

7th Grade

Curriculum

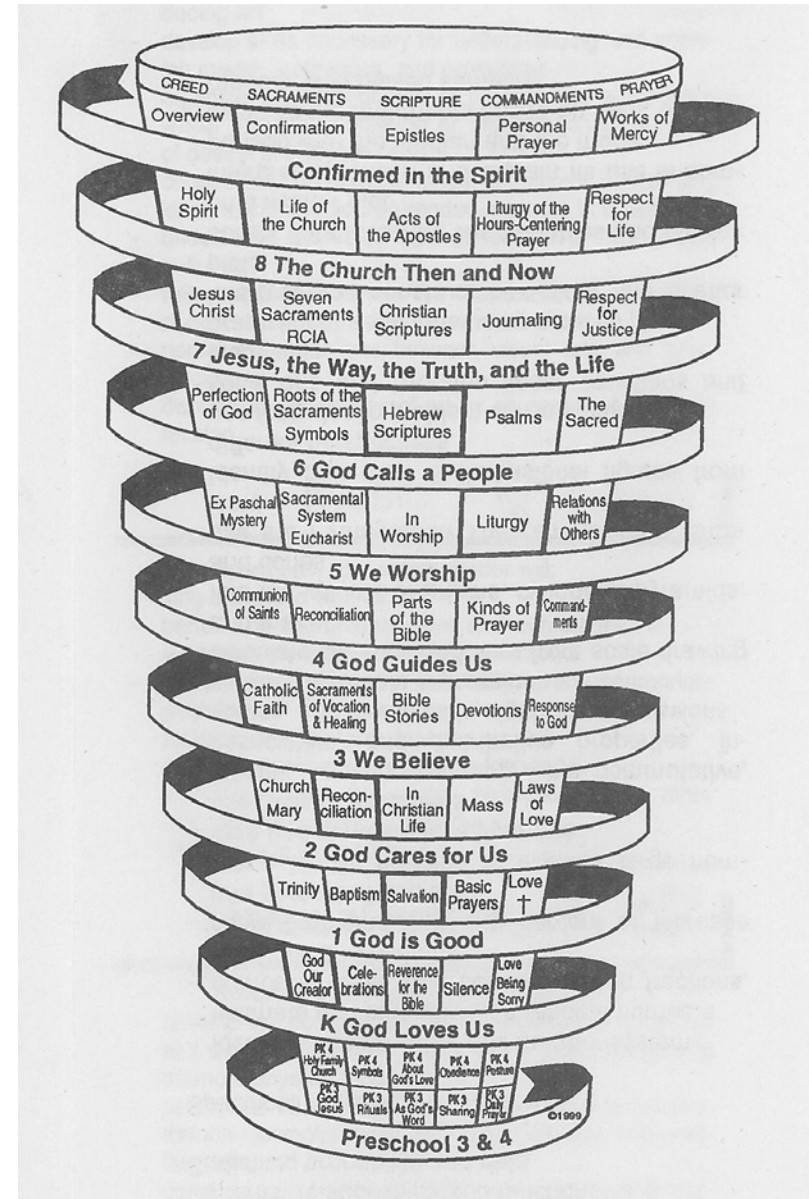
Religion

The **General Catechetical Directory** states that catechesis “must take diligent care faithfully to present the entire treasure of the Christian message” (#38). All its essential elements are to be presented as a whole, even in the initial stages of Religious Education. In the beginning this presentation will be simple, adapted to the limited capacity and experience of young children. Then it is to be progressively deepened and broadened in accordance with the level of the children’s development.

To achieve this balance in content, and to ensure consistent progress and development, our studies employ the spiral curriculum. The program for each grade level builds upon previous ones following a pattern of continuous growth in depth and in scope.

The content presented in the program falls under these headings:

- Creed (Doctrine)** – *Our Proclamation of our Faith*
- Sacraments** – *God’s Signs of Love*
- Scripture** – *God’s Word*
- Commandments** – *God’s Laws*
- Liturgy and Prayer** – *Our Response to God*



Language Arts

Goal 1: The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.

1.01 Narrate an expressive account which:

- creates a coherent organizing structure appropriate to purpose, audience, and context.
- orients the reader/listener to the scene, the people, and the events.
- engages the reader/listener by establishing a context and creating a point of view.
- establishes the significance of events

1.02 Respond to expressive materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read, heard, and/or viewed.
- summarizing the characteristics of expressive works.
- determining the importance of literary effects on the reader/viewer/listener.
- making connections between works, self and related topics.
- comparing and/or contrasting information.
- drawing inferences and/or conclusions.
- determining the main idea and/or significance of events.
- generating a learning log or journal.
- maintaining an annotated list of works read/viewed.
- creating an artistic interpretation that connects self and/or society to the selection.
- constructing and presenting book/media reviews.

