

## Design Drawing & Color Theory

Curriculum/Content Area: ART & DESIGN	Course Length: 9 Weeks
Course Title: Design Drawing & Color Theory	Date last reviewed: 11/2021 (New Course)
Prerequisites: Enrollment in Elmbrook Graphic Design Academy	Board approval date: 11/2021
Primary Resource: <a href="#">WCTC Transcribed Credit</a>	

### Desired Results

**Course description and purpose:** Design Drawing and Color Theory will help the student develop basic freehand drawing skills, while providing a fundamental knowledge of color. Using digital art media and tools, participants will study the concepts of form: 1, 2, and 3-point perspective; proportion; line; value and texture as well as evaluate color characteristics; and examine the colors used in compositions; illustrations; and rendered still life's. In addition, students explore how color is incorporated in drawings as they develop an understanding of color models: including RGB, CMYK, Pantone, Munsell, CIELab, and the Web. Design Drawing and Color Theory is one required course to earn transcribed college credit through the Elmbrook Graphic Design Program of Study.

#### Career Clusters Connections:

- ARTS, AUDIO/VISUAL & COMMUNICATIONS
- INFORMATION TECHNOLOGY
- MARKETING

#### Opportunities for industry based certification

- Adobe

Enduring Understandings:	Essential Questions: <i>big picture questions, aligned with enduring understandings</i>
<b>CREATING</b>	
Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> <li>❖ What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>❖ What factors prevent or encourage people to take creative risks?</li> <li>❖ How does collaboration expand the creative process?</li> </ul>
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.	<ul style="list-style-type: none"> <li>❖ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>❖ Why do artists follow or break from established traditions?</li> <li>❖ How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> </ul>

<p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<ul style="list-style-type: none"> <li>❖ How do objects, places, and design shape lives and communities?</li> <li>❖ How do artists and designers determine goals for designing or redesigning objects, places, or systems?</li> <li>❖ How do artists and designers create works of art or design that effectively communicate?</li> </ul>
<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<ul style="list-style-type: none"> <li>❖ What role does persistence play in revising, refining, and developing work?</li> <li>❖ How do artists grow and become accomplished in art forms?</li> <li>❖ How does collaboratively reflecting on a work help us experience it more completely?</li> </ul>
<b>PRESENTING</b>	
<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p>	<ul style="list-style-type: none"> <li>❖ How are artworks cared for and by whom?</li> <li>❖ What criteria, methods, and processes are used to select work for preservation or presentation?</li> <li>❖ Why do people value objects, artifacts, and artworks, and select them for presentation?</li> </ul>
<b>RESPONDING</b>	
<p>People gain insights into meanings of artworks by engaging in the process of art criticism</p>	<ul style="list-style-type: none"> <li>❖ What is the value of engaging in the process of art criticism?</li> <li>❖ How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> </ul>
<b>CONNECTING</b>	
<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<ul style="list-style-type: none"> <li>❖ How does engaging in creating art enrich people's lives?</li> <li>❖ How does making art attune people to their surroundings?</li> <li>❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>

<b>PRIORITY STANDARDS</b>	
<p>WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.</p>	
<p>WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.</p>	

WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.

WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

### Supporting Standard Clusters

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.10.h: Develop. Meaning Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.
- A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- A.A.R.18.h: Interpret. Explain the intent, meanings, and impacts of different media works of art and design, considering complex factors of context and perspective.
- A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in your own artistic work.
- A.A.Cn.11.h: Career. Connections Research or experience options in art and design careers.
- A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

## Unit 1 - Line & Negative Space

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. What role does persistence play in revising, refining, and developing work?
4. How do artists and designers create works of art or design that effectively communicate?

### Unit Standards

#### Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

#### Supporting Standards

- *A.A.Cr.10.h: **Investigate** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.*
- *A.A.Cr.11.h: **Plan** Formulate original concepts by practice, experimentation, and revision.*
- *A.A.Cr.12.h: **Make** Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.*
- *A.A.R.20.h: **Evaluate** Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.*

### Learning Targets

- I can begin to set up an effective workspace.
- I can research options in art and design careers related to digital art and design.
- I can understand the basics of digital art making softwares (ex: Procreate, Adobe Fresco, etc.)
- I can select and edit artwork.
- I can successfully demonstrate a variety of mark making with line.
- I can effectively utilize negative and positive space in art and design.

