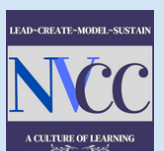


**NORTHERN VALLEY  
SCHOOLS CONSORTIUM**

# **CURRICULUM OBJECTIVES: GRADE EIGHT 2025-26**

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



# NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS

**Mr. Vincent McHale, Superintendent, Closter Public Schools**

**Dr. Joseph Cirillo, Superintendent, Demarest Public Schools**

**Mr. Sean Conlon, Superintendent, Harrington Park Public School**

**Mr. Paul Wolford, Superintendent, Haworth Public School**

**Mr. Michael Pinajian, Superintendent, Northvale Public School**

**Dr. Timothy Gouraige, Superintendent, Norwood Public School**

**Dr. Danielle Da Giau, Superintendent, Old Tappan Public Schools**

**Mr. James Santana, Superintendent, Northern Valley Regional High School District**

**Ms. Kathleen O’Flynn, Director, Northern Valley Office of Curriculum and Instruction**

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# LANGUAGE ARTS

## Argument Reading and Writing

- Readers cite text evidence and make clear connections to support analysis.
- Readers determine the central idea and provide objective summaries.
- Readers analyze how particular elements of a text interact as well as how multiple texts interact.
- Readers analyze and explain how an author organizes their ideas using text structure and domain-specific vocabulary.
- Readers analyze and explain through different means of communication how the author develops their POV and responds to conflicting evidence as well as determining whether the author included irrelevant information.
- Readers proficiently demonstrate mastery of English language system and structure in both written and spoken communication, utilizing conventions effectively.
- Writers create argumentative or explanatory texts on discipline-specific topics.
- Writers gather relevant information from multiple print and digital sources.
- Writers organize their writing clearly using text structures (which may include claims and counterclaims) and text features to aid comprehension.
- Writers draft and revise using relevant, well-chosen facts, definitions, quotations, and other information.
- Writers revise and edit their writing to maintain a formal or academic style.
- Writers proficiently demonstrate mastery of English language system and structure in both written and spoken communication, utilizing conventions effectively.

## Informational Reading and Writing

- Readers cite text evidence and make clear connections to support analysis.
- Readers determine the central idea and provide objective summaries.
- Readers analyze how particular elements of a text interact as well as how multiple texts interact.
- Readers analyze and explain how an author organizes their ideas using text structure and domain-specific vocabulary.
- Readers analyze and explain through different means of communication how the author develops their POV and responds to conflicting evidence as well as determining whether the author included irrelevant information.
- Readers proficiently demonstrate mastery of English language system and structure in both written and spoken communication, utilizing conventions effectively.
- Writers generate ideas and plan out writing.
- Writers draft writing pieces within word limits.
- Writers revise purposefully to fit their angle.
- Writers edit for grammar and conventions.
- Writers proficiently demonstrate mastery of English language system and structure in both written and spoken communication, utilizing conventions effectively.

## Narrative Reading and Writing

- Readers cite text evidence and make clear connections to strongly support analysis.
- Readers determine the theme and provide objective summaries.
- Readers analyze how particular elements of a text interact as well as how multiple texts address a similar topic, including across literary, informational texts, and different mediums.
- Readers compare and contrast text structure and analyze the author's craft.
- Readers analyze and explain through different means of communication how the author's ideas are shaped by the author's emphasis on different evidence.
- Readers proficiently demonstrate mastery of English language system and structure in both written and spoken communication, utilizing conventions effectively.
- Writers generate and evaluate story ideas and plan out narrative writing pieces.
- Writers use narrative techniques such as dialogue, pacing, and description to develop experiences.
- Writers use specific word choice such as transition words, phrases and clauses to convey sequence and shifts in times and to show relationships among experiences and events.
- Writers draft using relevant descriptive details, to capture the action and convey experiences and events.
- Writers revise and edit to address purpose and audience.
- Writers proficiently demonstrate mastery of English language system and structure in both written and spoken communication, utilizing conventions effectively.