1.03 Interact in group settings by:

- responding appropriately to comments and questions.
- offering personal opinions confidently without dominating.
- giving appropriate reasons that support opinions.
- soliciting and respecting another person's opinion.

1.04 Reflect on learning experiences by:

- analyzing personal learning growth and changes in perspective.
- examining changes in self throughout the learning process.
- determining how personal circumstances and background shape interaction with text.

Goal 2: The learner will synthesize and use information from a variety of sources.

2.01 Respond to informational materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- analyzing the characteristics of informational works.
- summarizing information.
- determining the importance of information.
- making connections to related topics/information.
- drawing inferences and/or conclusions.
- generating questions.

2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through:

- identifying and using appropriate primary and secondary sources.
- comparing, contrasting, and evaluating information from different sources about the same topic.
- evaluating information for extraneous details, inconsistencies, relevant facts, and organization.

Goal 3: The learner will refine the understanding and use of argument.

3.01 Explore and analyze argumentative works that are read, heard and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and /or viewed.
- identifying the arguments and positions stated or implied and the evidence used to support them.
- recognizing bias, emotional factors, and/or semantic slanting.
- examining the effectiveness of style, tone, and use of language.

- summarizing the author's purpose and stance.
- examining the importance and impact of establishing a position or point-of-view.
- making connections between works, self and related topics.
- drawing inferences.
- responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues).

3.02 Explore and analyze the problem-solution process by:

- studying problems and solutions within various texts and situations.
- utilizing the problem-solution process within various contexts/situations.
- constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.
- recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.

3.03 Study and create arguments that evaluate by:

- understanding the importance of establishing a firm judgment.
- justifying the judgment with logical, relevant reasons, clear examples, and supporting details.
- creating an organizing structure appropriate to purpose, audience, and context.

Goal 4: The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.

4.01 Analyze the purpose of the author or creator by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.
- exploring and evaluating the underlying assumptions of the author/creator.
- understanding the effects of author's craft on the reader/viewer/listener.

4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by:

- using knowledge of language structure and literary or media techniques.
- drawing conclusions based on evidence, reasons, or relevant information.
- considering the implications, consequences, or impact of those conclusions.

4.03 Develop the stance of a critic by:

- considering and presenting alternative points of view or reasons.
- remaining fair-minded and open to other interpretations.
- creating a critical response/review of a work/topic.

Goal 5: The learner will respond to various literary genres using interpretive and evaluative processes.

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:

- using effective reading strategies to match type of text.
- reading self-selected literature and other materials of individual interest.
- reading literature and other materials selected by the teacher.
- assuming an active role in teacher-student conferences.
- engaging in small group discussions.
- taking an active role in whole class seminars.
- analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony.
- analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style.
- analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences.
- extending understanding by creating products for different purposes, different audiences and within various contexts.
- analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences.

5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:

- reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems).
- analyzing what genre specific characteristics have on the meaning of the work.
- analyzing how the author's choice and use of a genre shapes the meaning of the literary work.
- analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution.

Goal 6: The learner will apply conventions of grammar and language usage.

6.01 Model an understanding of conventional written and spoken expression by:

using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons.

using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.

applying the parts of speech to clarify language usage.

using pronouns correctly, including clear antecedents and correct case.

using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses).

determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.

extending vocabulary knowledge by learning and using new words.

determining when and where dialects and standard/nonstandard English usage are appropriate.

applying language conventions and usage during oral presentations.

choosing language that is precise, engaging, and well suited to the topic and audience.

experimenting with figurative language and speech patterns.

6.02 Continue to identify and edit errors in spoken and written English by:

using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.

mastering proofreading symbols for editing.

producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.

listening to and monitoring self to correct errors.

Social Studies

Goal 1: The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts.

1.01 Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in Africa, Asia, and Australia.

1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.

1.03 Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Africa, Asia, and Australia and to identify patterns as well as similarities and differences.

Goal 2: The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of Africa, Asia, and Australia.

2.01 Identify key physical characteristics such as landforms, water forms, and climate and evaluate their influence on the development of cultures in selected African, Asian and Australian regions.

2.02 Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of Africa, Asia, and Australia and evaluate their impact on the environment.

2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in Africa, Asia, and Australia.

Goal 3: The learner will analyze the impact of interactions between humans and their physical environments in Africa, Asia, and Australia.