### Assessment Evidence

#### Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC](#)

<b>Performance Assessment Options</b> <i>May include, but are not limited to the following:</i>	<b>Artistic Process</b> <i>Check all that apply:</i>	<b>Differentiation Strategies/ Strategies for Inclusion</b> <i>May include, but are not limited to the following:</i>
<input type="checkbox"/> <i>Sketchnotes (visual notes)</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>● Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)</li> </ul>

<input type="checkbox"/> Portfolio	<input checked="" type="checkbox"/> Creating <input checked="" type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>Quantity and complexity of a portfolio can be modified for individual students.</li> </ul>
<input type="checkbox"/> Performance Tests	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>Performance tests can be modified (shortened or simplified)</li> </ul>
<input type="checkbox"/> Reflections	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.</li> </ul>
<b>Digital Tools &amp; Supplementary Resources</b>		
<ul style="list-style-type: none"> <li>Canvas Course, Padlet, YouTube Tutorials, etc.</li> </ul>		

## Unit 2 - Value & Texture

### Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. How do artists and designers create works of art or design that effectively communicate?
4. How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
5. How does making art attune people to their surroundings?

### Unit Standards

#### Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

#### Supporting Standards

- A.A.Cr.10.h: **Investigate** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: **Plan** Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: **Make** Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.R.20.h: **Evaluate** Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

Learning Targets		
<ul style="list-style-type: none"> <li>I can set up an effective workspace.</li> <li>I can use a variety of brushes to create texture.</li> <li>I can understand how to create realistic light and shadow.</li> <li>I can effectively utilize highlights, midtones, and shadows in art.</li> </ul>		
Assessment Evidence		
<b>Feedback &amp; Scoring Rubric(s) based on Priority Standards</b> <i>Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"</i> <ul style="list-style-type: none"> <li><a href="#">UNIVERSAL ART RUBRIC</a></li> </ul>		
Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
<input type="checkbox"/> <i>Sketchnotes (visual notes)</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)</li> </ul>
<input type="checkbox"/> <i>Portfolio</i>	<input checked="" type="checkbox"/> Creating <input checked="" type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>Quantity and complexity of a portfolio can be modified for individual students.</li> </ul>
<input type="checkbox"/> <i>Performance Tests</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>Performance tests can be modified (shortened or simplified)</li> </ul>
<input type="checkbox"/> <i>Reflections</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.</li> </ul>
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> <li>Canvas Course, YouTube Tutorials, Padlet, etc.</li> </ul>		

Unit 3 - Proportion & Color
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>How does collaboration expand the creative process?</li> <li>How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>How do artists and designers create works of art or design that effectively communicate?</li> <li>What role does persistence play in revising, refining, and developing work?</li> </ol>

5. Why do people value objects, artifacts, and artworks, and select them for presentation?
6. What is the value of engaging in the process of art criticism?
7. How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

## Unit Standards

### Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

### Supporting Standards

- *A.A.Cr.10.h: **Investigate** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.*
- *A.A.Cr.11.h: **Plan** Formulate original concepts by practice, experimentation, and revision.*
- *A.A.Cr.12.h: **Make** Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.*
- *A.A.R.20.h: **Evaluate** Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.*

## Learning Targets

- I can set up an effective color workspace.
- I can select and edit a personalized color group based on the basics of color theory.
- I can create a color gradient.
- I can understand the different types and uses of color (RGB, CMYK) in graphic design.
- I can understand the basics of color theory in design and use color to enhance my design.
- I can understand scale, space, and placement of objects in an artwork.

## Assessment Evidence

### Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC](#)

<b>Performance Assessment Options</b> <i>May include, but are not limited to the following:</i>	<b>Artistic Process</b> <i>Check all that apply:</i>	<b>Differentiation Strategies/ Strategies for Inclusion</b> <i>May include, but are not limited to the following:</i>
<input type="checkbox"/> <i>Sketchnotes (visual notes)</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)</li> </ul>
<input type="checkbox"/> <i>Portfolio</i>	<input checked="" type="checkbox"/> Creating <input checked="" type="checkbox"/> Presenting	<ul style="list-style-type: none"> <li>• Quantity and complexity of a portfolio can</li> </ul>

	<input type="checkbox"/> Responding <input type="checkbox"/> Connecting	be modified for individual students.
<input type="checkbox"/> <i>Performance Tests</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>Performance tests can be modified (shortened or simplified)</li> </ul>
<input type="checkbox"/> <i>Reflections</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.</li> </ul>
<b>Digital Tools &amp; Supplementary Resources</b>		
<ul style="list-style-type: none"> <li>Canvas Course, YouTube Tutorials, Padlet, etc.</li> </ul>		

