Determine the roles of religious freedom and participatory government in various North American colonies.
- Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- Explain how race, gender and status affected social, economic and political opportunities during Colonial times.



- Determine factors that affected emigration, settlement patterns, and regional identities of the colonies.
- 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.
- Relate slavery and indentured servitude to Colonial labor systems.
- Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- Analyze the impact of triangular trade on multiple nations and groups.
- Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas
- 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)**

- 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.
- Evaluate the effectiveness of the fundamental principles of the Constitution in establishing a federal government that allows for growth and change over time.
- Determine the role that compromise played in the creation and adoption of the Constitution and the Bill of Rights.
- Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- Determine why the Alien and Sedition Acts were enacted.
- Evaluate the effect of the Alien and Sedition Acts on civil liberties.
- Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- Assess how conflicts and alliances among European countries and Native American groups affected the expansion of the American colonies.
- 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.
- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- Explain why New Jersey's location played an integral role in the American Revolution.
- 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.
- Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
- Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
- Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- Examine the roles and perspectives of various socioeconomic groups, African Americans, Native Americans, and women during the American Revolution, and determine how these groups were affected by the war.
- Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
- Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

- Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
- 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.
- 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.
- Determine the influence of medieval English legal and constitutional practices on modern democratic thought and institutions.

### **Westward Expansion(1801 – 1853)**

- Describe the methods the United States used to achieve Manifest Destiny.
- Examine the impact of key personalities on Manifest Destiny.
- Identify the causes that led to Westward Expansion.
- Explain the effects of Manifest Destiny on the nation.
- Analyze the impact of Westward Expansion from various perspectives



## **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 & Critique Methodologies**

### **A. Aesthetic Responses**

- Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
  - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
  - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
  - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
  - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
  - Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
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- Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

### **B. Critique Methodologies**

- Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
- Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.



# WORLD LANGUAGE

## **Self**

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

- Participate in simple oral conversations that include introducing self and others
- Ask questions using interrogative words
- Use nouns, articles and adjectives correctly with appropriate gender and number in speech and writing
- Tell time in both U.S. time and military time

## **In the Class**

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

- Discuss the classroom and school life
- Talk about their class schedule using school subjects and days of the week
- Ask and answer questions related to school and daily activities

## **The Family**

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

- Express relationship between family members and friends
- Describe people and things
- Express possession

## **Vacations**

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

- Discuss and plan a vacation; Describe a hotel
- Talk about feelings and emotions
- Discuss seasons and weather

## **Sports and Pastimes**

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

- Understanding of sports and pastimes
- Discuss locations within a city

## **Shopping**

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

- Talk about and describe clothing
- Express preferences in a store
- Negotiate price and pay for items that are bought

## **Daily Routine**

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

- Describe daily routine
- Discuss personal hygiene habits

## **Food**

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

- Order food in a restaurant
- Talk about and describe food
- Express likes and dislikes