



# Willingboro Public Schools

---

*“Where Excellence is the Expectation”*

## **WPS Drawing and Exploration Curriculum**

**Revised April 2025**

Michelle-Anne Spring

Senior Lead Educator

Mathematics, World Languages, Financial Literacy & VPA

Course Sequence/Table of Contents:

<b>1</b>	<b>Unit 1: Drawing and Exploration</b>
<b>2</b>	<b>Unit 2: Drawing and Exploration</b>
<b>5</b>	<b>Appendix A: Instructional Best Practices and Exemplars</b>
<b>6</b>	<b>Appendix B: Exemplars and Explanations</b>
<b>7</b>	<b>Appendix C: Drawing and Exploration Classroom Philosophy, Schedule, Structure, and Expectations</b>

[Click here for the Drawing and Exploration Pacing Guide.](#)

Overview	Content Standards	Unit Focus
<p><b>Unit 1</b></p> <p><b>Drawing &amp; Exploration</b></p> <p><b>Unit 1</b></p>	<p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>● 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.</li> <li>● 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</li> <li>● 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</li> <li>● 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.</li> <li>● 1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</li> <li>● 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</li> <li>● 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.</li> <li>● 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.</li> <li>● 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</li> <li>● 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</li> <li>● 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</li> <li>● 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</li> <li>● 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.</li> <li>● 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.</li> </ul>	<p>In this unit of study, students will develop critical thinking and preparation skills as they learn the elements of art and principles of design. These are the building blocks used to create a work of art. They will develop original work; using different skills and techniques to better understand the importance of these concepts; while beginning to experience the ability to express aspects of the artistic process through writing.</p>

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>● 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.</li> </ul> <p><b>Accomplished</b></p> <ul style="list-style-type: none"> <li>● 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student’s existing artwork.</li> <li>● 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</li> <li>● 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</li> <li>● 1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.</li> <li>● 1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues</li> <li>● 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.</li> <li>● 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</li> <li>● 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</li> <li>● 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</li> <li>● 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</li> <li>● 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</li> <li>● 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</li> </ul>	

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>● 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</li> <li>● 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</li> <li>● 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>● 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.</li> <li>● 1.5.12adv.Cr1b: 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>● 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>● 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.</li> <li>● 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</li> <li>● 1.5.12adv.Cr3a: 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>● 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>● 1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.</li> <li>● 1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.</li> </ul>	

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>● 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.</li> <li>● 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.</li> <li>● 1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</li> <li>● 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria</li> <li>● 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.</li> <li>● 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.</li> </ul>	
<i>Suggested Open Educational Resources</i>	Link to online resource here	
<b>Unit 2</b>  <b>Drawing &amp; Exploration Unit 2</b>	<b>Proficient</b> <ul style="list-style-type: none"> <li>● 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.</li> <li>● 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</li> <li>● 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</li> <li>● 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.</li> <li>● 1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</li> </ul>	<p>In this unit of study, students will continue to develop their critical thinking and preparation skills as they come to a deeper understanding of the elements and principles. They will focus on how artists convey a mood/idea/feeling through their work and show their progress through the completion of a culminating project. By continuing to express the artistic process through writing,</p>

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>● 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</li> <li>● 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.</li> <li>● 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.</li> <li>● 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</li> <li>● 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</li> <li>● 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</li> <li>● 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</li> <li>● 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.</li> <li>● 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.</li> <li>● 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.</li> </ul> <p><b>Accomplished</b></p> <ul style="list-style-type: none"> <li>● 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on the student's existing artwork.</li> <li>● 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</li> <li>● 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</li> <li>● 1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.</li> </ul>	<p>students will have a greater understanding of their ability and interests.</p>

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>● 1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues</li> <li>● 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</li> <li>● 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</li> <li>● 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</li> <li>● 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</li> <li>● 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</li> <li>● 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</li> <li>● 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</li> <li>● 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</li> <li>● 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</li> <li>● 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>● 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.</li> <li>● 1.5.12adv.Cr1b: 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>● 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> </ul>	

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>● 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.</li> <li>● 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</li> <li>● 1.5.12adv.Cr3a: 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>● 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>● 1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.</li> <li>● 1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.</li> <li>● 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.</li> <li>● 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.</li> <li>● 1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</li> <li>● 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria</li> <li>● 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.</li> <li>● 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.</li> </ul>	
<b>Suggested Open</b>	Link to online resource here	

