

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

<b>Course Name: AP Art: Drawing</b>	<b>Grade Level(s): 11-12</b>
<b>Department: Visual and Performing Arts</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: October 2018</b>	<b>Revision Date(s): October 2019</b>

## **ABSTRACT**

This course is offered to serious art students who exhibit an unusual amount of interest as well as talent in the field of art and who may plan to pursue a career in art and design after graduation. This is a college level studio art course and helps students to build a portfolio of work displaying a variety of subjects and mediums through a mastery of drawing skills and concepts. Students in all advanced art courses will be given an opportunity to explore the computer as a means of researching and producing art. In AP Studio Art during the first semester, a great deal of emphasis will be placed on specific assignments where students can choose what medium they prefer to work in. Students will be exposed to a wide variety of exercises, techniques, subjects, and media. The end of the first semester and during the second semester, students will focus on their concentration, a sustained investigation on a particular theme, topic, or style. Students mostly work independently in this course and should be highly motivated and have strong time management skills. Students will be expected to produce a large number of works both in the classroom and at home. Students may choose to take the AP Studio Art exam which is a combination of uploading images of works onto the College Board site and physically mailing 5 original works to be scored.

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### Mission Statement

The **Kingsway Regional School District** believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

### Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

**Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

### Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires

students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
  - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21<sup>st</sup> Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing Guide:**

**Course Title: AP Studio Art**

**Prerequisite(s): Students should have had successfully completed Advanced Art I prior to this course.**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 1: Composition &amp; Still Life</b>	September-October (5 weeks)	<p><b>Subject Area:</b>            NJSLS.1.1.12.D.2            NJSLS.1.2.8.A.3            NJSLS.1.3.12.D.1            NJSLS.1.3.12.D.2            NJSLS.1.3.12.D.4            NJSLS.1.4.8.A.4            NJSLS.1.4.12.A.1            NJSLS.1.4.12.B.2</p> <p>VA:Cr1.2.IIa            VA:Cr2.1.IIIa            VA:Cr3.1.IIIa            VA:Pr4.1.IIIa            VA:Re.7.2.IIIa            VA:Cn10.1.IIIa</p>	<p>Students will understand the Principles and Elements of Design and be able to apply these to their art-making assignments throughout the year.</p> <p>Students will understand advanced drawing concepts and techniques and be able to identify strengths and weakness through critique to develop progress and growth.</p> <p>Students will understand composition and lighting and be able to set up a still life and photograph it as a reference for a work.</p> <p>Students will understand the element of space and be able to draw a composition demonstrating a sense of depth.</p> <p>Students will understand the concept of symbolism and be able to create work with intentional and meaningful subjects as the focal point.</p> <p>Students will understand composition and light hitting form, and be able to create a drawing/painting using a full range of value and/or color.</p>	<p>Students will:</p> <p>Identify negative space through drawing and observation</p> <p>Manipulate value and texture through the use of various mediums</p> <p>Discuss their artwork through reflection on learning by critique</p> <p>Draw or paint a still life</p> <p>Create a portrait of a friend</p> <p>Develop compositional layouts through thumbnail sketches and rearrangement</p> <p>Evaluate and observe artwork from various genres, artists and mediums, while identifying principles and elements present in each work</p>
<b>Unit 2: Identity &amp; Expression</b>	November-January (10 weeks)	NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4 NJSLS.1.4.12.A.1 NJSLS.1.4.12.B.2	<p>Students will understand the Principles and Elements of Design and be able to apply these to their art-making assignments throughout the year.</p> <p>Students will understand advanced drawing concepts and techniques and be able to</p>	<p>Students will:</p> <p>Draw proportional facial features</p> <p>Mix colors for an accurate depiction</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa  Technology:  NJSLS.8.1.12.D.1	<p>identify strengths and weakness through critique to develop progress and growth.</p> <p>Students will understand the concept of symbolism and be able to create work with intentional and meaningful subjects as the focal point.</p> <p>Students will understand composition and light hitting form, and be able to create a drawing/painting using a full range of value and/or color.</p> <p>Students will understand their family tree and history to the desired extent possible and be able to create a work based on their family roots and history.</p> <p>Students will understand their identity and be able to create a self-portrait through expression and choice of medium.</p>	<p>Identify negative space through drawing and observation</p> <p>Manipulate value and texture through the use of various mediums</p> <p>Discuss their artwork through reflection on learning by critique</p> <p>Develop compositional layouts through thumbnail sketches and rearrangement</p> <p>Create imagery representing family roots or history</p> <p>Express identity through a self-portrait</p> <p>Evaluate and observe artwork from various genres, artists and mediums, while identifying principles and elements present in each work</p> <p>Create a work based off of a cluttered space</p> <p>Draw or paint a figurative composition</p>
<b>Unit 3: Concentration Preparation</b>	January (1 weeks)	NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4 NJSLS.1.4.12.A.1 NJSLS.1.4.12.B.2  VA:Cr1.2.IIa VA:Cr2.1.IIIa	<p>Students will understand the purpose of a sustained investigation and be able to create an idea or concept that can consistently be implied throughout a series of works.</p> <p>Students will understand the importance of research and references and be able to draw from these ideas as sources of inspiration for the concentration theme.</p>	<p>Students will:</p> <p>Research and analyze concepts and ideas for a common theme</p> <p>Apply inspiration and artistic voice to a vision</p> <p>Draw a series of thumbnail and preliminary sketches to prepare for the art-making</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa	Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.	process and consistency throughout the series  Explore techniques and/or mediums to be used  Prepare photo references for the art-making process
<b>Unit 4: Concentration</b>	January-April (15 weeks)	NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4 NJSLS.1.4.12.A.1 NJSLS.1.4.12.B.2  VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa	Students will understand the processes of creating a series of works with consistency and be able to demonstrate a strong artistic voice while mastering drawing issues in the works.  Students will understand what a series of works is and be able to create 12 images that can be used for the final AP Studio Art Portfolio.  Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.	Students will:  Create an original image/design based off of the use of references  Apply medium(s) with skillful and master techniques  Demonstrate a common theme through a sustained investigation of a particular idea, concept, subject, or style.  Create a series of artworks  Critique



Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 5: Portfolio</b>	May (1 week)	NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4 NJSLS.1.4.12.A.1 NJSLS.1.4.12.B.2  VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa	<p>Students will understand how to organize a portfolio of artwork and be able to choose strong pieces that represent and solve particular drawing issues.</p> <p>Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.</p>	<p>Students will:</p> <p>Organize works for the AP Studio Art Portfolio: Breadth and Sustained investigation sections</p> <p>Photograph their works with appropriate lighting and cropping where necessary</p> <p>Reflect on the body of artwork created over a span of time representing strengths</p>
<b>Unit 6: Independent Work and Expression</b>	May-June (6 weeks)	<b>Power (Primary):</b> NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4 NJSLS.1.4.12.A.1 NJSLS.1.4.12.B.2  VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.III	<p>Students will understand ideas and concepts they would like to explore and be able to create a 2-dimensional artwork with the medium of their choice representing their artistic strengths.</p> <p>Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.</p>	<p>Students will:</p> <p>Freely express their personal artistic style through mark-making, brushstrokes, and color usage</p> <p>Apply a combination of principles and elements of design to the painting</p> <p>Create an independent artwork through artistic voice and style</p> <p>Critique</p>

<b>Unit 1: Composition &amp; Still Life</b>	<b>Recommended Duration: September-October [5 weeks]</b>
<p><b>Unit Description:</b> Students will be assessed on their summer work assignments and expectations for the year will be emphasized through critique and looking at examples of high quality for the AP Studio Art Portfolio. The course is designed to allow students to freely express their artistic style and voice, while executing artworks using college-level concepts and skills. The first in-class assignment puts the responsibility on the student to set up their personal still life. Students must choose objects to be displayed together that hold value to the artist’s personal interests. Then they must assemble the still life with lighting to be photographed well, capturing the colors and forms the student wishes to show. The student is then to use this reference photograph to create a 2-dimensional piece in the medium of their choice.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How are art elements and design principles used to organize and express ideas?</li> <li>• How do artists and designers learn from trial and error?</li> <li>• What is the value of engaging in the process of art criticism?</li> <li>• What role does persistence play in revisiting, refining, and developing work?</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use elements of art and principles of design to organize visual communication.</li> <li>• Art media, techniques and processes work together to create works of art.</li> <li>• Using visual arts terminology allows us to communicate our personal response to artwork.</li> <li>• The process of sharing and reflecting enables one to better understand and appreciate art.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>● <b>NJSLS.1.1.12.D.2</b> Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</li> <li>● <b>NJSLS.1.2.8.A.3</b> Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</li> <li>● <b>NJSLS.1.3.12.D.1</b> Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</li> <li>● <b>NJSLS.1.3.12.D.2</b> Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</li> <li>● <b>NJSLS.1.3.12.D.4</b> Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</li> <li>● <b>NJSLS.1.4.8.A.4</b> Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will understand the Principles and Elements of Design and be able to apply these to their art-making assignments throughout the year.</li> <li>● Students will understand advanced drawing concepts and techniques and be able to identify strengths and weakness through critique to develop progress and growth.</li> <li>● Students will understand composition and lighting and be able to set up a still life and photograph it as a reference for a work.</li> <li>● Students will understand the element of space and be able to draw a composition demonstrating a sense of depth.</li> <li>● Students will understand the concept of symbolism and be able to create work with intentional and meaningful subjects as the focal point.</li> <li>● Students will understand composition and light hitting form, and be able to create a drawing/painting using a full range of value and/or color.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify negative space through drawing and observation</li> <li>● Manipulate value and texture through the use of various mediums</li> <li>● Discuss their artwork through reflection on learning by critique</li> <li>● Draw or paint a still life</li> <li>● Create a portrait of a friend</li> <li>● Develop compositional layouts through thumbnail sketches and rearrangement</li> <li>● Explain how artistic decisions about art making shape a work of art</li> <li>● Evaluate and observe artwork from various genres, artists and mediums, while identifying principles and elements present in each work</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<ul style="list-style-type: none"> <li>● <b>NJSLS.1.4.12.A.1</b> Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>● <b>NJSLS.1.4.12.B.2</b> Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</li> <li>● <b>VA:Cr1.2.IIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</li> <li>● <b>VA:Cr1.2.IIIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> <li>● <b>VA:Cr2.1.IIIa</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>● <b>VA:Cr3.1.IIIa</b> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> <li>● <b>VA:Pr4.1.IIIa</b> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>● <b>VA:Re.7.2.IIIa</b> Determine the commonalities</li> </ul>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <ul style="list-style-type: none"> <li>• <b>VA:Cn10.1.IIIa</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul> <p><b>Supportive (Secondary):</b></p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of working on assignments</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion and assignments</li> <li>• Whole class discussion</li> <li>• Do-now checks</li> <li>• Graphic organizers</li> <li>• Note-taking</li> <li>• One-on-one conferences at desk</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Artworks completed over the summer</li> <li>• CSA #1: Pre-Assessment based on summer work</li> <li>• Independent Still Life Artwork</li> <li>• CSA #2: Still Life Assessment</li> <li>• Portrait of a Friend (at-home assignment)</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Preliminary Sketches</li> <li>• Art creation</li> <li>• Reflections</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Artworks completed over the summer</li> <li>• Reference Photos</li> <li>• Sketchbook Journal</li> <li>• CSA #1: Pre-Assessment based on summer work</li> <li>• Independent Still Life Artwork</li> <li>• CSA #2: Still Life Assessment</li> <li>• Portrait of a Friend (at-home assignment)</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Sample completed tasks/projects</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high-level questions</li> <li>• Create independent projects</li> </ul>

