

8th Grade

Curriculum

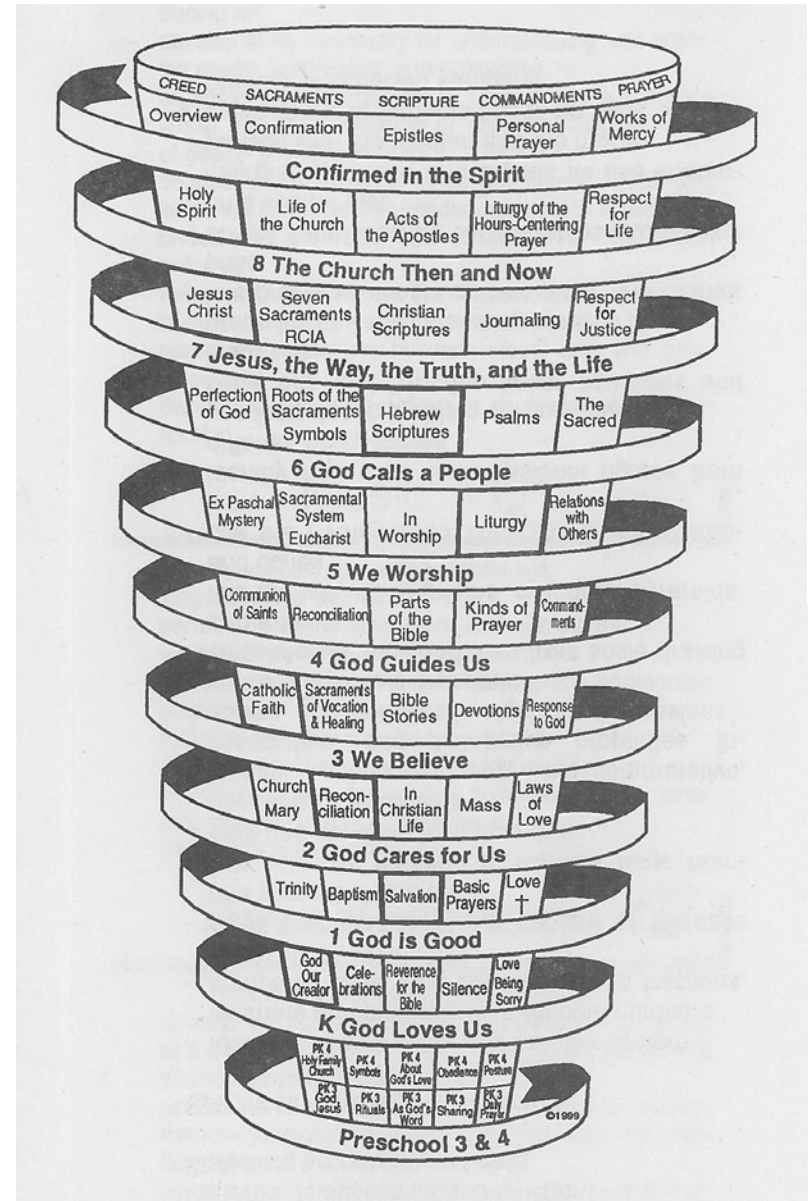
Religion

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 through analysis of personal, social, cultural, and historical issues.

1.01 Narrate a personal account which:

- creates a coherent, organizing structure appropriate to purpose, audience, and context.
- establishes a point of view and sharpens focus.
- uses remembered feelings.
- selects details that best illuminate the topic.
- connects events to self/society.

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

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- reviewing the characteristics of expressive works.
- determining the importance of literary effects on the reader/viewer/listener.
- making connections between works, self and related topics
- drawing inferences.
- generating a learning log or journal.
- maintaining an annotated list of works that are read or viewed, including personal reactions.
- taking an active role in and/or leading formal/informal book/media talks.

1.03 Interact in group activities and/or seminars in which the student:

- shares personal reactions to questions raised.
- gives reasons and cites examples from text in support of expressed opinions.
- clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.

1.04 Reflect on learning experiences by:

- evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.
- appraising changes in self throughout the learning process.
- evaluating personal circumstances and background that shape interaction with text.

Goal 2: The learner will use and evaluate information from a variety of resources.

2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by:

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

2.02 Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by:

- determining purpose, audience, and context.
- understanding the focus.
- recognizing and/or choosing a relevant topic.
- Recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.
- evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.
- researching and organizing information to achieve purpose.
- using notes and/or memory aids to structure information.
- supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.
- noting and/or citing sources used.
- recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information.