<b>Overview</b>	<b>Content Standards</b>	<b>Unit Focus</b>
<i>Educational Resources</i>		

Unit 1 Drawing & Exploration	
Overview	
<p>In this unit of study, students will develop critical thinking and preparation skills as they learn the elements of art and principles of design. These are the building blocks used to create a work of art. They will develop original work; using different skills and techniques to better understand the importance of these concepts; while beginning to experience the ability to express aspects of the artistic process through writing.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● What do artists do?</li> <li>● How does art communicate ideas?</li> <li>● How might the use of the elements of art affect the mood, tone or interpretation of one's work?</li> </ul>	<ul style="list-style-type: none"> <li>● Preparation increases the likelihood of success.</li> <li>● Critical analysis leads to improvement.</li> <li>● Skills are transferable between subjects.</li> </ul>

Unit 1 Drawing & Exploration	
Content Standards	
<p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>● 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change may influence personal responses to art.</li> <li>● 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.</li> <li>● 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</li> <li>● 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</li> <li>● 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.</li> <li>● 1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</li> <li>● 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</li> <li>● 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.</li> <li>● 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.</li> <li>● 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</li> <li>● 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</li> <li>● 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</li> <li>● 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</li> <li>● 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.</li> </ul>	

**Unit 1 Drawing & Exploration****Content Standards**

- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

**Accomplished**

- 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
- 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork.
- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.
- 1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues
- 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.
- 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
- 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.
- 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**Advanced**

- 1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.
- 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.
- 1.5.12adv.Cr1b: 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.
- 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

### Unit 1 Drawing & Exploration

#### Content Standards

- 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
- 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
- 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- 1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.
- 1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
- 1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
- 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria
- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
- 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

#### Core Ideas

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.

**Unit 1 Drawing & Exploration**

**Content Standards**

- People evaluate art based on various criteria
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

**Student Learning Objectives**

Students will be able to...

- Build a working vocabulary of art, design, and visual communication terminology to be able to critically analyze works of art in informal and formal discussion settings.
- Synthesize diverse art historical influences in the creation of their work.
- Understand the difference between abstract and representational art; they will demonstrate this understanding through creation of, and writing about, their and others' works of art.
- Use creative problem solving in the process of design, analysis, and creation
- Develop works of art which focuses predominantly on a single element of art.
- Synthesize multiple elements of art and principles of design in the creation of their work.
- Use repetition to practice essential skills in the development of their pieces
- Practice Fine Motor Skills in the creation of an artwork
- Practice and develop rendering and presentation techniques in design presentations.
- Express understanding of design issues in oral presentations, class discussions and critiques.

**Integrated Accommodations and Modifications**

Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Provide additional manipulatives to support instruction</li> <li>● Allow for alternative strategies to solve algorithms or tasks</li> <li>● Provide the steps needed to complete the task</li> <li>● Model frequently</li> <li>● Provide repetition and practice.</li> <li>● Use visuals to demonstrate/model the processes</li> </ul>	<p>WIDA Can Do Descriptors  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>● Modify Assignments</li> <li>● Use testing and portfolio assessment</li> <li>● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Repeat, rephrase, paraphrase key concepts and directions</li> <li>● Allow for extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Allow the use of a computer to complete assignments.</li> </ul>