<ul style="list-style-type: none"> <li>• Additional time to complete tasks/projects</li> <li>• Oral vs. Written quizzes</li> <li>• Alternative projects based on the same objective and learning goal</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> <li>• Additional time to complete tasks/projects</li> </ul>	<ul style="list-style-type: none"> <li>• Open-ended questions</li> </ul>
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<p><b>Instructional Strategies:</b> <i>(List and describe.)</i></p> <ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Modeling</li> <li>• Chunking information</li> <li>• Cooperative learning</li> <li>• Direct instruction</li> <li>• Pause, ask question, pause, review</li> <li>• Comparing/contrasting</li> <li>• Note-taking</li> <li>• Monitoring</li> </ul>
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**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Small Group work to solve problems collaboratively</li> <li>• Note taking vs. hand-on activities</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Do-nows (written/oral/group)</li> <li>• Re-explanation of instructions/expectations in</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Reworded questions/problems with</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Small Group work to solve problems collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted assignment timelines</li> <li>• Interest-based assignments</li> <li>• Multi-faceted instruction</li> <li>• Open-ended dialogue</li> </ul>

multiple ways.	<p>simpler language</p> <ul style="list-style-type: none"> <li>Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>Individual work</li> <li>One-to-one teacher support</li> <li>Visual teaching methods</li> <li>Re-explanation of instructions/expectations in multiple ways.</li> </ul>	
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<b>Unit Vocabulary:</b>
<b>Essential:</b> line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution, medium, composition, proportion

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p><b>E/LA:</b></p> <ul style="list-style-type: none"> <li><b>NJSLSA.W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li><b>NJSLSA.SL1-</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li><b>NJSLS.HSG.CO.D.12-</b> Make formal geometric constructions with a variety of tools and methods</li> <li><b>NJSLS.HSG.MGA.3-</b> Apply geometric methods to solve</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li><b>S-</b>You-Tube Videos to analyze artwork.</li> <li><b>S-</b>PowerPoint and museum websites to show artwork</li> <li><b>A-</b> Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications</li> </ul>	<p><b>Global Awareness:</b></p> <ul style="list-style-type: none"> <li>Understanding art from various cultures both contemporary and historical</li> </ul>	<p><b>Creativity &amp; Innovation:</b></p> <ul style="list-style-type: none"> <li>Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts</li> <li>View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li> <li>Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> </ul> <p><b>Media Literacy:</b></p>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>design problems</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.TECH.8.1.12.D.1-</b> Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP2-</b> Apply appropriate academic and technical skills.</li> <li>• <b>NJSLS.CRP4-</b> Communicate clearly and effectively and with reason.</li> <li>• <b>NJSLS.CRP6-</b> Demonstrate creativity and innovation.</li> <li>• <b>NJSLS.CRP7-</b> Employ valid and reliable research strategies.</li> <li>• <b>NJSLS.CRP8-</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>			<ul style="list-style-type: none"> <li>• Use information accurately and creatively for the issue or problem at hand</li> </ul> <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> <li>• Solve different kinds of non-familiar problems in both conventional and innovative ways</li> </ul>

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Various books in the classroom geared toward a particular student’s interest</li> <li>• Various demonstration video segments of techniques or processes based on student interest and need with their broad choice of mediums</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• 3 Artworks completed over the summer</li> <li>• Reference Photos</li> </ul>



**Resources:**

- Sketchbook Journal
- CSA #1: Pre-Assessment based on summer work
- Independent Still Life Artwork
- CSA #2: Still Life Assessment
- Portrait of a Friend (at-home assignment)