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

- 3.01** Explore and evaluate argumentative works that are read, heard and/or viewed by:
- monitoring comprehension for understanding of what is read, heard and/or viewed.
 - analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them.
 - identifying the social context of the argument.
 - recognizing the effects of bias, emotional factors, and/or semantic slanting.
 - comparing the argument and counter-argument presented.
 - identifying/evaluating the effectiveness of tone, style, and use of language.
 - evaluating the author's purpose and stance.
 - making connections between works, self and related topics.
 - responding to public documents (such as but not limited to editorials, reviews, local, state, and national policies/issues including those with a historical context).
- 3.02** Continue to explore and analyze the use of the problem-solution process by:
- evaluating 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** Evaluate and create arguments that persuade by:
- understanding the importance of the engagement of audience by
 - establishing a context, creating a persona, and otherwise developing interest.
 - noting and/or developing a controlling idea that makes a clear and knowledgeable judgment.
 - arranging details, reasons, and examples effectively and persuasively.
 - anticipating and addressing reader/listener concerns and counterarguments.
 - recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.

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

- 4.01** Analyze the purpose of the author or creator and the impact of that purpose by:
- monitoring comprehension for understanding of what is read, heard, and/or viewed.
 - evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.
 - evaluating the underlying assumptions of the author/creator.
 - evaluating the effects of author's craft on the reader/viewer/listener.
- 4.02** Analyze and develop (with limited 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** Use the stance of a critic to:
- consider alternative points of view or reasons.
 - remain fair-minded and open to other interpretations.
 - constructing 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 interest to the individual.
 - reading literature and other materials selected by the teacher.
 - assuming a leadership role in student-teacher reading conferences.
 - leading small group discussions.
 - taking an active role in whole class seminars.
 - analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone.
 - discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.
 - analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues.
 - extending understanding by creating products for different purposes, different audiences, and within various contexts.

analyzing and evaluating the 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., young adult novels, short stories, biographies, plays, free verse, narrative poems).

evaluating what impact genre-specific characteristics have on the meaning of the text.

evaluating how the author's choice and use of a genre shapes the meaning of the literary work.

evaluating what impact literary elements have on the meaning of the text.

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 sentence types, punctuating 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 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.

evaluating the use and power of dialects in standard/nonstandard English usage.

applying correct language conventions and usage during formal oral presentations.

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

using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.

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

self correcting errors in everyday speech.

independently practicing formal oral presentations.

Social Studies

Goal 1: The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.

- 1.01 Assess the impact of geography on the settlement and developing economy of the Carolina colony.
- 1.02 Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.
- 1.03 Compare and contrast the relative importance of differing economic, geographic, religious, and political motives for European exploration.
- 1.04 Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans.
- 1.05 Describe the factors that led to the founding and settlement of the American colonies including religious persecution, economic opportunity, adventure, and forced migration.
- 1.06 Identify geographic and political reasons for the creation of a distinct North Carolina colony and evaluate the effects on the government and economics of the colony.
- 1.07 Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina, and compare them to the other colonies.

Goal 2: The learner will trace the causes and effects of the Revolutionary War, and assess the impact of major events, problems, and personalities during the Constitutional Period in North Carolina and the new nation.

- 2.01 Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities.
- 2.02 Describe the contributions of key North Carolina and national personalities from the Revolutionary War era and assess their influence on the outcome of the war.
- 2.03 Examine the role of North Carolina in the Revolutionary War.
- 2.04 Examine the reasons for the colonists' victory over the British, and evaluate the impact of military successes and failures, the role of foreign interventions, and on-going political and economic domestic issues.
- 2.05 Describe the impact of documents such as the Mecklenburg Resolves, the Halifax Resolves, the Albany Plan of Union, the Declaration of Independence, the State Constitution of 1776, the Articles of Confederation, the United States Constitution, and the Bill of Rights on the formation of the state and national governments.

Goal 3: The learner will identify key events and evaluate the impact of reform and expansion in North Carolina during the first half of the 19th century.

- 3.01 Describe the causes of the War of 1812 and analyze the impact of the war on North Carolina and the nation.
- 3.02 Investigate the conditions that led to North Carolina's economic, political, and social decline during this period and assess the implications for the future development of the state.
- 3.03 Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their programs.
- 3.04 Describe the development of the institution of slavery in the State and nation, and assess its impact on the economic, social, and political conditions.
- 3.05 Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations.
- 3.06 Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.
- 3.07 Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.
- 3.08 Examine the impact of national events such as the Louisiana Purchase, the Lewis and Clark Expedition, the War with Mexico, and the California Gold Rush, and technological advances on North Carolina.

Goal 4: The learner will examine the causes, course, and character of the Civil War and Reconstruction, and their impact on North Carolina and the nation.

Objectives

- 4.01 Identify and analyze the significance of the causes of secession from the Union, and compare reactions in North Carolina to reactions in other regions of the nation.
- 4.02 Describe the political and military developments of the Civil War and analyze their effect on the outcome of the war.
- 4.03 Assess North Carolina's role in the Civil War and analyze the social and economic impact of the war on the state.
- 4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.
- 4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.