3.01 Identify ways in which people of selected areas in Africa, Asia, and Australia have used, altered, and adapted to their environments in order to meet their needs and evaluate the impact of their actions on the development of cultures and regions.

3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.

3.03 Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment.

3.04 Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface and analyze the effects on human activities.

Goal 4: The learner will identify significant patterns in the movement of people, goods, and ideas over time and place in Africa, Asia, and Australia.

4.01 Describe the patterns of and motives for migrations of people, and evaluate the impact on the political, economic, and social development of selected societies and regions.

4.02 Identify the main commodities of trade over time in selected areas of Africa, Asia, and Australia and evaluate their significance for the economic, political, and social development of cultures and regions.

4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in Africa, Asia, and Australia.

Goal 5: The learner will evaluate the varied ways people of Africa, Asia, and Australia make decisions about the allocation and use of economic resources.

5.01 Describe the relationship between the location of natural resources, and economic development, and analyze the impact on selected cultures, countries, and regions in Africa, Asia, and Australia.

5.02 Examine the different economic systems, (traditional, command, and market), developed in selected societies in Africa, Asia, and Australia, and assess their effectiveness in meeting basic needs.

5.03 Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services, and evaluate the impact on the standard of living in selected societies and regions of Africa, Asia, and Australia.

5.04 Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns.

Goal 6: The learner will recognize the relationship between economic activity and the quality of life in Africa, Asia, and Australia.

6.01 Describe different levels of economic development and assess their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy.

6.02 Examine the influence of education and technology on productivity and economic development in selected nations and regions of Africa, Asia, and Australia.

6.03 Describe the effects of over-specialization and evaluate their impact on the standard of living.

Goal 7: The learner will assess the connections between historical events and contemporary issues in Africa, Asia, and Australia.

7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.

7.02 Examine the causes of key historical events in selected areas of Africa, Asia, and Australia and analyze the short- and long-range effects on political, economic, and social institutions.

Goal 8: The learner will assess the influence and contributions of individuals and cultural groups in Africa, Asia, and Australia.

8.01 Describe the role of key historical figures and evaluate their impact on past and present societies in Africa, Asia, and Australia.

8.02 Describe the role of key groups such as Mongols, Arabs, and Bantu and evaluate their impact on historical and contemporary societies of Africa, Asia, and Australia.

8.03 Identify major discoveries, innovations, and inventions and assess their influence on societies past and present.

Goal 9: The learner will analyze the different forms of government developed in Africa, Asia, and Australia.

9.01 Trace the historical development of governments, including traditional, colonial, and national in selected societies, and assess their effects on the respective contemporary political systems.

9.02 Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in Africa, Asia, and Australia carry out legislative, executive, and judicial functions and evaluate the effectiveness of each.

9.03 Identify the ways in which governments in selected areas of Africa, Asia, and Australia deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.

9.04 Describe how different governments in Africa, Asia, and Australia select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each.

Goal 10: The learner will compare the rights and civic responsibilities of individuals in political structures in Africa, Asia, and Australia.

10.01 Trace the development of relationships between individuals and their governments in selected cultures of Africa, Asia, and Australia, and evaluate the changes that have evolved over time.

10.02 Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures.

10.03 Describe rights and responsibilities of citizens in selected contemporary societies in Africa, Asia, and Australia, comparing them to each other and to the United States.

10.04 Examine the rights, roles, and status of individuals in selected cultures of Africa, Asia, and Australia, and assess their importance in relation to the general welfare.

Goal 11: The learner will recognize the common characteristics of different cultures in Africa, Asia, and Australia.

11.01 Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they can link and separate societies.

11.02 Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values, and beliefs in creating different cultural responses.

11.03 Compare characteristics of political, economic, religious, and social institutions of selected cultures and evaluate their similarities and differences.

11.04 Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture.

Goal 12: The learner will assess the influence of major religions, ethical beliefs, and values on cultures in Africa, Asia, and Australia.

12.01 Examine the major belief systems in selected regions of Africa, Asia, and Australia, and analyze their impact on cultural values, practices, and institutions.

12.02 Describe the relationship between and cultural values of selected societies of Africa, Asia, and Australia and their art, architecture, music, and literature, and assess their significance in contemporary culture.

12.03 Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in Africa, Asia, and Australia.

Goal 13: The learner will describe the historic, economic, and cultural connections among North Carolina, the United States, Africa, Asia, and Australia.

13.01 Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of Africa, Asia, and Australia, and evaluate their influence on local, state, regional, national, and international communities.

13.02 Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and analyze their role in creating a changing cultural mosaic.

13.03 Examine the role and importance of foreign-owned businesses and trade between North Carolina and the nations of Africa, Asia, and Australia, and assess the effects on local, state, regional, and national economies and cultures.