**Major Activities (required):**

- Critiques

<b>Unit 2: Identity &amp; Expression</b>	<b>Recommended Duration: November-January [10 weeks]</b>
<p><b>Unit Description:</b> This unit will help students to do some research on their roots, heritage and/or family history while also expressing their identity through a self-portrait. The Family Tree piece is meant for students to do a little research, possibly interviewing older family members, and making connections between the past, their culture and their personal identity. This piece can be approached in various ways. The self-portrait is an opportunity for students to display their skills in portraiture while freely expressing their personality through the use of medium(s) and application of the principles and elements of art.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How are art elements and design principles used to organize and express ideas?</li> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How do artists use tools and techniques to express their ideas?</li> <li>• How do one’s experiences influence artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use elements of art and principles of design to organize visual communication.</li> <li>• Art media, techniques and processes work together to create works of art.</li> <li>• Using visual arts terminology allows us to communicate our personal response to artwork.</li> <li>• The process of sharing and reflecting enables one to better understand and appreciate art.</li> <li>• Artists get inspiration from many sources. Art is a personal or individual response to their environment.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>● <b>NJSLS.1.1.12.D.2</b> Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</li> <li>● <b>NJSLS.1.2.8.A.3</b> Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</li> <li>● <b>NJSLS.1.3.12.D.1</b> Distinguish innovative applications of the elements or art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross cultural themes.</li> <li>● <b>NJSLS.1.4.8.A.4</b> Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</li> <li>● <b>NJSLS.1.4.12.A.1</b> Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>● <b>NJSLS.1.4.12.B.2</b> Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</li> <li>● <b>VA:Cr1.2.IIa</b> Choose from a range of materials and methods of traditional and</li> </ul>	<ul style="list-style-type: none"> <li>● Students will understand the Principles and Elements of Design and be able to apply these to their art-making assignments throughout the year.</li> <li>● Students will understand advanced drawing concepts and techniques and be able to identify strengths and weakness through critique to develop progress and growth.</li> <li>● Students will understand the concept of symbolism and be able to create work with intentional and meaningful subjects as the focal point.</li> <li>● Students will understand composition and light hitting form, and be able to create a drawing/painting using a full range of value and/or color.</li> <li>● Students will understand their family tree and history to the desired extent possible and be able to create a work based on their family roots and history.</li> <li>● Students will understand their identity and be able to create a self-portrait through expression and choice of medium.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Draw proportional facial features</li> <li>● Mix colors for an accurate depiction</li> <li>● Identify negative space through drawing and observation</li> <li>● Manipulate value and texture through the use of various mediums</li> <li>● Discuss their artwork through reflection on learning by critique</li> <li>● Develop compositional layouts through thumbnail sketches and rearrangement</li> <li>● Create imagery representing family roots or history</li> <li>● Express identity through a self-portrait</li> <li>● Evaluate and observe artwork from various genres, artists and mediums, while identifying principles and elements present in each work</li> <li>● Create a work based off of a cluttered space</li> <li>● Draw or Paint a figurative composition</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>contemporary artistic practices to plan works of art and design.</p> <ul style="list-style-type: none"> <li>• <b>VA:Cr1.2.IIIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> <li>• <b>VA:Cr2.1.IIIa</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>• <b>VA:Cr3.1.IIIa</b> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> <li>• <b>VA:Pr4.1.IIIa</b> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>• <b>VA:Re.7.2.IIIa</b> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</li> <li>• <b>VA:Cn10.1.IIIa</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of working on assignments</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion and assignments</li> <li>• Whole class discussion</li> <li>• Do-now checks</li> <li>• Graphic organizers</li> <li>• Note-taking</li> <li>• One-on-one conferences at desk</li> </ul>	<ul style="list-style-type: none"> <li>• Family Tree Piece</li> <li>• Self-Portrait</li> <li>• Cluttered Space Piece</li> <li>• Figurative Piece</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Preliminary Sketches</li> <li>• Art creation</li> <li>• Reflections</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Family Tree Piece</li> <li>• Self-Portrait</li> <li>• Cluttered Space Piece</li> <li>• Figurative Piece</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Sample completed tasks/projects</li> <li>• Additional time to complete tasks/projects</li> <li>• Oral vs. Written quizzes</li> <li>• Alternative projects based on the same objective and learning goal</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> <li>• Additional time to complete tasks/projects</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high-level questions</li> <li>• Create independent projects</li> <li>• Open-ended questions</li> </ul>

**Instructional Strategies:** *(List and describe.)*

<ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Modeling</li> <li>• Chunking information</li> <li>• Cooperative learning</li> <li>• Direct instruction</li> </ul>
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- Pause, ask question, pause, review
- Comparing/contrasting
- Note-taking
- Monitoring

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Small Group work to solve problems collaboratively</li> <li>• Note taking vs. hand-on activities</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Do-nows (written/oral/group)</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Reworded questions/problems with simpler language</li> <li>• Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Small Group work to solve problems collaboratively</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted assignment timelines</li> <li>• Interest-based assignments</li> <li>• Multi-faceted instruction</li> <li>• Open-ended dialogue</li> </ul>

**Unit Vocabulary:**

**Essential:** line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution, medium, composition, proportion, complimentary

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 <sup>st</sup> Century Themes: (Check and explain how the connection is made.)	21 <sup>st</sup> Century Skills: (Check and explain how the connection is made.)
<b>E/LA:</b> <ul style="list-style-type: none"> <li>• <b>NJSLSA.W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to</li> </ul>	<b>Technology:</b> <ul style="list-style-type: none"> <li>• <b>S-</b>You-Tube Videos to analyze artwork.</li> <li>• <b>S-</b>PowerPoint and</li> </ul>	<b>Global Awareness:</b> <ul style="list-style-type: none"> <li>• Understanding art from various cultures both contemporary and historical</li> </ul>	<b>Creativity &amp; Innovation:</b> <ul style="list-style-type: none"> <li>• Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts</li> </ul>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <b>NJSLSA.SL1</b>- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.HSG.CO.D.12</b>- Make formal geometric constructions with a variety of tools and methods</li> <li>• <b>NJSLS.HSG.MGA.3</b>- Apply geometric methods to solve design problems</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.TECH.8.1.12.D.1</b>- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP2</b>- Apply appropriate academic and technical skills.</li> <li>• <b>NJSLS.CRP4</b>- Communicate clearly and effectively and with reason.</li> <li>• <b>NJSLS.CRP6</b>- Demonstrate</li> </ul>	<p>museum websites to show artwork</p> <ul style="list-style-type: none"> <li>• <b>A</b>- Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications</li> </ul>		<ul style="list-style-type: none"> <li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li> <li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> </ul> <p>Media Literacy:</p> <ul style="list-style-type: none"> <li>• Use information accurately and creatively for the issue or problem at hand</li> </ul> <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> <li>• Solve different kinds of non-familiar problems in both conventional and innovative ways</li> </ul>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
creativity and innovation. <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP7</b>- Employ valid and reliable research strategies.</li> <li>• <b>NJSLS.CRP8</b>- Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Various books in the classroom geared toward a particular student’s interest</li> <li>• Various demonstration video segments of techniques or processes based on student interest and need with their broad choice of mediums</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Family Tree Piece</li> <li>• Self-Portrait</li> <li>• Cluttered Space Piece</li> <li>• Figurative Piece</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Critiques</li> </ul>