Goal 5: The learner will evaluate the impact of political, economic, social, and technological changes on life in North Carolina from 1870 to 1930.

- 5.01 Identify the role played by the agriculture, textile, tobacco, and furniture industries in North Carolina, and analyze their importance in the economic development of the state.
- 5.02 Examine the changing role of educational, religious, and social institutions in the state and analyze their impact.
- 5.03 Describe the social, economic, and political impact of migration on North Carolina.
- 5.04 Identify technological advances, and evaluate their influence on the quality of life in North Carolina.
- 5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina.
- 5.06 Describe North Carolina's reaction to the increasing United States involvement in world affairs including participation in World War I, and evaluate the impact on the state's economy.

Goal 6: The learner will analyze the immediate and long-term effects of the Great Depression and World War II on North Carolina.

- 6.01 Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina.
- 6.02 Describe the significance of major events and military engagements associated with World War II and evaluate the impact of the war on North Carolina.
- 6.03 Examine the significance of key ideas and individuals associated with World War II.

6.04 Assess the impact of World War II on the economic, political, social, and military roles of different groups in North Carolina including women and minorities.

Goal 7: The learner will analyze changes in North Carolina during the postwar period to the 1970's.

7.01 Analyze the extent and significance of economic changes in North Carolina.

7.02 Evaluate the importance of social changes to different groups in North Carolina.

7.03 Assess the influence of technological advances on economic development and daily life.

7.04 Compare and contrast the various political viewpoints surrounding issues of the post World War II era.

7.05 Evaluate the major changes and events that have effected the roles of local, state, and national governments.

Goal 8: The learner will evaluate the impact of demographic, economic, technological, social, and political developments in North Carolina since the 1970's.

8.01 Describe the changing demographics in North Carolina and analyze their significance for North Carolina's society and economy.

8.02 List economic and technological advances occurring in North Carolina since 1970, and assess their influence on North Carolina's role in the nation and the world.

8.03 Describe the impact of state and national issues on the political climate of North Carolina.

8.04 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.

Goal 8: The learner will explore examples of and opportunities for active citizenship, past and present, at the local and state levels.

Objectives

9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.

9.02 Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.

9.03 Describe opportunities for and benefits of civic participation.

Mathematics

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

- 1.01** Develop number sense for the real numbers.
- Define and use irrational numbers.
 - Compare and order.
 - Use estimates of irrational numbers in appropriate situations.
- 1.02** 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 understand and use measurement concepts.

- 2.01** Determine the effect on perimeter, area or volume when one or more dimensions of two- and three-dimensional figures are changed.
- 2.02** Apply and use concepts of indirect measurement.

Goal 3: The learner will understand and use properties and relationships in geometry.

- 3.01** Represent problem situations with geometric models.
- 3.02** Apply geometric properties and relationships, including the Pythagorean theorem, to solve problems.
- 3.03** Identify, predict, and describe dilations in the coordinate plane.

Goal 4: The learner will understand and use graphs and data analysis.

- 4.01** Collect, organize, analyze, and display data (including scatterplots) to solve problems.
- 4.02** Approximate a line of best fit for a given scatterplot; explain the meaning of the line as it relates to the problem and make predictions.
- 4.03** Identify misuses of statistical and numerical data.

Goal 5: The learner will understand and use linear relations and functions.

- 5.01** Develop an understanding of function.
- Translate among verbal, tabular, graphic, and algebraic representations of functions.
 - Identify relations and functions as linear or nonlinear.
 - Find, identify, and interpret the slope (rate of change) and intercepts of a linear relation.
 - Interpret and compare properties of linear functions from tables, graphs, or equations.
- 5.02** Write an equation of a linear relationship given: two points, the slope and one point on the line, or the slope and y-intercept.
- 5.03** Solve problems using linear equations and inequalities; justify symbolically and graphically.
- 5.04** Solve equations using the inverse relationships of addition and subtraction, multiplication and division, squares and square roots, and cubes and cube roots.

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.
 - Make predictions.
- 1.08 Use oral and written language to:
 - Communicate findings.
 - Defend conclusions of scientific investigations.
 - Describe strengths and weaknesses of claims, arguments, and/or data
- 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 hydrosphere.

3.01 Analyze the unique properties of water including:

Universal solvent.

Cohesion and adhesion.

Polarity.

Density and buoyancy.

Specific heat.

3.02 Explain the structure of the hydrosphere including:

Water distribution on earth.

Local river basin.

Local water availability.

3.03 Evaluate evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms:

Estuaries.

Marine ecosystems.

Upwelling.

Behavior of gases in the marine environment.

Value and sustainability of marine resources.

Deep ocean technology and understandings gained.