## Research Skills

- Explore and develop a researchable inquiry question.
- Follow a plan for research and inquiry using the Inquiry Process.
- Use keyword searching in print and electronic sources.
- In selecting resources, develop an ability to discriminate for useful information, validity, bias, and timeliness.
- Locate and integrate information gathered from various sources to use in their research or writing.
- Research a topic, and gather and synthesize information to create a product.
- Collaborate to contribute to the exchange of ideas within the learning community.
- Reflect on their inquiry process to self-assess and to better develop their skills and understandings about themselves and others.
- Present information in a variety of formats.
- Cite sources in MLA format.
- Practice ethical behavior regarding information and technology.
- Select diverse reading materials that reflect their interests and match their reading levels in different genres including fiction, informational, and narrative text.
- Explore materials to develop a researchable question with guidance.
- Brainstorm keywords.
- Take notes and draw conclusions from their research.

- Synthesize research into a product that illustrates learning while following ethical guidelines for the use of others' work.
- Apply proper MLA citation format in their works cited.
- Use reflection to grow as learners and researchers.
- Explore materials to develop a researchable question.
- Develop and demonstrate techniques of key search strategies.
- Take notes and draw conclusions from their research.
- Synthesize research into a product that illustrates learning while following ethical guidelines for the use of others' work.
- Apply proper MLA citation format.
- Use reflection to grow as learners and researchers.
- Collaborate to contribute to the exchange of ideas within the learning community.

### **Information Literacy**

- Explain student responsibilities with regard to ethical use and the possible consequences for failure to do so.
- Put into practice safe and responsible Internet usage.
- Investigate and select appropriate resources for their information needs.
- Recognize the advantages of databases over other resources.
- Efficiently and effectively retrieve information.
- Explain student responsibilities with regard to ethical use and the possible consequences for failure to do so.
- Put into practice safe and responsible Internet usage.
- Select appropriate resources for their information needs.
- Investigate, evaluate, and select information sources based on accuracy, validity, and currency.

### **Library Usage**

- Understand and demonstrate library use policies.
- Understand and respect the idea of the library as a shared and inclusive environment.
- Select materials based on personal interest using selection aids, genre displays and book talks.
- Understand the elements of the AUP as well as know and relate the consequences of the violations.
- Independently locate library resources.
- Independently use the library to meet their research/reading needs.

## Expressions and Equations

- Discover the connections between proportional relationships, lines, and linear equations.
- Solve linear equations in one-variable with rational coefficients.
- Solve systems of equations algebraically (by substitution) and graphically.
- Recognize that equations and systems of equations have solutions with special cases: no solution and all real numbers / infinitely many solutions.
- Identify and compare the slope of a linear relationship from multiple representations.
- Create equations that model real-world scenarios in one and two variables.

## Functions

- Identify functions from tables, graphs, mappings, ordered pairs, and equations.
- Find inputs and outputs from equations to complete a function table.
- Compare two functions, often depicted in two different representations, for rate of change and initial values.
- Use functions to model a real-world relationship between two quantities.
- Sketch functions when provided with a verbal description and match function graphs to stories.

## The Number System

- Recognize that there are numbers that are not rational, and approximate them by rational numbers.
- Identify equivalent expressions with integer exponents using.
- Change radicals into simplified radicals or integers.
- Perform operations with numbers expressed in scientific notation.
- Transfer knowledge of solving equations to express a repeating decimal as a fraction.

## Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Identify sequences of transformations to determine the congruence or similarity between two figures.
- Use the Pythagorean Theorem and its converse.
- Explore the proof of the Pythagorean Theorem.
- Determine the distance between two points in the coordinate plane as an extension to the Pythagorean Theorem.
- Understand that the distance formula is derived using the Pythagorean Theorem
- Solve real-world and mathematical problems involving the volume of cylinders, cones, and spheres.

## Statistics and Probability

- Investigate patterns of association in bivariate data. Using scatter plots and two way tables
- Identify and describe associations in scatter plots including linear/nonlinear associations, positive/negative associations, clusters, and outliers.
- Identify and describe associations in scatter plots including linear/nonlinear associations, positive/negative associations, clusters, and outliers.
- Informally fit a line to data. Judge the fit of the line and make predictions about the data based on the line.
- Write equations to represent lines of best fit and make predictions based on the line.
- Interpret the slope and y-intercept of a fitted line in context.
- Create and analyze two-way tables representing bivariate categorical data.



