

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: Studio Art I

Born On: June 19, 2018
Current Revision: August, 2023
Board Approval: 8/28/23

COURSE DESCRIPTION : Studio Art I

Description of course:

Studio Art 1 is an entry-level course in visual communication where students can explore various media and techniques for self-expression. Students will engage in a variety of visual problem-solving experiences and skills such as: drawing, painting, printmaking, sculpture and mixed media. Projects will have a strong focus on the elements and principles of art and design. In addition to art production, students will be introduced to art history, art criticism and aesthetics.

NJ Statutes & Administrative Mandates

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLs".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: [N.J.S.A. 18A 35-4.43](#) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: [N.J.S.A. 18A:35-28](#) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards ([N.J.S.A.18A:35-4.36](#)) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion Law: ([N.J.S.A.18A:35-4.36a](#)) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district’s implementation of the New Jersey Student Learning Standards.

<p>Elements of Art Students learn to use the Elements of Art (line, shape, form, color, value and texture) to create artistic compositions.</p>					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	Standards	Benchmark Performance and Assessments	Suggested Materials/Artists
<p>Time: 10 weeks /All Year Content Statement:</p>	<ul style="list-style-type: none"> Use contour line to describe 		<p>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors</p> <p>1.5.12prof.Cr2a:</p>	<p>Students utilize worksheets to</p>	<ul style="list-style-type: none"> pencils markers colored pencils charcoal

<ul style="list-style-type: none"> ● line/contour ● shading techniques ● texture/ actual & visual ● drawing from observation ● sketchbook expectations <p>Essential Question: How do you use the Elements of Art to create an artistic composition?</p> <p>Possible Projects:</p> <ul style="list-style-type: none"> ● Visual journal entries ● contour drawing ● shading techniques worksheet ● blending techniques worksheet ● vase/face ● zentangles ● scratchboard ● motif color wheels ● printmaking 	<p>3 dimensional forms</p> <ul style="list-style-type: none"> ● Use line to develop patterns ● Use shading to define values and show 3 dimensional forms in space ● use shading techniques (hatching, cross hatching, stippling, scumbling to create texture and define shadows & forms ● sketchbooks are used to practice new techniques, record ideas, and as a source of independent creative challenges 	<p>Students will be able to demonstrate basic shading techniques</p> <p>Students will be able to use a variety of tools to create value and describe 3-dimensional forms on a 2-dimensional surface</p> <p>Students will be able to demonstrate the ability to create texture on a 2-dimensional surface</p> <p>Students will be able to use the Elements of Art to create an artistic composition</p> <p>Students will use sketchbooks for independent practice & creative challenges</p>	<p>Engage in making a work of art or design without having a preconceived plan.</p> <p>1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.</p>	<p>demonstrate shading and blending techniques (F).</p> <p>Students will be assessed on their ability to use line and shading to develop and control value (S).</p> <p>Students will be assessed on their ability to utilize line and value to depict 3-dimensional forms on a 2-dimensional surface (S).</p> <p>Students will apply shading techniques to drawing from observation (F).</p> <p>Students will hand in a series of completed sketchbook assignments demonstrating technical skills and evidence of creative thinking (S).</p>	<ul style="list-style-type: none"> ● blenders ● sketchbooks ● viewfinder ● light table ● transfer paper ● scratchboard <p>Featured Artists</p> <ul style="list-style-type: none"> ● Jim Dine ● Julie Nord <p>Realism/Abstraction</p> <ul style="list-style-type: none"> ● Keith Haring
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<p>Interdisciplinary Connections</p>	<p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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	NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Computer Science	<p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p> <p>8.2.12.NT.2: Redesign an existing product to improve form or function.</p> <p>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> Teacher modeling of skills/techniques to be mastered Extended time to complete assignments Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during independent work time Assist students with long and short term planning of assignments Posts and reviews clear criteria for proficient work Restate, reread, and clarify directions/questions Provide opportunities for students to discuss topics 	<ul style="list-style-type: none"> Provide opportunities for repetition and practice Teacher modeling of skills/techniques to be mastered Extended me to complete assignments Provide copy of class notes Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during independent work Small group instruction Maintain a consistent routine/schedule Flexible grouping Provide student exemplars to communicate expectations Sentence frames/starters 	<ul style="list-style-type: none"> Provide opportunities for project based learning Provide opportunities for independent studies Flexible Grouping Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> Kinesthetic learning experiences (manipulatives, movement, etc.) Teacher made adaptations, outlines, study guides Use of varied leveled texts to present content Sentence frames and starters Extended time to complete assignments Use of concrete examples Provide immediate feedback Preferential seating Build background information through brainstorming, semantic webbing, or use of visual aids Simplifying language for presentation by using speech that is appropriate to students' language proficiency level