<ul style="list-style-type: none"> <li>● Restate, reread, and clarify directions/questions</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide copy of class notes</li> <li>● Distribute study guide for classroom tests.</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> <li>● Provide regular parent/ school communication</li> <li>● Allow extended time to complete assignment</li> <li>● Establish procedures for accommodations / modifications for assessments</li> <li>● Allow student to take/complete tests in an alternate setting as needed</li> </ul> <p>Appendix A: Special Education Accommodations and Modifications</p>	<ul style="list-style-type: none"> <li>● Define essential vocabulary in context</li> <li>● Use graphic organizers, visuals, manipulatives and other concrete materials</li> <li>● Use gestures, facial expressions and body language</li> <li>● Read aloud</li> <li>● Build on what students already know and prior experience</li> </ul>	<ul style="list-style-type: none"> <li>● Establish expectations for correct spelling on assignments</li> <li>● Provide extra textbooks for home.</li> <li>● Provide Peer Support</li> <li>● Increase one on one time</li> </ul>
<b>Gifted and Talented Students</b>		<b>504 Plan</b>
<ul style="list-style-type: none"> <li>● Utilize advanced, accelerated, or compacted content</li> <li>● Provide assignments that emphasize higher- level thinking skills.</li> <li>● Allow for individual student interest</li> <li>● Gear assignments to development in areas of affect, creativity, cognition, and research skills</li> <li>● Allow for a variety in types of resources</li> <li>● Provide problem-based assignments with planned scope and sequence</li> <li>● Utilize inquiry-based instruction</li> <li>● Adjust the pace of lessons</li> <li>● Utilize Choice Boards</li> <li>● Provide Problem-Based Learning</li> <li>● Establish flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Break long assignments into smaller parts</li> <li>● Assist student in setting short term goals</li> <li>● Allow for preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> <li>● Model and reinforce organizational systems (i.e. color-coding)</li> <li>● Write out homework assignments, check student's recording of assignments</li> </ul>	
<b>Interdisciplinary Connections</b>		<b>Computer Science and Design Thinking</b>
<b>English Language Arts</b>		<b>Computer Science and Design Thinking Practices</b>

**Writing**

- W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.R.W.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**Speaking and Listening**

- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Mathematics**

- MA.9-12.G-MG.A: Apply geometric concepts in modeling situations
- MA.9-12.G-MG.A.1: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
- MA.9-12.G-MG.A.3: Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

- Fostering an Inclusive Computing and Design Culture
- Collaborating Around Computing and Design
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

**Computer Science and Design Thinking Standards**

- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

**Career Readiness, Life Literacies and Key Skills Practices**

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

**Career Readiness, Life Literacies and Key Skills Standards**

**9.1 Personal Financial Literacy**

- 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
- 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
- 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

**9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

**9.4 Life Literacies and Key Skills**

21st Century Skills

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

**SEL Competencies**

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**

- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> <li>● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)</li> <li>● Exit tickets, rotational activities (stations), quizzes, and small group activities</li> <li>● Classwork, homework, group work (formative assessment)</li> <li>● Pre-Assessment, teacher's observation, class discussion, and journal</li> <li>● Timed drawings</li> <li>● Sketches showing skill development</li> <li>● Written reflections on successes/failures of a given work</li> <li>● Peer review</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessment 1.1: Mid-Unit Assessment</li> <li>● Assessment 1.2: End of Unit Assessment</li> <li>● Assessment 1.3: End of Unit Performance Assessment</li> </ul> <p><b>Standardized Assessments:</b></p> <ul style="list-style-type: none"> <li>● NJSLA</li> </ul> <p><b>Other Summative Assessments:</b> Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p> <ul style="list-style-type: none"> <li>● <a href="#">Drawing &amp; Exploration Unit 1, Competency 1</a> <ul style="list-style-type: none"> <li>● This introductory project should focus predominantly on a single element of art, incorporating others as necessary</li> </ul> </li> </ul>
<b>Targeted Academic Vocabulary</b>	
<p>font, text, line weight, line quality, shape, form, value, brainstorm, creativity, critique, Art Elements: Line, Shape, Form, Space, Color, Texture, Value Design Principles: Balance, Rhythm, Repetition, Pattern, Contrast, Emphasis, Unity Positive and Negative Shapes and Spaces Composition Picture Plane Modular Linear Figure/Ground Organic Geometric Module Alternation Inversion Superimposition</p>	

**District/School Primary and Supplementary Resources**

- [Scholastic Art Magazine](#)
- [The Metropolitan Museum of Art](#)
- [Guggenheim Museum](#)
- [Andy Warhol Napkin Drawing, ca. 1983 | ANTIQUES ROADSHOW | PBS LearningMedia](#) (LBGTQ+ Law)
- [Newsela - The African cartoonists drawing themselves into the story](#) (Amistad Law)
- [Newsela - Missouri cave with ancient Native American drawings sold](#) (Diversity, Equity and Inclusion Law)
- [Lines in Albrecht Durer's Drawing of a Large Horse, Third Grade Reading Passage \(readworks.org\)](#)