## CREATING

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

## PERFORMING

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

## RESPONDING

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

## CONNECTING

- Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent.
- Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

- Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities, technical challenges, and reasons for choices.
- Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities.
- Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities.



## PERSONAL QUALITIES

### Reflection

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

### Empathy

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

### Adaptability

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

### Responsibility

- Demonstrate understanding of a range of verbal and non verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball.

- Enhance individual and group enjoyment of physical activity through fair play.
- Adopt and demonstrates a variety of different roles when working individually or as part of a group that leads to successful outcomes and promotes reflection.

### **Mindset**

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

### **Self-Direction**

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

## **PHYSICAL COMPETENCIES**

### **Kinesthetic Awareness**

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

### **Balance and Control**

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

### **Coordination and Fluency**

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

### **Rhythm and Timing**

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

### **Gross and Fine Motor Skills**

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

## **PHYSICAL FITNESS**

### **Stamina (Cardiovascular/Muscular Endurance)**

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

### **Speed**

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

### **Core Stability and Strength**

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

## Flexibility

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



## Personal Safety and Support

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

## Human Relationships and Sexuality

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

## Pregnancy and Parenting

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



## Electromagnetic Radiation

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

## Wave Properties

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

## Weather Climate and Natural Hazards

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

### Matter and Energy in Everyday Life

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

### Chemical Reactions and Energy

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

### Energy of Objects in Motion

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

### Thermal Energy

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



## **The Development of the Industrial United States and the Progressive Movement (1870-1900)**

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

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

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

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

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

## **World War II (1929-1945)**

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

## Civil Rights and Social Change (1945–1975)

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



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

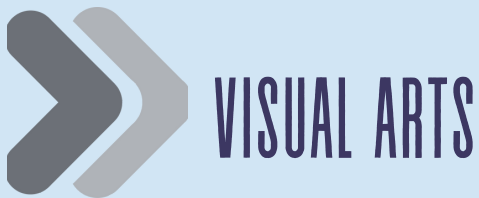
## Civics 1- Federal Government

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

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

## **Civics 2- State and Local Government**

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



## **CREATING**

### **Color and Value**

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

### **Line and Texture**

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

### **Shape, Form and Space**

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

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

- Expand application of Elements of Art/Principles of Design in all art projects.

### **Generating and Conceptualizing Ideas**

- Combine concepts collaboratively to generate innovative ideas for creating art.

- Sketch, plan, and edit artwork.
- Environmental, Contemporary Social Issues, Current Events/Pop Culture (i.e., Holocaust, Amistad, climate change, diversity, etc.).
- Apply methods to overcome creative blocks.
- Document early stages of the creative process visually and/or verbally in traditional or new media.
- Formulate an artistic investigation of personally relevant content for creating art.
- Develop criteria to guide making a work of art or design to meet an identified goal.
- Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.
- Peer collaboration/peer critique.

### **Organizing and Developing Ideas**

- Continually demonstrate progress in craftsmanship.
- Appropriate and safe use of tools and equipment during art-making.
- Develop art skills using practice and experimentation.
- Explore environments and objects as inspiration to use in artwork.
- Critique and self-assess artwork during creative process.
- Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

### **Refining and Completing Projects**

- Conduct peer and individual reflection examining the rubric criteria, and plan revisions for future works and designs.
- Reflect on and explain important information about personal artwork in an artist statement or another format (i.e., Powerpoint, Canva, Google Form, Google Slides, verbal explanation).

## **PRESENTING**

### **Select, analyze and interpret artwork.**

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

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

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

### **Convey meaning through art.**

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

## **RESPONDING**

### **Aesthetic Response**

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

### Perceive and Analyze

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

### Interpret intent and meaning.

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

### Apply criteria to evaluate artistic work.

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

## CONNECTING

### Critique Methodologies

- Identify and analyze the artwork of various historical eras.
- Discuss the cultural impact artwork had during a specific time.

### Synthesize and relate knowledge and personal experiences to create artwork.

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

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

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



### Contemporary Life

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

### Travel, Beauty, and Aesthetics

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