	<p>with peers (Think-Pair-Share, Turn-and-Talk, etc.)</p> <ul style="list-style-type: none"> • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 	<ul style="list-style-type: none"> • Provide immediate feedback when applicable 		<ul style="list-style-type: none"> • Directions stated clearly and distinctly and delivered in both written and oral forms
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<p>Principles of Art Students learn how to use the Elements of Art to show the Principles of Art: rhythm, harmony, balance, contrast, movement, pattern, proportion, variety</p>					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials

<p>Time: 10 weeks /All Year</p> <p>Content Statement: Principles of Art</p> <ul style="list-style-type: none"> ● Balance ● Rhythm ● Pattern ● Emphasis ● Contrast ● Unity/ Variety ● Movement <p>Essential Question: How do you use the Elements of Art to represent the Principles of Art in showing artistic intent?</p> <p>Possible Projects:</p> <ul style="list-style-type: none"> ● Planning, critiquing and writing in Visual Journal ● Typography ● Mosaics ● Notan Designs ● Printmaking ● Sand Painting ● Silk Painting ● Sandstone Carving ● Glass Etching 	<ul style="list-style-type: none"> ● Positive/negative space in a composition/Balance/Typography ● Repetition / Printmaking ● Color / Balance / Emphasis/Silk Painting ● Pattern, Unity, Emphasis/ Mosaics ● Unity/ Variety/ Rhythm/Sand Painting ● Movement/Emphasis/ Sandstone Sculpture 	<p>Students will use Elements of Art to show Principles of Art in an artistic composition.</p>	<p>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>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.</p> <p>1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.</p>	<p>Students will demonstrate the ability to achieve rhythm and balance in an artistic composition (S).</p> <p>Students will demonstrate the ability to use pattern, unity, and variety in an artistic composition (S).</p> <p>Students will demonstrate the ability to achieve contrast and emphasis in an artistic composition (S).</p> <p>Students will demonstrate the ability to achieve movement in an artistic composition (S).</p>	<ul style="list-style-type: none"> ● Tracing paper/Transfer Paper ● Glass and ceramic mosaic tiles ● Linoleum blocks ● Silk panels ● Glass ● Sandstone ● Paint ● Colored Sand <p>Featured Artists</p> <ul style="list-style-type: none"> ● Chuck Close ● Kara Walker ● Bridget Riley
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<p>Interdisciplinary Connections</p>	<p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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	<p>RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
Computer Science	<p>8.2.12.NT.2: Redesign an existing product to improve form or function.</p> <p>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.</p> <p>8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>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).</p> <p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> Teacher modeling of skills/techniques to be mastered Extended time to complete assignments Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during independent work time Assist students with long 	<ul style="list-style-type: none"> Provide opportunities for repetition and practice Teacher modeling of skills/techniques to be mastered Extended me to complete assignments Provide copy of class notes Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during 	<ul style="list-style-type: none"> Provide opportunities for project based learning Provide opportunities for independent studies Flexible Grouping Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> Kinesthetic learning experiences (manipulatives, movement, etc.) Teacher made adaptations, outlines, study guides Use of varied leveled texts to present content Sentence frames and starters Extended time to complete assignments Use of concrete examples Provide immediate feedback Preferential seating Build background

	<p>and short term planning of assignments</p> <ul style="list-style-type: none"> • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 	<p>independent work</p> <ul style="list-style-type: none"> • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable 		<p>information through brainstorming, semantic webbing, or use of visual aids</p> <ul style="list-style-type: none"> • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Advanced Drawing Techniques

Students develop basic drawing techniques to push their artistic skill to the next level

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials/Artists
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<p>Time: 10 weeks</p> <p>Content Statement:</p> <ul style="list-style-type: none"> • The Grid technique • Linear Perspective • Atmospheric Perspective • Portraits/Basic Facial Proportions • Figure Proportions/Gesture <p>Essential Question: How do you apply basic drawing skills to more advanced drawing challenges?</p>	<ul style="list-style-type: none"> • Use a grid to create a realistic portrait • Use linear perspective to draw an architectural space • Use color, value and detail to show depth and atmospheric perspective • Use basic proportions to draw a human face/figure • Use art history, artists and research to compare and develop techniques in drawing and artmaking 	<p>Students will be able to create drawings that exhibit an understanding of advanced drawing techniques</p>	<p>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>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.</p> <p>1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</p> <p>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.</p>	<p>Students will utilize the grid technique to create a portrait (F).</p> <p>Students will utilize linear perspective to depict interior/exterior architectural spaces (F).</p> <p>Students will utilize atmospheric perspective to draw/paint landscapes (S).</p> <p>Students will use basic facial proportions to draw portraits (F/S).</p> <p>Students will use basic figure proportions to draw the human figure (S).</p>	<ul style="list-style-type: none"> • Pencil • Charcoal • Colored pencils • Pastel • Watercolor • Gouache • Acrylic • Rulers <p>Featured Artists:</p> <p>Filippo Brunelleschi Vija Celmins April Coppini Neil Welliver</p>
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<p>Interdisciplinary Connections</p>	<p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
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	6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
Computer Science	8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
Career Readiness, Life Literacies, and Key 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.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> Teacher modeling of skills/techniques to be mastered Extended time to complete assignments Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during independent work time Assist students with long and short term planning of assignments Posts and reviews clear criteria for proficient work Restate, reread, and clarify directions/questions 	<ul style="list-style-type: none"> Provide opportunities for repetition and practice Teacher modeling of skills/techniques to be mastered Extended me to complete assignments Provide copy of class notes Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during independent work Small group instruction Maintain a consistent routine/schedule Flexible grouping Provide student exemplars to 	<ul style="list-style-type: none"> Provide opportunities for project based learning Provide opportunities for independent studies Flexible Grouping Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> Kinesthetic learning experiences (manipulatives, movement, etc.) Teacher made adaptations, outlines, study guides Use of varied leveled texts to present content Sentence frames and starters Extended time to complete assignments Use of concrete examples Provide immediate feedback Preferential seating Build background information through brainstorming, semantic webbing, or use of visual aids Simplifying language for presentation by using speech that is appropriate to