<ul style="list-style-type: none"> <li>● <a href="#">Collection - Art Basics with Dick Terres: Drawing   PBS LearningMedia</a></li> <li>● <a href="#">Climate change: A Florida panther wax sculpture is melting before our eyes   CNN</a> (Climate Change Law)</li> <li>● <a href="#">Emotional Appeal: How Art Can Inspire Action on Climate Change (columbia.edu)</a> (Climate Change Law)</li> <li>● <a href="#">Artwork brings attention to the urgency of climate change (inhabitat.com)</a> (Climate Change Law)</li> </ul>
<b>Instructional Best Practices and Exemplars</b>
See Appendix A for Instructional Best Practices and Exemplars
<b>Pacing Guide</b>
<b>Drawing and Exploration Curriculum</b>

<b>Unit 2 Drawing &amp; Exploration</b>	
<b>Overview</b>	
<p>In this unit of study, students will continue to develop their critical thinking and preparation skills as they come to a deeper understanding of the elements and principles. They will focus on how artists convey a mood/idea/feeling through their work and show their progress through the completion of a culminating project. By continuing to express the artistic process through writing, students will have a greater understanding of their ability and interests.</p>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● What do artists do?</li> <li>● How do artists communicate ideas through their art?</li> <li>● How might the use of the elements of art affect the mood, tone or interpretation of one's work?</li> </ul>	<ul style="list-style-type: none"> <li>● Preparation increases the likelihood of success.</li> <li>● Critical analysis leads to improvement.</li> <li>● Skills are transferable between subjects</li> </ul>

<b>Unit 2 Drawing &amp; Exploration</b>	
<b>Content Standards</b>	
<b>Proficient</b>	
<ul style="list-style-type: none"> <li>● 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.</li> <li>● 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</li> <li>● 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</li> <li>● 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.</li> <li>● 1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</li> <li>● 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</li> <li>● 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.</li> <li>● 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.</li> </ul>	

**Unit 2 Drawing & Exploration****Content Standards**

- 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
- 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

**Accomplished**

- 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork.
- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.
- 1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues
- 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.
- 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
- 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.
- 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**Advanced**

- 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.
- 1.5.12adv.Cr1b: 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.
- 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
- 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

## Unit 2 Drawing & Exploration

### Content Standards

- 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- 1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.
- 1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
- 1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
- 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria
- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
- 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

### Core Ideas

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

### Student Learning Objectives

Students will be able to..

- Use vocabulary of art, design, and visual communication terminology with prior experience to be able to greater critically analyze works of art in informal and formal discussion settings.
- Synthesize diverse art historical influences with prior experience in the creation of their work.
- Understand the difference between abstract and representational art; they will demonstrate this understanding through creation of, and writing about, their and others’ works of art.
- Use creative problem solving in the process of design, analysis, and creation
- Develop works of art which synthesizes multiple elements of art with principles of design to create mood, feeling, and/or meaning.
- Use repetition to practice essential skills in the development of their pieces.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>● Provide additional manipulatives to support instruction</li> <li>● Allow for alternative strategies to solve algorithms or tasks</li> <li>● Provide the steps needed to complete the task</li> <li>● Model frequently</li> <li>● Provide repetition and practice.</li> <li>● Use visuals to demonstrate/model the processes</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide copy of class notes</li> <li>● Distribute study guide for classroom tests.</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> <li>● Provide regular parent/ school communication</li> <li>● Allow extended time to complete assignment</li> </ul>	<p>WIDA Can Do Descriptors  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>● Modify Assignments</li> <li>● Use testing and portfolio assessment</li> <li>● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Repeat, rephrase, paraphrase key concepts and directions</li> <li>● Allow for extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Define essential vocabulary in context</li> <li>● Use graphic organizers, visuals, manipulatives and other concrete materials</li> <li>● Use gestures, facial expressions and body language</li> <li>● Read aloud</li> <li>● Build on what students already know and prior experience</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Allow the use of a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Provide extra textbooks for home.</li> <li>● Provide Peer Support</li> <li>● Increase one on one time</li> </ul>

