

**NORTHERN VALLEY  
SCHOOLS CONSORTIUM**

**GRADE 7  
CURRICULUM OBJECTIVES  
2026-27**

# 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**

# TABLE OF CONTENTS

4 LANGUAGE ARTS

---

5 LIBRARY/MEDIA

---

7 MATHEMATICS

---

9 MUSIC

---

10 PHYSICAL EDUCATION /HEALTH

---

14 SCIENCE

---

16 SOCIAL STUDIES

---

18 VISUAL ARTS

---

20 WORLD LANGUAGES

The learning objectives contained in this document represent the NJSL-aligned concepts, topics, and skills to be addressed during the academic year. Pacing guides and instructional resources that support implementation of these objectives are developed and maintained by each participating district.

**Argument Reading and Writing**

- Readers cite several pieces of textual evidence and make relevant connections to support analysis.
- Readers determine the central idea and explain how it is conveyed through particular details.
- Readers analyze how elements of a text interact including text structures.
- Readers analyze the impact of domain-specific words and phrases in a text.
- Readers explain how ideas clarify a topic in a collaborative discussion.
- Readers proficiently demonstrate mastery of the English language system and structure in both written and spoken communication, utilizing conventions effectively.
- Writers generate arguments/opinions on select topics.
- Writers research topics to support their arguments/opinions.
- Writers organize their arguments/opinions and reasons in a logical format to support their writing.
- Writers draft and revise their writing pieces appropriate to the chosen format.
- Writers revise and edit their writing pieces using grade-appropriate conventions.
- Writers proficiently demonstrate mastery of the English language system and structure in both written and spoken communication, utilizing conventions effectively.

**Informational Reading and Writing**

- Readers cite several pieces of textual evidence and make relevant connections to support analysis.
- Readers determine the central idea and explain how it is conveyed through particular details.
- Readers analyze how elements of a text interact including text structures.
- Readers analyze the impact of domain-specific words and phrases in a text.
- Readers explain how ideas clarify a topic in a collaborative discussion.
- Readers proficiently demonstrate mastery of the English language system and structure in both written and spoken communication, utilizing conventions effectively.
- Writers generate ideas and plan out writing pieces.
- Writers use credible digital and print sources to research.
- Writers determine relevant text structures for specific writing pieces.
- Writers draft using relevant facts, definitions, concrete details, quotations, or other information and examples.
- 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.

## **Narrative Reading and Writing**

- Readers determine the story elements, theme, and key supporting details to understand how elements of a text interact.
- Readers compare and contrast the same story in different mediums.
- Readers can determine meaning through the examination of the author's text structure and craft.
- Readers share ideas through collaborative discussion.
- Readers proficiently demonstrate mastery of the English language system and structure in both written and spoken communication, utilizing conventions effectively.
- Writers generate story ideas to plan out narrative writing pieces.
- Writers use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
- Writers use precise words and phrases, relevant descriptive details, and sensory language to capture action and convey experiences and events.
- Writers develop and strengthen their writing through revising and editing activities such as peer revising and collaboration.
- Writers demonstrate a command of the system and structure of the English language including using phrases and clauses.
- 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.
- 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.
- 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.

## **Number Sense**

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Describe situations where two quantities equal 0.
- Understand the rules for combining positive and negative numbers through addition and subtraction.
- Understand the rules for combining positive and negative numbers through multiplication and division.
- Use problem-solving skills to solve real-life situations by using the operational rules for combining rational numbers.

## **Equations and Expressions**

- Use properties of operations to generate equivalent expressions.
- Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- 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.
- 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.
- 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.
- Solve word problems leading to equations. Solve equations with accuracy and efficiency. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
- Solve word problems leading to inequalities. Graph the solution set of the inequality and interpret it in the context of the problem.

## **Ratios and Proportional Relationships**

- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Find the unit rates of quantities.
- Determine if a graph forms a proportional relationship.
- Identify the constant of proportionality.
- Solve percent problems involving taxes, tips, discounts, mark-ups, percent of change, simple interest, fees, and percent error.

## **Geometry**

- Draw, construct and describe geometrical figures and describe the relationships between them, such as with scale drawings and models, slicing figures, and drawing shapes with a protractor.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume of cubes, prisms, and pyramids.
- See relationships between angle measures in shapes and on diagrams.

## **Statistics and Probability**

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models (calculating and interpreting probabilities; estimating probabilities; random sampling and estimating population characteristics; comparing populations).
- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.



## **CREATING**

- Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
- Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.
- Evaluate independent work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others.
- Present the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

## **PERFORMING**

- Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context.
- Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
- Identify how cultural and historical context inform performances and result in different music interpretations.
- Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities convey intent.
- Identify and apply collaboratively developed criteria to rehearse, refine, and determine when the music is ready to perform.
- Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- Demonstrate performance decorum and audience etiquette appropriate for venue, purpose, and context.