<b>Unit 3: Concentration Preparation</b>	<b>Recommended Duration: January [1 week]</b>
<p><b>Unit Description:</b> Students must use a variety of resources to determine what they would like to focus on for their Concentration portion of the portfolio for the exam. Looking at artists, styles, subjects, issues and concepts will help students to solidify their ideas and focus for their sustained investigation. Students must submit 12 images for this portion of the exam, so they are encouraged to work in mediums that they are comfortable and fluent in using. Time is the biggest challenge for students to create such a large number of works at a high quality level, so students are encouraged to work on multiple pieces at a time to stay consistent with their concentration theme and meet deadlines.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How are art elements and design principles used to organize and express ideas?</li> <li>• Why do artists choose particular tools, techniques, and materials to express their ideas?</li> <li>• How do artists use tools and techniques to express their ideas?</li> <li>• What responsibilities come with the freedom to create?</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use elements of art and principles of design to organize visual communication.</li> <li>• Art media, techniques and processes work together to create works of art.</li> <li>• Using visual arts terminology allows us to communicate our personal response to artwork.</li> <li>• The process of sharing and reflecting enables one to better understand and appreciate art.</li> <li>• Artists get inspiration from many sources. Art is a personal or individual response to their environment.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>● <b>NJSLS.1.1.12.D.2</b> Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</li> <li>● <b>NJSLS.1.2.8.A.3</b> Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</li> <li>● <b>NJSLS.1.3.12.D.1</b> Distinguish innovative applications of the elements or art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross cultural themes.</li> <li>● <b>NJSLS.1.4.8.A.4</b> Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</li> <li>● <b>NJSLS.1.4.12.A.1</b> Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>● <b>NJSLS.1.4.12.B.2</b> Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</li> <li>● <b>VA:Cr1.2.IIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works</li> </ul>	<ul style="list-style-type: none"> <li>● Students will understand the purpose of a sustained investigation and be able to create an idea or concept that can consistently be implied throughout a series of works.</li> <li>● Students will understand the importance of research and references and be able to draw from these ideas as sources of inspiration for the concentration theme.</li> <li>● Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.</li> </ul>	<ul style="list-style-type: none"> <li>● Define element and principle vocabulary terminology</li> <li>● Explain how artistic decisions about art making shape a work of art</li> <li>● Develop a repertoire of skills through mediums, techniques and application</li> <li>● Research and analyze concepts and ideas for a common theme</li> <li>● Apply inspiration and artistic voice to a vision</li> <li>● Draw a series of thumbnail and preliminary sketches to prepare for the art-making process and consistency throughout the series</li> <li>● Explore techniques and/or mediums to be used</li> <li>● Prepare photo references for the art-making process</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>of art and design.</p> <ul style="list-style-type: none"> <li>● <b>VA:Cr1.2.IIIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> <li>● <b>VA:Cr2.1.IIIa</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>● <b>VA:Cr3.1.IIIa</b> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> <li>● <b>VA:Pr4.1.IIIa</b> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>● <b>VA:Re.7.2.IIIa</b> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</li> <li>● <b>VA:Cn10.1.IIIa</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of working on assignments</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion and assignments</li> <li>• Whole class discussion</li> <li>• Do-now checks</li> <li>• Graphic organizers</li> <li>• Note-taking</li> <li>• One-on-one conferences at desk</li> </ul>	<ul style="list-style-type: none"> <li>• Research and Thumbnail Sketch Packet</li> </ul>	<ul style="list-style-type: none"> <li>• Preliminary Sketches/photographic reference</li> </ul>	<ul style="list-style-type: none"> <li>• Research and Thumbnail Sketch Packet</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Sample completed tasks/projects</li> <li>• Additional time to complete tasks/projects</li> <li>• Oral vs. Written quizzes</li> <li>• Alternative projects based on the same objective and learning goal</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> <li>• Additional time to complete tasks/projects</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high-level questions</li> <li>• Create independent projects</li> <li>• Open-ended questions</li> </ul>

**Instructional Strategies:** *(List and describe.)*

- Scaffolding
- Modeling
- Chunking information
- Cooperative learning
- Direct instruction

<ul style="list-style-type: none"> <li>• Pause, ask question, pause, review</li> <li>• Comparing/contrasting</li> <li>• Note-taking</li> <li>• Monitoring</li> </ul>			
<b>Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):</b> <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Small Group work to solve problems collaboratively</li> <li>• Note taking vs. hand-on activities</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Do-nows (written/oral/group)</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Reworded questions/problems with simpler language</li> <li>• Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Small Group work to solve problems collaboratively</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted assignment timelines</li> <li>• Interest-based assignments</li> <li>• Multi-faceted instruction</li> <li>• Open-ended dialogue</li> </ul>

<b>Unit Vocabulary:</b>
<b>Essential:</b> concept, form, composition, color, value, texture, techniques, mediums, series, theme