Mathematics

Goal 1: The learner will understand and compute with rational numbers.

- 1.01** Develop number sense for negative rational numbers.
 - a. Connect the model, number word, and number using a variety of representations, including the number line.
 - b. Compare and order.
 - c. Make estimates in appropriate situations.
- 1.02** Develop meaning for percents.
 - a. Connect the model, number word, and number using a variety of representations.
 - b. Make estimates in appropriate situations.
- 1.03** Compare and order rational numbers.
- 1.04** Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers.
 - a. Analyze computational strategies.
 - b. Describe the effect of operations on size.
 - c. Estimate the results of computations.
 - d. Judge the reasonableness of solutions.
- 1.05** Develop fluency in the use of factors, multiples, exponential notation, and prime factorization.
- 1.06** Use exponential, scientific, and calculator notation to write very large and very small numbers.
- 1.07** Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

Goal 2: The learner will select and use appropriate tools to measure two- and three-dimensional figures.

- 2.01** Estimate and measure length, perimeter, area, angles, weight, and mass of two- and three-dimensional figures, using appropriate tools.
- 2.02** Solve problems involving perimeter/circumference and area of plane figures.

Goal 3: The learner will understand and use properties and relationships of geometric figures in the coordinate plane.

- 3.01** Identify and describe the intersection of figures in a plane.
- 3.02** Identify the radius, diameter, chord, center, and circumference of a circle; determine the relationships among them.
- 3.03** Transform figures in the coordinate plane and describe the transformation.
- 3.04** Solve problems involving geometric figures in the coordinate plane.

Goal 4: The learner will understand and determine probabilities.

- 4.01** Develop fluency with counting strategies to determine the sample space for an event. Include lists, tree diagrams, frequency distribution tables, permutations, combinations, and the Fundamental Counting Principle.
- 4.02** Use a sample space to determine the probability of an event.
- 4.03** Conduct experiments involving simple and compound events.
- 4.04** Determine and compare experimental and theoretical probabilities for simple and compound events.
- 4.05** Determine and compare experimental and theoretical probabilities for independent and dependent events.
- 4.06** Design and conduct experiments or surveys to solve problems; report and analyze results.

Goal 5: The learner will demonstrate an understanding of simple algebraic expressions.

- 5.01** Simplify algebraic expressions and verify the results using the basic properties of rational numbers.
 - a. Identity.
 - b. Commutative.
 - c. Associative.
 - d. Distributive.
 - e. Order of operations.
- 5.02** Use and evaluate algebraic expressions.
- 5.03** Solve simple (one- and two-step) equations or inequalities.
- 5.04** Use graphs, tables, and symbols to model and solve problems involving rates of change and ratios.

Science

Goal 1: The learner will design and conduct investigations to demonstrate an understanding of scientific inquiry..

- 1.01 Identify and create questions and hypotheses that can be answered through scientific investigations.
- 1.02 Develop appropriate experimental procedures for:
 - Given questions.
 - Student generated questions.
- 1.03 Apply safety procedures in the laboratory and in field studies:
 - Recognize potential hazards.
 - Manipulate materials and equipment.
 - Conduct appropriate procedures.
- 1.04 Analyze variables in scientific investigations:
 - Identify dependent and independent.
 - Use of a control.
 - Manipulate.
 - Describe relationships between.
 - Define operationally.
- 1.05 Analyze evidence to:
 - Explain observations.
 - Make inferences and predictions.
 - Develop the relationship between evidence and explanation.
- 1.06 Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations:
 - Measurement.
 - Analysis of data.
 - Graphing.
 - Prediction models.
- 1.07 Prepare models and/or computer simulations to:
 - Test hypotheses.
 - Evaluate how data fit.
- 1.08 Use oral and written language to:
 - Communicate findings.
 - Defend conclusions of scientific investigations.
- 1.09 Use technologies and information systems to:
 - Research.
 - Gather and analyze data.
 - Visualize data.
 - Disseminate findings to others.
- 1.10 Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing:
 - Scientific text.
 - Articles.
 - Events in the popular press.

Goal 2: The learner will demonstrate an understanding of technological design.

- 2.01 Explore evidence that "technology" has many definitions.
 - Artifact or hardware.
 - Methodology or technique.
 - System of production.
 - Social-technical system.

- 2.02 Use information systems to:
- Identify scientific needs, human needs, or problems that are subject to technological solution.
 - Locate resources to obtain and test ideas.
- 2.03 Evaluate technological designs for:
- Application of scientific principles.
 - Risks and benefits.
 - Constraints of design.
 - Consistent testing protocols.
- 2.04 Apply tenets of technological design to make informed consumer decisions about:
- Products.
 - Processes.
 - Systems.