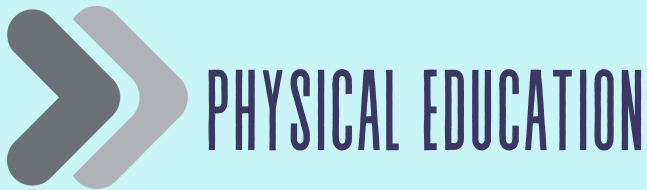
## **RESPONDING**

- Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.
- Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

- Identify and compare the context of music from a variety of genres, cultures, and historical periods.
- Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.
- Select from teacher-provided criteria to evaluate musical works or performances.

## CONNECTING

- Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms.
- Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.
- Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
- Perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and expressive qualities convey intent.
- Select or choose contrasting music to listen to and compare the connection to specific interests or experiences for a specific purpose.
- Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms.
- Identify how cultural and historical context inform performance and results in different music interpretations.
- Identify and compare the context of music from a variety of genres, cultures, and historical periods.
- Select from teacher-provided criteria to evaluate musical works or performances.



## PERSONAL QUALITIES

### Reflection

- Provide constructive feedback with self-assessment to improve peer performance.
- Distinguish factors that affect and influence participation in physical activity, for example, attitude, access, personal and/or family preference.
- Demonstrate an understanding that we play a role in encouraging others.

### Empathy

- Respect the view of others. Respond appropriately, for example, by asking and answering questions, clarifying points, and building on ideas.

- Contribute to an inclusive atmosphere by showing mutual respect in practice and performance environments of varying levels of ability.
- Listen to and respond to the ideas, thoughts, and feelings of others, and is develop negotiation skills when dealing with movement challenges.

### **Adaptability**

- Develop an understanding of competition to achieve goals and positive outcomes.
- Demonstrate understanding of the positive link between effort, perseverance, and personal achievement and how goal setting plays an important role.
- Apply wellness initiatives to manage emotions to enhance performance.

### **Responsibility**

- Understand 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.
- Distinguish different roles when working individually or as part of a group that leads to successful outcomes and promotes reflection.

### **Mindset**

- Apply sportsmanship in smaller groups or large teams during physical activity.
- Diagram concepts to demonstrate the development process.
- Recognize the characteristics of being a leader.

### **Self-Direction**

- Demonstrate planning and organizational skills which are conducive to learning around SMART goals.
- Describe self-motivation strategies in movement challenges and demonstrates positive effort.

## **PHYSICAL COMPETENCIES**

### **Kinesthetic Awareness**

- Demonstrate physical competency in personal and shared space during higher levels of intense activity.
- Perform and refines movement with a focus on quality, using different speeds/pathways/levels.
- Move individually or as part of a team effectively through general space at elevated levels of thinking based on principles of play.

### **Balance and Control**

- Show balance and control of body during mid-level games or movement patterns.
- Transfer body weight fluidly to change levels, direction, and/or land effectively.
- Recognize the correlation between balance and skill execution and describe the relationship between the eyes/head and successful skill outcomes.

### **Coordination and Fluency**

- Perform a sequence of movements with assistance to improve fluency, for example, a cartwheel followed by a forward roll.
- Exhibit balance, control, and rhythm.
- Explain what a quality movement looks like and feels like, to help improve performance.

### **Rhythm and Timing**

- Perform actions that involve a smooth transition from one phase to another, for example, dance sequence; jump, clap, slide, and pause.
- Achieve certain specialized movement skills/techniques.

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

- Display most movement skills with confidence during physical activity.
- Perform movement skills in sequence with increasing confidence and improved outcomes.
- Develop hand/eye and foot/eye coordination to execute movement skills; for example, striking a ball with a bat or kicking a ball toward a target.

## **PHYSICAL FITNESS**

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

- Demonstrate knowledge of pacing during moderate to vigorous physical activity taking into account geography, race tactics, timing, etc.
- Personalize experiences with stamina and the importance of student-led activity or sport.
- Set personal goals for sustaining moderate to vigorous physical activity that lead to improvement.
- Demonstrate understanding of heart rate and how to measure it.

### **Speed**

- Move at different speeds and change direction quickly in balance and control.
- Demonstrate running techniques needed to accelerate quickly from a stationary position.
- Set personal goals to improve speed.
- Identify personal physical activities where speed is key to success.

### **Core Stability and Strength**

- Recognize postural control to perform physical actions successfully.
- Identify movements to improve stability in their balance.
- Experiment with the use of force.
- Set personal goals to improve core stability and strength.
- Conduct stability and strength tests for data analysis.

