

# **NORTHERN VALLEY SCHOOLS CONSORTIUM**

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

## **CURRICULUM OBJECTIVES: GRADE EIGHT**

**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:

- Know how the use of technology and medical advances impact wellness and contribute to data collection.
- Learn how each aspect of health impact wellness at each stage of life.
- Know the options for caring for the ill, elderly and disabled.
- Learn the stages of grief among children and adults.
- Know healthy ways to lose, gain or maintain weight.
- Understand how foods are genetically altered and impact of GMO on wellness
- What are healthy eating patterns and their effect on wellness.
- The current and emerging communicable, non- communicable, acute, chronic and inherited diseases, and their risk factors.
- Some current and emerging trends to diagnose and treat health conditions.
- The current STD's including HIV/AIDS and HBV.
- The different forms of mental illness including self-harm.
- The short and long-term impacts of all forms of abuse and how they impact the aspects of wellness.
- How consequences of conflict and violence affect the individual, family, and community.
- How culture affects how family cope with crisis, change, loss and grief.

## INTEGRATED SKILLS

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

- Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.
- Analyze the economic and political purposes and impacts of health messages found in the media.
- Discuss how ethical decision-making requires careful thought and action.
- Critique significant national and global health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.
- Justify when individual or collaborative decision making is appropriate.
- Identify the characteristics of various role models and core ethical values they represent.
- Explain how community and public service supports the development of core ethical values.
- Analyze personal and group adherence to student codes of conduct.
- Analyze to what extent various cultures have responded effectively to individuals with disabilities.
- Plan and implement volunteer activities to benefit a health organization or cause.
- Develop and defend a position or opinion on a health issue or problem and educate students and parents about a health issue or cause.
- Develop and defend a position or opinion on a health issue or problem and educate students and parents about a health issue or cause.
- Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.
- Investigate community and mental health services.
- Describe the school's role in helping a student and his/her family get help for a problem.
- Compare and contrast situations that require support from a trusted adult or health professional.
- Apply research skills to career exploration.
- Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.

## **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 the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.
- Compare and contrast the physical and behavioral effects of each classification of drugs.
- Analyze health risks associated with injecting drug use.
- Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.
- Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs/STIs.
- Revisit the abuse and illegal possession of prescription drugs.
- Describe ways to quit using substances and discuss factors that support the ability to quit.
- Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.
- Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.

## **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:

- Discuss the potential short and long-term physical, emotional, and social impacts of adolescent sexual activity.
- Describe how various cultures date or select life partners.
- Differentiate among affection, love, commitment, and sexual attraction.
- Describe the signs of an unhealthy relationship and develop strategies to end it.
- Develop standards for dating situations such as dating in groups, setting limits or only dating someone of the same age.
- Analyze internal and external pressures to become sexually active.
- Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressure to become sexually active.
- Analyze how certain behaviors place one at greater risk of HIV/AIDS, STDs/STIs and unintended pregnancy.
- Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.
- Recall topics regarding sexual orientation.
- Discuss the importance of routine healthcare procedures such as breast self-examination and testicular examination.
- Describe fertilization and each stage of embryonic and fetal development.
- Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.
- Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.
- Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.
- Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.
- Describe the physical, economic, emotional, social, cultural, and intellectual responsibilities of parenthood.
- Describe effective parenting strategies and resource for help with parenting.
- Analyze the challenges and responsibilities of being a teen mother and/or teen father.



## 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.
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.
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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

### **Reading Standards for Literacy in History/Social Studies**

#### **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 for Literacy in History/Social Studies, Science and 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.
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.

### **Text Types and Purposes**

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

### The Number System

1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
2. 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 (e.g.,  $\pi^2$ ).

### Expressions and Equations

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .*
2. Use square root and cube root symbols to represent solutions to equations of the form  $x^2 = p$  and  $x^3 = p$ , where  $p$  is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that  $\sqrt{2}$  is irrational.
3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.
4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities

### Understand the connections between proportional relationships, lines, and linear equations.

5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
6. Use similar triangles to explain why the slope  $m$  is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation  $y = mx$  for a line through the origin and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $b$ .