<ul style="list-style-type: none"> <li>● Establish procedures for accommodations / modifications for assessments</li> <li>● Allow student to take/complete tests in an alternate setting as needed</li> </ul> <p>Appendix A: Special Education Accommodations and Modifications</p>		
<b>Gifted and Talented Students</b>		<b>504 Plan</b>
<ul style="list-style-type: none"> <li>● Utilize advanced, accelerated, or compacted content</li> <li>● Provide assignments that emphasize higher- level thinking skills.</li> <li>● Allow for individual student interest</li> <li>● Gear assignments to development in areas of affect, creativity, cognition, and research skills</li> <li>● Allow for a variety in types of resources</li> <li>● Provide problem-based assignments with planned scope and sequence</li> <li>● Utilize inquiry-based instruction</li> <li>● Adjust the pace of lessons</li> <li>● Utilize Choice Boards</li> <li>● Provide Problem-Based Learning</li> <li>● Establish flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Break long assignments into smaller parts</li> <li>● Assist student in setting short term goals</li> <li>● Allow for preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> <li>● Model and reinforce organizational systems (i.e. color-coding)</li> <li>● Write out homework assignments, check student's recording of assignments</li> </ul>	
<b>Interdisciplinary Connections</b>		<b>Computer Science and Design Thinking</b>

**English Language Arts**

Writing

- W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.R.W.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening

- SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Mathematics**

- MA.9-12.G-MG.A: Apply geometric concepts in modeling situations
- MA.9-12.G-MG.A.1: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
- MA.9-12.G-MG.A.3: Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

**Computer Science and Design Thinking Practices**

- Fostering an Inclusive Computing and Design Culture
- Collaborating Around Computing and Design
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

**Computer Science and Design Thinking Standards**

- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

**Career Readiness, Life Literacies and Key Skills Practices**

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

**Career Readiness, Life Literacies and Key Skills Standards**

**9.1 Personal Financial Literacy**

- 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.)
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

**9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

**9.4 Life Literacies and Key Skills**

21st Century Skills

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

**SEL Competencies**

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> <li>● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)</li> <li>● Exit tickets, rotational activities (stations), quizzes, and small group activities</li> <li>● Classwork, homework, group work (formative assessment)</li> <li>● Pre-Assessment, teacher's observation, class discussion, and journal</li> <li>● Timed drawings</li> <li>● Color wheel</li> <li>● Technique practice</li> <li>● Sketches showing skill development</li> <li>● Guided paintings</li> <li>● Written reflections on successes/failures of a given work</li> <li>● Peer review</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessment 1.1: Mid-Unit Assessment</li> <li>● Assessment 1.2: End of Unit Assessment</li> <li>● Assessment 1.3: End of Unit Performance Assessment</li> </ul> <p><b>Standardized Assessments:</b></p> <ul style="list-style-type: none"> <li>● NJSLA</li> </ul> <p><b>Other Summative Assessments:</b> Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p> <ul style="list-style-type: none"> <li>● <a href="#">Drawing &amp; Exploration Unit 1, Competency 2</a> <ul style="list-style-type: none"> <li>● This project should build on competency 1, synthesizing multiple elements</li> </ul> </li> </ul>

**Targeted Academic Vocabulary**

Color, hue, pigment, value, intensity, warm, cool, dominant, active, passive, monochromatic, contrast, balance, repetition, rhythm, movement, unity, emphasis

**District/School Primary and Supplementary Resources**

- [Scholastic Art Magazine](#)
- [The Metropolitan Museum of Art](#)
- [Guggenheim Museum](#)
- [Seyed Alavi: Conceptual Art | PBS LearningMedia \(Diversity, Equity and Inclusion Law\)](#)
- [The Creative Path, Eighth Grade Reading Passage \(readworks.org\)](#)
- [Consuming and Creating Political Art | Learning for Justice](#)
- [Newsela - DARE TO READ? Artist pulls off another prank: He shreds work after \\$1.4 million sale](#)
- [David Ireland: Visual Arts \(Conceptual\) | PBS LearningMedia](#)
- [Newsela - The meaning behind the many colors of India's Holi festival \(Diversity, Equity and Inclusion Law\)](#)
- [Newsela - A coloring contest? No, but boy wins special glasses to help him see colors Espanol \(Disabilities Law\)](#)
- [Color Lines | Learning for Justice \(Amistad Law\)](#)
- [Newsela - The Great Dress-Color Debate of 2015](#)

<ul style="list-style-type: none"><li>• <a href="#">Evening, Honfleur, Ninth Grade, Tenth Grade Reading Passage (readworks.org)</a></li><li>• <a href="#">Art from the Holocaust: The stories behind the images - BBC Culture (Holocaust Law)</a></li></ul>
<b>Instructional Best Practices and Exemplars</b>
<b>See Appendix A for Instructional Best Practices and Exemplars</b>
<b>Pacing Guide</b>
<b>24-25 Drawing and Exploration Curriculum</b>