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 <sup>st</sup> Century Themes: (Check and explain how the connection is made.)	21 <sup>st</sup> Century Skills: (Check and explain how the connection is made.)
<b>E/LA:</b> <ul style="list-style-type: none"> <li>• <b>NJSLSA.W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	<b>Technology:</b> <ul style="list-style-type: none"> <li>• <b>S-</b>You-Tube Videos to analyze artwork.</li> <li>• <b>S-</b>PowerPoint and museum websites to show</li> </ul>	<b>Global Awareness:</b> <ul style="list-style-type: none"> <li>• Understanding art from various cultures both contemporary and historical</li> </ul>	<b>Creativity &amp; Innovation:</b> <ul style="list-style-type: none"> <li>• Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts</li> </ul>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<ul style="list-style-type: none"> <li>• <b>NJSLSA.SL1-</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.HSG.CO.D.12-</b> Make formal geometric constructions with a variety of tools and methods</li> <li>• <b>NJSLS.HSG.MGA.3-</b> Apply geometric methods to solve design problems</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.TECH.8.1.12.D.1-</b> Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP2-</b> Apply appropriate academic and technical skills.</li> <li>• <b>NJSLS.CRP4-</b> Communicate clearly and effectively and with reason.</li> <li>• <b>NJSLS.CRP6-</b> Demonstrate creativity and innovation.</li> </ul>	<p>artwork</p> <ul style="list-style-type: none"> <li>• <b>A-</b> Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications</li> </ul>		<ul style="list-style-type: none"> <li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li> <li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> </ul> <p>Media Literacy:</p> <ul style="list-style-type: none"> <li>• Use information accurately and creatively for the issue or problem at hand</li> </ul> <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> <li>• Solve different kinds of non-familiar problems in both conventional and innovative ways</li> </ul>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<ul style="list-style-type: none"> <li>• <b>NJSLS.CRP7</b>- Employ valid and reliable research strategies.</li> <li>• <b>NJSLS.CRP8</b>- Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Various books in the classroom geared toward a particular student’s interest</li> <li>• Various demonstration video segments of techniques or processes based on student interest and need with their broad choice of mediums</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Research and Thumbnail Sketch Packet</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Sketches</li> </ul>

<b>Unit 4: Concentration</b>	<b>Recommended Duration: January-April (15 weeks)</b>
<p><b>Unit Description:</b> This entire unit focuses on executing a successful concentration which is based on a common theme or idea. This is a sustained investigation of a specific visual idea. Students are expected to work on pieces both in class and outside of class simultaneously. The <i>Concentration</i> section of the exam requires 12 images. Students usually create 12 individual works, but if an artwork has multiple components to it, or has enough detail that 2 or more images best capture that work, it is possible for students to create fewer than 12 pieces but capture the concentration through 12 images/photographs. Students will also need to type a commentary that supports the idea of their sustained investigation through specific examples in their work.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How are art elements and design principles used to organize and express ideas?</li> <li>• How is art a form of communication?</li> <li>• How do artists use tools and techniques to express their ideas?</li> <li>• How do one’s experiences influence artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use elements of art and principles of design to organize visual communication.</li> <li>• Art media, techniques and processes work together to create works of art.</li> <li>• Using visual arts terminology allows us to communicate our personal response to artwork.</li> <li>• Art is a distinct form of communication that enriches the understanding of other disciplines.</li> <li>• Artists get inspiration from many sources. Art is a personal or individual response to their environment.</li> </ul>



Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.1.1.12.D.2</b> Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</li> <li>• <b>NJSLS.1.2.8.A.3</b> Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</li> <li>• <b>NJSLS.1.3.12.D.1</b> Distinguish innovative applications of the elements or art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> <li>• <b>NJSLS.1.4.8.A.4</b> Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</li> <li>• <b>NJSLS.1.4.12.A.1</b> Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• <b>NJSLS.1.4.12.B.2</b> Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the processes of creating a series of works with consistency and be able to demonstrate a strong artistic voice while mastering drawing issues in the works.</li> <li>• Students will understand what a series of works is and be able to create 12 images that can be used for the final AP Studio Art Portfolio.</li> <li>• Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an original image/design based off of the use of references</li> <li>• Apply medium(s) with skillful and master techniques</li> <li>• Demonstrate a common theme through a sustained investigation of a particular idea, concept, subject, or style.</li> <li>• Create a series of artworks</li> <li>• Critique</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <ul style="list-style-type: none"> <li>• <b>VA:Cr1.2.IIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</li> <li>• <b>VA:Cr1.2.IIIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> <li>• <b>VA:Cr2.1.IIIa</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>• <b>VA:Cr3.1.IIIa</b> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> <li>• <b>VA:Pr4.1.IIIa</b> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>• <b>VA:Re.7.2.IIIa</b> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or</li> </ul>		

Relevant Standards:	Learning Goals:	Learning Objectives:
culture. <ul style="list-style-type: none"> <li>• <b>VA:Cn10.1.IIIa</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of working on assignments</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion and assignments</li> <li>• Whole class discussion</li> <li>• Do-now checks</li> <li>• Graphic organizers</li> <li>• Note-taking</li> <li>• One-on-one conferences at desk</li> </ul>	<ul style="list-style-type: none"> <li>• Concentration Images (12)</li> <li>• CSA #3: Commentary</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Preliminary Sketches</li> <li>• Art creation</li> <li>• Reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Concentration Images (12)</li> <li>• CSA #3:Commentary</li> </ul>

<b>Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):</b> <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Sample completed tasks/projects</li> <li>• Additional time to complete tasks/projects</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high-level questions</li> <li>• Create independent projects</li> <li>• Open-ended questions</li> </ul>

<ul style="list-style-type: none"> <li>• Oral vs. Written quizzes</li> <li>• Alternative projects based on the same objective and learning goal</li> </ul>	<ul style="list-style-type: none"> <li>• Choice test format</li> </ul>	<ul style="list-style-type: none"> <li>• Choice test format</li> <li>• Additional time to complete tasks/projects</li> </ul>	
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**Instructional Strategies:** *(List and describe.)*

- Scaffolding
- Modeling
- Chunking information
- Cooperative learning
- Direct instruction
- Pause, ask question, pause, review
- Comparing/contrasting
- Note-taking
- Monitoring

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Small Group work to solve problems collaboratively</li> <li>• Note taking vs. hand-on activities</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Do-nows (written/oral/group)</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Reworded questions/problems with simpler language</li> <li>• Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Small Group work to solve problems collaboratively</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted assignment timelines</li> <li>• Interest-based assignments</li> <li>• Multi-faceted instruction</li> <li>• Open-ended dialogue</li> </ul>