Goal 3: The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of the atmosphere.

- 3.01 Explain the composition, properties and structure of the atmosphere:
- Mixture of gases.
 - Stratified layers.
 - Each layer has distinct properties.
 - As altitude increases, air pressure decreases.
 - Equilibrium.
- 3.02 Describe properties that can be observed and measured to predict air quality:
- Particulate matter.
 - Ozone.
- 3.03 Conclude that the good health of environments and organisms requires:
- The monitoring of air quality.
 - Taking steps to maintain healthy air quality.
 - Stewardship.
- 3.04 Evaluate how humans impact air quality including:
- Air quality standards.
 - Point and non-point sources of air pollution in North Carolina.
 - Financial and economic trade-offs.
 - Local air quality issues.
- 3.05 Examine evidence that atmospheric properties can be studied to predict atmospheric conditions and weather hazards:
- Humidity.
 - Temperature.
 - Wind speed and direction.
 - Air pressure.
 - Precipitation.
 - Tornados.
 - Hurricanes.
 - Floods.
 - Storms.
- 3.06 Assess the use of technology in studying atmospheric phenomena and weather hazards:
- Satellites.
 - Weather maps.
 - Predicting.
 - Recording.
 - Communicating information about conditions.

Goal 4: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of the complementary nature of the human body system.

4.01 Analyze how human body systems interact to provide for the needs of the human organism:

- Musculoskeletal.
- Cardiovascular.
- Endocrine and Nervous.
- Digestive and Circulatory.
- Excretory.
- Reproductive.
- Respiratory.
- Immune.
- Nervous system.

4.02 Describe how systems within the human body are defined by the functions it performs.

4.03 Explain how the structure of an organ is adapted to perform specific functions within one or more systems.

- Liver.
- Heart.
- Lung.
- Brain
- Stomach.
- Kidney.

4.04 Evaluate how systems in the human body help regulate the internal environment.

4.05 Analyze how an imbalance in homeostasis may result from a disruption in any human system.

4.06 Describe growth and development of the human organism.

4.07 Explain the effects of environmental influences on human embryo development and human health including:

- Smoking.
- Alcohol.
- Drugs.
- Diet.

4.08 Explain how understanding human body systems can help make informed decisions regarding health.

Goal 5: The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of heredity and genetics.

5.01 Explain the significance of genes to inherited characteristics:

- Genes are the units of information.
- Parents transmit genes to their offspring.
- Some medical conditions and diseases are genetic.

5.02 Explain the significance of reproduction:

- Sorting and recombination of parents' genetic material.
- Potential variation among offspring.

5.03 Identify examples and patterns of human genetic traits:

- Dominant and recessive.
- Incomplete dominance.

5.04 Analyze the role of probability in the study of heredity:

- Role of each parent in transfer of genetic traits.
- Analysis of pedigrees.

5.05 Summarize the genetic transmittance of disease.

5.06 Evaluate evidence that human characteristics are a product of:

- Inheritance.
- Environmental factors, and

Lifestyle choices.

Goal 6: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of motion and forces.

6.01 Demonstrate ways that simple machines can change force.

6.02 Analyze simple machines for mechanical advantage and efficiency.

6.03 Evaluate motion in terms of Newton's Laws:

The force of friction retards motion.

For every action there is an equal and opposite reaction.

The greater the force, the greater the change in motion.

An object's motion is the result of the combined effect of all forces acting on the object:

A moving object that is not subjected to a force will continue to move at a constant speed in a straight line

An object at rest will remain at rest.

6.04 Analyze that an object's motion is always judged relative to some other object or point.

6.05 Describe and measure quantities that characterize moving objects and their interactions within a system:

Time.

Distance.

Mass.

Force.

Velocity.

Center of mass.

Acceleration.

6.06 Investigate and analyze the real world interactions of balanced and unbalanced forces:

Sports and recreation.

Transportation.

The human body.

Computer

Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

Music

GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.

GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.

GOAL 3: The learner will improvise melodies, variations, and accompaniments.

GOAL 4: The learner will compose and arrange music within specified guidelines.

GOAL 5: The learner will read and notate music.

GOAL 6: The learner will listen to, analyze, and describe music.

GOAL 7: The learner will evaluate music and music performances.

GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.

GOAL 9: The learner will understand music in relation to history and culture.

Art

GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.

GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.

GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

GOAL 5: The learner will understand the visual arts in relation to history and cultures.

GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.

GOAL 7: The learner will perceive connections between visual arts and other disciplines.

GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Foreign Language

GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.