<b>Unit 4 - Color Meaning</b>
<b>Essential Questions:</b>
<ol style="list-style-type: none"> <li>1. What factors prevent or encourage people to take creative risks?</li> <li>2. How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>3. What role does persistence play in revising, refining, and developing work?</li> <li>4. What criteria, methods, and processes are used to select work for preservation or presentation?</li> <li>5. What is the value of engaging in the process of art criticism?</li> </ol>
<b>Unit Standards</b>
<p><b>Priority Standards</b></p> <ul style="list-style-type: none"> <li>• WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.</li> <li>• WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.</li> <li>• WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.</li> <li>• WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.</li> </ul> <p><b>Supporting Standards</b></p> <ul style="list-style-type: none"> <li>• <i>A.A.Cr.10.h: <b>Investigate</b> Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.</i></li> <li>• <i>A.A.Cr.11.h: <b>Plan</b> Formulate original concepts by practice, experimentation, and revision.</i></li> <li>• <i>A.A.Cr.12.h: <b>Make</b> Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.</i></li> <li>• <i>A.A.R.20.h: <b>Evaluate</b> Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.</i></li> </ul>
<b>Learning Targets</b>
<ul style="list-style-type: none"> <li>• I can set up an effective color workspace.</li> </ul>



- I can select and edit a personalized color group based on the basics of color theory.
- I can create a color gradient.
- I can understand the different types and uses of color (RGB, CMYK) in graphic design.
- I can understand the basics of color theory in design and use color to enhance my design.
- I can identify the concepts of typography.
- I can effectively apply design principles to typography in graphic design.
- I can create and modify text/type to apply to graphic design.
- I can create a type on a path.
- I can scale and rotate type.
- I can choose fonts that communicate my ideas.

### Assessment Evidence

### Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC](#)

<b>Performance Assessment Options</b> <i>May include, but are not limited to the following:</i>	<b>Artistic Process</b> <i>Check all that apply:</i>	<b>Differentiation Strategies/ Strategies for Inclusion</b> <i>May include, but are not limited to the following:</i>
<input type="checkbox"/> <i>Sketchnotes (visual notes)</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)</li> </ul>
<input type="checkbox"/> <i>Portfolio</i>	<input checked="" type="checkbox"/> Creating <input checked="" type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>• Quantity and complexity of a portfolio can be modified for individual students.</li> </ul>
<input type="checkbox"/> <i>Performance Tests</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>• Performance tests can be modified (shortened or simplified)</li> </ul>
<input type="checkbox"/> <i>Reflections</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.</li> </ul>

### Digital Tools & Supplementary Resources

- Canvas Course, YouTube Tutorials, Padlet, etc.

## Unit 5 - The Illusion of Depth

### Essential Questions:

1. How does knowing the contexts, histories, and traditions of art forms help us create works of art

- and design?
2. How do objects, places, and design shape lives and communities?
  3. How do artists and designers create works of art or design that effectively communicate?
  4. Why do people value objects, artifacts, and artworks, and select them for presentation?
  5. How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

## Unit Standards

### Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

### Supporting Standards

- *A.A.Cr.10.h: **Investigate** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.*
- *A.A.Cr.11.h: **Plan** Formulate original concepts by practice, experimentation, and revision.*
- *A.A.Cr.12.h: **Make** Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.*
- *A.A.R.20.h: **Evaluate** Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.*

## Learning Targets

- I can create an aesthetically pleasing composition with foreground, middleground, background.
- I can create a focal point.
- I can understand 1 point, 2 point, and 3 point perspective in art and design.
- I can successfully use atmospheric perspective.
- I can utilize scale and proportion to communicate accurate depth and distance.

## Assessment Evidence

### Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC](#)

### Performance Assessment Options

May include, but are not limited to the following:

- Sketchnotes  
(visual notes)

### Artistic Process

Check all that apply:

- Creating
- Presenting
- Responding
- Connecting

### Differentiation Strategies/ Strategies for Inclusion

May include, but are not limited to the following:

- Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)

<input type="checkbox"/> <i>Portfolio</i>	<input checked="" type="checkbox"/> Creating <input checked="" type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>• Quantity and complexity of a portfolio can be modified for individual students.</li> </ul>
<input type="checkbox"/> <i>Performance Tests</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>• Performance tests can be modified (shortened or simplified)</li> </ul>
<input type="checkbox"/> <i>Reflections</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.</li> </ul>
<b>Digital Tools &amp; Supplementary Resources</b>		
<ul style="list-style-type: none"> <li>• Canvas Course, YouTube Tutorials, Padlet, etc.</li> </ul>		