<b>Unit Vocabulary:</b>
<b>Essential:</b> line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution, medium, composition, ink, brayer, lino-cutting tool, ghost print, mono-print, etching, subtracting, burnish, carve

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p><b>E/LA:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLSA.W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• <b>NJSLSA.SL1-</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.HSG.CO.D.12-</b> Make formal geometric constructions with a variety of tools and methods</li> <li>• <b>NJSLS.HSG.MGA.3-</b> Apply geometric methods to solve design problems</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.TECH.8.1.12.D.1-</b> Demonstrate appropriate</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>S-</b>You-Tube Videos to analyze artwork.</li> <li>• <b>S-</b>PowerPoint and museum websites to show artwork</li> <li>• <b>A-</b> Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications</li> </ul>	<p><b>Global Awareness:</b></p> <ul style="list-style-type: none"> <li>• Understanding art from various cultures both contemporary and historical</li> </ul>	<p><b>Creativity &amp; Innovation:</b></p> <ul style="list-style-type: none"> <li>• Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts</li> <li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li> <li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> </ul> <p><b>Media Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use information accurately and creatively for the issue or problem at hand</li> </ul> <p><b>Critical Thinking and Problem Solving:</b></p>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>application of copyright, fair use and/or Creative Commons to an original work.</p> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP2-</b> Apply appropriate academic and technical skills.</li> <li>• <b>NJSLS.CRP4-</b> Communicate clearly and effectively and with reason.</li> <li>• <b>NJSLS.CRP6-</b> Demonstrate creativity and innovation.</li> <li>• <b>NJSLS.CRP7-</b> Employ valid and reliable research strategies.</li> <li>• <b>NJSLS.CRP8-</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>			<ul style="list-style-type: none"> <li>• Solve different kinds of non-familiar problems in both conventional and innovative ways</li> </ul>

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Various books in the classroom geared toward a particular student’s interest</li> <li>• Various demonstration video segments of techniques or processes based on student interest and need with their broad choice of mediums</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Concentration Images (12)</li> <li>• CSA #3: Commentary</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Critiques</li> </ul>

<b>Unit 5: Portfolio</b>	<b>Recommended Duration: May [1 week]</b>
<p><b>Unit Description:</b> Students have completed their <i>Concentration</i> by this point and are expected to select their strongest works for both the <i>Breadth</i> (12 works) and <i>Concentration</i> (12 images) sections of the AP Portfolio. Students will photograph and upload images of their work onto the College Board website for exam submission. If students choose not to take the exam to receive potential college credits, they still must turn in their portfolio through a shared online document for assessment. Students will then reflect on their body of work for each section on the challenges and successes of the portfolio.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How are art elements and design principles used to organize and express ideas?</li> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How do artists use tools and techniques to express their ideas?</li> <li>• How do one’s experiences influence artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use elements of art and principles of design to organize visual communication.</li> <li>• Art media, techniques and processes work together to create works of art.</li> <li>• Using visual arts terminology allows us to communicate our personal response to artwork.</li> <li>• The process of sharing and reflecting enables one to better understand and appreciate art.</li> <li>• Artists get inspiration from many sources. Art is a personal or individual response to their environment.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.1.1.12.D.2</b> Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</li> <li>• <b>NJSLS.1.2.8.A.3</b> Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</li> <li>• <b>NJSLS.1.3.12.D.1</b> Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> <li>• <b>NJSLS.1.4.8.A.4</b> Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</li> <li>• <b>NJSLS.1.4.12.A.1</b> Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• <b>NJSLS.1.4.12.B.2</b> Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand how to organize a portfolio of artwork and be able to choose strong pieces that represent and solve particular drawing issues.</li> <li>• Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Organize works for the AP Studio Art Portfolio: Breadth and Sustained Investigation sections</li> <li>• Photograph their works with appropriate lighting and cropping where necessary</li> <li>• Reflect on the body of artwork created over a span of time representing strengths</li> </ul>



Relevant Standards:	Learning Goals:	Learning Objectives:
<p>in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <ul style="list-style-type: none"> <li>• <b>VA:Cr1.2.IIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</li> <li>• <b>VA:Cr1.2.IIIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> <li>• <b>VA:Cr2.1.IIIa</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>• <b>VA:Cr3.1.IIIa</b> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> <li>• <b>VA:Pr4.1.IIIa</b> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>• <b>VA:Re.7.2.IIIa</b> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or</li> </ul>		

Relevant Standards:	Learning Goals:	Learning Objectives:
culture. <ul style="list-style-type: none"> <li>• <b>VA:Cn10.1.IIIa</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of working on assignments</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion and assignments</li> <li>• Whole class discussion</li> <li>• Do-now checks</li> <li>• Graphic organizers</li> <li>• Note-taking</li> </ul> One-on-one conferences at desk	<ul style="list-style-type: none"> <li>• Portfolio Assembly/Quality</li> <li>• Reflection</li> <li>• CSA #4: Final Portfolio/AP Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Preliminary Sketches</li> <li>• Art creation</li> <li>• Reflections</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio Assembly/Quality</li> <li>• Reflection</li> <li>• CSA #4: Final Portfolio/AP Exam</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Sample completed tasks/projects</li> <li>• Additional time to complete tasks/projects</li> <li>• Oral vs. Written quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high-level questions</li> <li>• Create independent projects</li> <li>• Open-ended questions</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>Alternative projects based on the same objective and learning goal</li> </ul>		<ul style="list-style-type: none"> <li>Additional time to complete tasks/projects</li> </ul>	

**Instructional Strategies:** (List and describe.)

- Scaffolding
- Modeling
- Chunking information
- Cooperative learning
- Direct instruction
- Pause, ask question, pause, review
- Comparing/contrasting
- Note-taking
- Monitoring