3.04 Describe how terrestrial and aquatic food webs are interconnected.

3.05 Analyze hydrospheric data over time to predict the health of a water system including:

Temperature.

Dissolved oxygen.

pH.

Nitrates.

Turbidity.

Bio-indicators.

3.06 Evaluate technologies and information systems used to monitor the hydrosphere.

3.07 Describe how humans affect the quality of water:

Point and non-point sources of water pollution in North Carolina.

Possible effects of excess nutrients in North Carolina waters.

Economic trade-offs.

Local water issues.

3.08 Recognize that the good health of environments and organisms requires:

Monitoring of the hydrosphere.
Water quality standards.
Methods of water treatment.
Maintaining safe water quality.
Stewardship.

Goal 4: The learner will conduct investigations and utilize technology and information systems to build an understanding of chemistry.

- 4.01 Understand that both naturally occurring and synthetic substances are chemicals.
- 4.02 Evaluate evidence that elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances.
- 4.03 Explain how the periodic table is a model for:
- Classifying elements .
 - Identifying the properties of elements.
- 4.04 Describe the suitability of materials for use in technological design:
- Electrical Conductivity.
 - Density.
 - Magnetism.
 - Solubility.
 - Malleability.
- 4.05 Identify substances based on characteristic physical properties:
- Density.
 - Boiling/Melting points.
 - Solubility.
 - Chemical reactivity.
 - Specific heat.
- 4.06 Describe and measure quantities related to chemical/physical changes within a system:
- Temperature.
 - Volume.
 - Mass.
 - Precipitate.
 - Gas production.
- 4.07 Identify evidence supporting the law of conservation of matter.
- During an ordinary chemical reaction matter cannot be created or destroyed.
 - In a chemical reaction, the total mass of the reactants equals the total mass of the products mass of the products.
- 4.08 Identify evidence that some chemicals may contribute to human health conditions including:
- Cancer.
 - Autoimmune disease.
 - Birth defects.
 - Heart disease.
 - Diabetes.
 - Learning and behavioral disorders.
 - Kidney disease.
 - Asthma.
- 4.09 Describe factors that determine the effects a chemical has on a living organism including:
- Exposure.
 - Potency.
 - Dose and the resultant concentration of chemical in the organism.
 - Individual susceptibility.
 - Possible means to eliminate or reduce effects.

4.10 Describe risks and benefits of chemicals including:

- Medicines.
- Food preservatives.
- Crop yield.
- Sanitation.

Goal 5: The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of evidence of evolution in organisms and landforms.

5.01 Interpret ways in which rocks, fossils, and ice cores record Earth's geologic history and the evolution of life including:

- Geologic Time Scale.
- Index Fossils.
- Law of Superposition.
- Unconformity.
- Evidence for climate change.
- Extinction of species.
- Catastrophic events.

5.02 Correlate evolutionary theories and processes:

- Biological.
- Geological.
- Technological.

5.03 Examine evidence that the geologic evolution has had significant global impact including:

- Distribution of living things.
- Major geological events.
- Mechanical and chemical weathering.

5.04 Analyze satellite imagery as a method to monitor Earth from space:

- Spectral analysis.
- Reflectance curves.

5.05 Use maps, ground truthing and remote sensing to make predictions regarding:

- Changes over time.
- Land use.
- Urban sprawl.
- Resource management.

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

6.01 Describe cell theory:

- All living things are composed of cells.
- Cells provide structure and carry on major functions to sustain life.
- Some organisms are single cell; other organisms, including humans, are multi-cellular.
- Cell function is similar in all living things.

6.02 Analyze structures, functions, and processes within animal cells for:

- Capture and release of energy.
- Feedback information.
- Dispose of wastes.
- Reproduction.
- Movement.
- Specialized needs.

6.03 Compare life functions of protists:

- Euglena.

Amoeba.
Paramecium.
Volvox.

6.04 Conclude that animal cells carry on complex chemical processes to balance the needs of the organism.

Cells grow and divide to produce more cells.

Cells take in nutrients to make the energy for the work cells do.

Cells take in materials that a cell or an organism needs.

Goal 7: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of microbiology.

7.01 Compare and contrast microbes:

Size, shape, structure.

Whether they are living cells.

7.02 Describe diseases caused by microscopic biological hazards including:

Viruses.

Bacteria.

Parasites.

Contagions.

Mutagens.

7.03 Analyze data to determine trends or patterns to determine how an infectious disease may spread including:

Carriers.

Vectors.

Conditions conducive to disease.

Calculate reproductive potential of bacteria.

7.04 Evaluate the human attempt to reduce the risk of and treatments for microbial infections including:

Solutions with anti-microbial properties.

Antibiotic treatment.

Research.

7.05 Investigate aspects of biotechnology including:

Specific genetic information available.

Careers.

Economic benefits to North Carolina.

Ethical issues.

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.