### Analyze and solve linear equations and pairs of simultaneous linear equations.

7. Solve linear equations in one variable.
  - a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
  - b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.

- c. Apply linear equations to real world problems. Ex: consecutive integer, perimeter, translating verbal expressions
- 8. Analyze and solve pairs of simultaneous linear equations.
  - a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
  - b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.
  - c. Solve real-world and mathematical problems leading to two linear equations in two variables.

## Functions

### Define, evaluate, and compare functions.

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
3. Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

### Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two  $(x, y)$  values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. Understand domain and range of a function.

## Geometry

### Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations:
  - a. Lines are taken to lines, and line segments to line segments of the same length.
  - b. Angles are taken to angles of the same measure.
  - c. Parallel lines are taken to parallel lines.
2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

### **Understand and apply the Pythagorean Theorem.**

6. Explain a proof of the Pythagorean Theorem and its converse.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

### **Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.**

9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems

### **Statistics and Probability**

#### **Investigate patterns of association in bivariate data.**

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.



## **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.
- 8.



## NEXT GENERATION SCIENCE

### **Unit: Electromagnetic Radiation**

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

- Develop and use a model to describe that waves are reflected, absorbed or transmitted through various materials.

### **Unit: 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.

### **Unit: 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



## SOCIAL STUDIES

### **Antebellum Period**

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

- Describe how slavery became a sectional issue between the North and South.
- Describe what life was like for enslaved and free African Americans.
- Analyze examples of hatred, prejudice, and discrimination during the Antebellum Period.
- Analyze the role of the Abolitionist Movement during the Antebellum Period.
- Explain the causes and events that led to the Civil War.

### **Civil War**

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

- Examine how the characteristics of the North and South contributed to the progress and outcome of the Civil War.
- Analyze critical events and battles of the Civil War from multiple perspectives.
- Examine the roles of women, African Americans, and Native Americans during the Civil War.
- Examine the impact of the Emancipation Proclamation and the Gettysburg Address on the outcome of the Civil War.
- Analyze the measures taken by the North and South to sustain the war effort
- Assess the human and material costs of the Civil War in the North and South.

### **Reconstruction**

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

- Analyze the effect of Lincoln's assassination and the impeachment of Andrew Johnson
- Identify key issues, major obstacles and critical events that shaped the United States during Reconstruction
- Discuss resistance to Reconstruction including black codes, Jim Crow laws and the rise of hate groups
- Research and assess the intent and effects of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments on life in the United States
- Compare and contrast the roles of the executive and legislative branches of the federal government during Reconstruction

### **The Emerging of the 20<sup>th</sup> Century**

#### **Students will understand:**

- The impact of big businesses on America (i.e., railroads, oil, steel and banking)
- The positive and negative reactions to big business practices
- The problems faced by industrial workers in the 19<sup>th</sup> century
- The rise, problems and lasting effects of early unions
- The push & pull factors of immigration
- Efforts to reform the political and social ills of society during the Progressive Era (muckrakers, Prohibition, Women's Rights Movement)
- The effect of establishing an American empire overseas (i.e., the acquisition of Alaska & Hawaii, the Spanish-American War, the Panama Canal)

## **World War I**

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

- 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.
- Draw conclusions around the role of weaponry and technology used during the conflict.
- Conduct an analysis of the strengths and weaknesses of the Treaty of Versailles .

## **Interwar Period**

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

- 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.

## **World War II**

### **Students will understand:**

- How totalitarian governments in Germany and Italy contributed to the outbreak of World War II
- How the expansion of Imperial Japan led to the outbreak of hostilities in Asia and the Pacific
- How rival alliances affected the outcome of World War II
- The role of the US in World War II
- The significance of major battles in Europe and the Pacific on the outcome of the war
- The effect of atomic weapons on the Japanese and the course of the war
- How the events of World War II affected the post-war world

## **Active Citizenship in the 21<sup>st</sup> Century**

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

- Compare and contrast the world before and after 9/11.
- Analyze changes in American policy as a result of 9/11.
- Analyze and discuss local, national, and international issues and events.
- Connect local, national, and international events to the world around them.



## **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