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Small Group work to solve problems collaboratively</li> <li>• Note taking vs. hand-on activities</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Do-nows (written/oral/group)</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Reworded questions/problems with simpler language</li> <li>• Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Small Group work to solve problems collaboratively</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted assignment timelines</li> <li>• Interest-based assignments</li> <li>• Multi-faceted instruction</li> <li>• Open-ended dialogue</li> </ul>

		<ul style="list-style-type: none"> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	
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<b>Unit Vocabulary:</b>
<b>Essential:</b> line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution, medium, composition, gradation

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p><b>E/LA:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLSA.W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• <b>NJSLSA.SL1-</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.HSG.CO.D.12-</b> Make formal geometric constructions with a variety of tools and methods</li> <li>• <b>NJSLS.HSG.MGA.3-</b> Apply geometric methods to solve design problems</li> </ul> <p><b>Technology:</b></p>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>S-</b>You-Tube Videos to analyze artwork.</li> <li>• <b>S-</b>PowerPoint and museum websites to show artwork</li> <li>• <b>A-</b> Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications</li> </ul>	<p><b>Global Awareness:</b></p> <ul style="list-style-type: none"> <li>• Understanding art from various cultures both contemporary and historical</li> </ul>	<p><b>Creativity &amp; Innovation:</b></p> <ul style="list-style-type: none"> <li>• Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts</li> <li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li> <li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> </ul> <p><b>Media Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use information accurately and creatively for the issue or problem at hand</li> </ul>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<ul style="list-style-type: none"> <li>• <b>NJSLS.TECH.8.1.12.D.1-</b> Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP2-</b> Apply appropriate academic and technical skills.</li> <li>• <b>NJSLS.CRP4-</b> Communicate clearly and effectively and with reason.</li> <li>• <b>NJSLS.CRP6-</b> Demonstrate creativity and innovation.</li> <li>• <b>NJSLS.CRP7-</b> Employ valid and reliable research strategies.</li> <li>• <b>NJSLS.CRP8-</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>			<p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> <li>• Solve different kinds of non-familiar problems in both conventional and innovative ways</li> </ul>

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Various books in the classroom geared toward a particular student’s interest</li> <li>• Various demonstration video segments of techniques or processes based on student interest and need with their broad choice of mediums</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Portfolio Assembly/Quality</li> <li>• Refection</li> <li>• CSA #4: Final Portfolio/AP Exam</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Critiques</li> </ul>

<b>Unit 6: Independent Work and Expression</b>	<b>Recommended Duration: May-June [6 weeks]</b>
<p><b>Unit Description:</b> Students have the opportunity to create something independent that they may have wanted to work on during the year, but weren't able to because of time restrictions or requirements for the exam. Students may work in their choice of subject and medium through the approval of a preliminary sketch and reference(s). Students will apply the principles and elements of design to their work throughout the process.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• What is art?</li> <li>• Why is it created?</li> <li>• In what ways have artistic traditions, cultural values, and social issues influenced and/or given rise to new traditions/artistic expression?</li> <li>• What can artworks tell us about a culture or society?</li> <li>• Do artists have a responsibility to society?</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use elements of art and principles of design to organize visual communication.</li> <li>• Art media, techniques and processes work together to create works of art.</li> <li>• Using visual arts terminology allows us to communicate our personal response to artwork.</li> <li>• The process of sharing and reflecting enables one to better understand and appreciate art.</li> <li>• Artists get inspiration from many sources. Art is a personal or individual response to their environment.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS .1.1.12</b> - [<i>Standard</i>] - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</li> <li>• <b>NJSLS.1.1.12.D.1</b> - [<i>Cumulative Progress Indicator</i>] - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> </ul> <p><b>Supportive (Secondary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.4.12</b> - [<i>Standard</i>] - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</li> <li>• <b>NJSLS.1.2.12.A.1</b> - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• <b>NJSLS.1.2.12.A.2</b> - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</li> <li>• <b>NJSLS.1.3.12.D.4</b> - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand ideas and concepts they would like to explore and be able to create a 2-dimensional artwork with the medium of their choice representing their artistic strengths.</li> <li>• Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Freely express their personal artistic style through mark-making, brushstrokes, and color usage</li> <li>• Apply a combination of principles and elements of design to the work</li> <li>• Create an independent artwork through artistic voice and style</li> <li>• Critique</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <ul style="list-style-type: none"> <li>• <b>NJSLS.1.4.12.A.1</b> - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</li> <li>• <b>NJSLS.1.4.12.A.2</b> - Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</li> <li>• <b>NJSLS.1.4.12.B.1</b> - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</li> <li>• <b>NJSLS.1.4.12.B.2</b> - Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</li> <li>• <b>NJSLS.1.4.12.B.3</b> - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</li> <li>• <b>VA:Cr1.2.IIa</b> Choose from a range of materials and methods of traditional and</li> </ul>		



Relevant Standards:	Learning Goals:	Learning Objectives:
<p>contemporary artistic practices to plan works of art and design.</p> <ul style="list-style-type: none"> <li>• <b>VA:Cr1.2.IIIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> <li>• <b>VA:Cr2.1.IIIa</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>• <b>VA:Cr3.1.IIIa</b> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> <li>• <b>VA:Pr4.1.IIIa</b> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>• <b>VA:Re.7.2.IIIa</b> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</li> <li>• <b>VA:Cn10.1.IIIa</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of working on assignments</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion and assignments</li> <li>• Whole class discussion</li> <li>• Do-now checks</li> <li>• Graphic organizers</li> <li>• Note-taking</li> <li>• One-on-one conferences at desk</li> </ul>	<ul style="list-style-type: none"> <li>• Independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections</li> <li>• Critique</li> </ul>	<ul style="list-style-type: none"> <li>• Independent work</li> </ul>

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