### **Flexibility**

- Understand a range of effective, dynamic movements specific to physical activities.
- Explain understanding of the impact of flexibility on everyday life and sets personal goals to improve.

- Describe physical activities where flexibility is key to success.
- Recognize the importance of flexibility maintenance in lifelong physical pursuits.
- Conduct flexibility tests for data analysis.



### **Mental Health and Stress Management**

- Compare and contrast mental illnesses including detection and treatment.
- Describe the physical and emotional signs of stress and the short and long-term impacts of stress on the human body.
- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
- Compare and contrast forms of mental illness such as phobias, anxiety, panic disorders, and depression.
- Compare and contrast the characteristics of injuries in adolescents, both intentional (i.e., homicide, suicide) and unintentional (i.e., motor vehicle crash, falls).
- 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.
- Explain what to do if a friend or relative is suicidal.
- Describe various crisis interventions.
- Identify available supports in the school and community that are available to individuals in need of support with mental and emotional health.

### **Community Outreach**

- Demonstrate and assess basic first aid procedures, including CPR.
- Identify people and agencies that can assist individuals in need of help.
- Connect with other students to develop a strategy to address health issues related to climate change.

### **Alcohol, Tobacco, and other Drugs**

- Determine when situations require the application of a thoughtful decision-making process.
- Identify circumstances that can help or hinder healthy living.
- Define stimulants, depressants, and hallucinogenic substances.
- List factors that can lead to substance abuse disorders.
- Describe how substance abuse affects the social, emotional, and physical health of an individual.

## **Human Relationships and Sexuality**

- Explain what students can do to enhance an inclusive school environment.
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- Identify supports available to individuals of all genders, gender identities, and sexual orientations in the school community.



## **Cells: Structure, Function, and Information Processing**

- Identify living vs nonliving things
- Describe the difference between prokaryotic and eukaryotic cells
- Identify different types of cells within one multicellular organism.
- Examine the scientific contributions that helped to create the cell theory
- Identify key differences between plant and animal cells based on structure and function
- Identify tools used for observation at different magnifications
- Collect and record data on the cellular composition of multicellular organisms
- Develop a model that describes the role of cell membrane in maintaining an internal and external environment
- Model the structure of a eukaryotic cell
- Describe how organelles in a cell work together
- Describe the relationship between photosynthesis and cellular respiration
- Support the claim that a specialized group of cells work together to form tissues, organs, organ systems, and organisms.
- Create an argument that animal behaviors increase the probability of reproduction
- Create an argument that animal and plant structures increase the probability of reproduction
- Explain different types of sensory receptors and inputs with which they respond
- Explain how sensory information is transmitted along nerve cells to the brain
- Explain the causal relationships between received sensory information and behavior, including memory and immediate behavioral responses

## **Ecosystem Dynamics**

- Explain how the availability of resources has a direct effect on population size
- Explain that individual organism growth depends on the availability of resources
- Explain the cause-and-effect relationship between the availability of resources within an ecosystem and competition among individuals and overall populations
- Explain how patterns of relationships exist among organisms within an ecosystem that can be beneficial, neutral, or harmful to individual and species survival
- Explain the similarities and differences between different types of species interactions within an ecosystem, including competition, predator-prey, symbiosis (mutualism, commensalism, parasitism)
- Create a model to describe the cycling of matter and flow of energy through an ecosystem (food web)

- Explain the relationship between living and nonliving components of an ecosystem (air, water, minerals)
- Explain the relationship between changes in physical and biological components within an ecosystem and their effects on populations
- Describe the cause-and-effect relationship between disruptions to ecosystem services and their effects on the ecosystem's biodiversity

### **Genetics and Heredity**

- Describe environmental and genetic factors and how they influence growth.
- Describe the relationship between the genetic structure and the protein it creates
- Identify that specific genes lead to physical, functional, or behavioral characteristics
- Identify that a change or mutation can be helpful, neutral, or harmful to the organism
- Identify that a change in genetic code results in a protein that can be functional or nonfunctional
- Develop a Punnett square to predict probable outcomes of traits
- Describe the relationship of genetic variation within asexual and sexual reproduction.
- Recognize that asexual reproduction results in genetically identical offspring
- Recognize that sexual reproduction results in genetically unique offspring
- Identify that parent(s) pass on traits with their genetic information during reproduction
- Explain how mitosis results in genetically identical body cells
- Explain that meiosis results in egg and sperm cells with half the genetic information needed to create an organism
- Explain how humans can use artificial selection to choose desired genetic traits to be passed from parent to offspring
- Explain how humans can use genetic engineering to produce a desired trait in an offspring
- Interpret a pedigree to identify individuals with affected traits.

### **Natural Selection**

- Determine the relative ages of fossils in rocks based on sedimentary layers.
- Use a fossil record to identify mass extinctions and patterns of species changes throughout the geologic timeline.
- Describe the relationship between environmental changes and the level of organism complexity over time.
- Explain the pattern that diversity and complexity increased over time.
- Identify evidence of evolutionary relationships using anatomical similarities between multiple species.
- Explain how organisms that have more similarities in anatomical structures are more closely related than those with less similarities.
- Organize pictorial data of embryos at different stages to see similar patterns in development.
- Justify how similarities in embryo development can be used to determine common ancestry.
- Explain how the variation of traits can increase the probability of an organism's survival and ability to reproduce in a specific environment.
- Explain how in a specific environment, some traits are advantageous and increase an organism's ability to survive.
- Explain that individuals with traits that are advantageous will reproduce, making those traits more common within a population.
- Explain how characteristics change over time through natural selection and adaptation.
- Explain how a drastic environmental change can cause extinction.

- 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 effectiveness of the fundamental principles of the Constitution in establishing a federal government that allows for growth and change over time.
- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- 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.
- 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.
- Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- Evaluate how political parties influenced early American 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 the federal government.
- 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.

## **Expansion and Reform (1801–1861)**

- Describe what reform movements began during the 19th century.
- Describe the methods the United States used to achieve Manifest Destiny.
- Identify the causes that led to Westward Expansion.
- Explain the impact of Manifest Destiny on the growth of the nation.
- Use maps and other geographic tools to analyze the impact of sectionalism.
- Explain the most lasting effect 19th century reform movements had on civil rights and liberties in the United States.
- Explain how the Texan Revolution and Mexican-American War resulted in Westward Expansion.
- Analyze the impact of Westward Expansion and Reform from various perspectives (i.e., Native Americans, African Americans, women).

- 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.
- Use suggested vocabulary: Manifest Destiny, Corp of Discovery, laissez faire, Louisiana Purchase, War Hawks, expedition, nationalism, Non-Intercourse act, embargo, interstate commerce, domestic system, Monroe Doctrine, Whigs, Democrats, Oregon Trail, Alamo, annex, Lone Star Republic,, Texan War for Independence, Mexican War, New Mexico Territory, Bear Flag Republic, Mormons, Trail of Tears, Gold Rush.
- Know Key Personalities: Lewis and Clark, Thomas Jefferson, Sacagawea, Napoleon, John Q. Adams, Andrew Jackson, Henry Clay, John C. Calhoun, Daniel Webster, Davy Crockett, James Monroe, James K. Polk, John Freemont, Stephen Austin, Samuel Houston, Santa Anna, Zachary Taylor, Brigham Young, Joseph Smith, Zebulon Pike, Tecumseh, William Henry Harrison.

### **Civil War/Reconstruction (1850-1877)**

- How and why enslaved Africans were used to support the economic structure of the Antebellum South.
- 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 effects of the events/policies that led to the Civil War.
- 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.
- Analyze the effect of Lincoln's assassination and the impeachment of Andrew Johnson.
- How African-Americans were denied equal rights in 19th century America.
- 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 13th 14th, and 15th amendments on life in the United States.
- 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.
- Compare and contrast the roles of the executive and legislative branches of the federal government during Reconstruction.



# VISUAL ARTS

## CREATING

### Color and Value

- Expand on color theory.
- Classify and differentiate different color schemes.
- Ex: primary, secondary, tertiary colors.

### Line and Texture

- Identify and classify lines in artwork (i.e., movement, rhythm, pattern, perspective, texture, etc.).

### Shape, Form and Space

- Identify and create positive/negative space.

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

- Apply 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.**

- Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

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

- Based on criteria, analyze and evaluate methods for preparing and presenting art.

### **Convey Meaning Through Art**

- Compare and contrast viewing and experiencing collections and exhibitions in different venues.

## **RESPONDING**

### **Aesthetic Response**

- Distinguish artistic styles and trends.
- Explore how to develop informed interpretations of artwork.

### **Perceive and analyze.**

- Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
- Analyze multiple ways that images influence specific audiences.

### **Interpret intent and meaning.**

- Interpret art by analyzing art making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

### **Apply criteria to evaluate artistic work.**

- Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

## CONNECTING

### Critique Methodologies

- Identify and analyze 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.

- Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

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

- Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural use.



### Self and Basics

- Describe people's personality.
- Describe people's interests.
- Compare and contrast one's characteristics and interests.
- Discover other people's interests to relate to one another.
- Categorize different characteristics and interests.
- Discuss class schedule using time and days.
- Explain what items they need for individual classes.

### Family and Communities

- Express relationships between family members and friends.
- Describe physical and personality traits of family members.
- Compare and contrast families of different cultures.
- Describe their home and community.
- Design their dream home.