	<ul style="list-style-type: none"> ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>communicate expectations</p> <ul style="list-style-type: none"> ● Sentence frames/starters ● Provide immediate feedback when applicable 		<p>students' language proficiency level</p> <ul style="list-style-type: none"> ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Independent projects

Students choose skills/techniques learned over the course of the school year, and develop those skills in an original work of art.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials/Artists
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<p>Time: 4-8 weeks</p> <p>Content Statement:</p> <ul style="list-style-type: none"> Proposals/Thumbnails Choosing a medium/concept Using elements & principles in an original work of art <p>Essential Question: How do artists use the elements and principles of art and design to create an original artistic composition?</p>	<ul style="list-style-type: none"> Use proposals and thumbnail sketches to develop concept Choose a medium to support a concept Use elements & principles appropriate to concept Use writing to convey purpose and ideas in artmaking in the form of artist statements and formal reflections 	<p>Students will be able to develop a work of art based on an original concept.</p>	<p>1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork.</p> <p>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.</p> <p>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</p> <p>1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments</p> <p>1.5.12.acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p> <p>1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.</p>	<p>Students will submit a proposal and thumbnail sketches for their original ideas (S).</p> <p>Students will be assessed on their work in progress (F).</p> <p>Final work will be assessed on students' ability to use elements & principles of art to convey an original idea. (S).</p>	<ul style="list-style-type: none"> Pencil Pastel Watercolor Acrylic Linoleum Paper & Canvas Silk Glass Mosaics <p>Featured Artists:</p> <p>Gilbert Lewis (Portraits)</p> <p>Marcos Chin (Illustrator)</p> <p>Janet Dyer</p> <p>April Gornik</p>
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<p>Interdisciplinary Connections</p>	<p>6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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<p>Computer Science</p>	<p>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture. 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience. 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>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). 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). 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., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</p>

<p>Modifications</p>	<p>Students with Disabilities</p>	<p>Struggling/At-Risk Students</p>	<p>Gifted and Talented</p>	<p>Multilingual Learners</p>
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through

	<p>assignments</p> <ul style="list-style-type: none"> • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 	<ul style="list-style-type: none"> • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable 		<p>brainstorming, semantic webbing, or use of visual aids</p> <ul style="list-style-type: none"> • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Art Show and Displays

Students work to select, analyze, and present individual works of art for public display.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials/Artists
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<p>Time: 2-4 weeks</p> <p>Content Statement:</p> <ul style="list-style-type: none"> • Art portfolio creation • Analysis • Critique • Preservation • Presentation • Exhibition Planning <p>Essential Question: How do artists select work for preservation and presentation?</p>	<ul style="list-style-type: none"> • Use class critiques, small groups and individual reflections to analyze and select work for display • Use knowledge of museum display to organize art show • Use methods of artistic preservation and presentation to archive and display work. • Use methods in ELA to write artist statements, exhibition descriptions and project explanations to accompany the presentation of artwork. 	<p>Students will be able to develop a portfolio for public presentation and display.</p>	<p>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.</p> <p>1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.</p> <p>1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</p> <p>1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>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</p> <p>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.</p> <p>1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<p>Students will submit a selection of works for display (S).</p> <p>Students will be assessed on their planning of personal artwork for display (F).</p> <p>Final work will be assessed on students' participation in the Art Show with professionally displayed work. (S).</p>	<ul style="list-style-type: none"> • Matt board • Archival tape • Archival Glue • T-pins • Display Boards • Pedestals • Display Cases <p>Featured Museums: MoMA Whitney The MET Brooklyn Museum MoMA PS1 Storm King Grounds For Sculpture Montclair Art Museum</p>
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<p>Interdisciplinary Connections</p>	<p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>Computer Science</p>	<p>8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.</p> <p>8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>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).</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p>

<p>Modifications</p>	<p>Students with Disabilities</p>	<p>Struggling/At-Risk Students</p>	<p>Gifted and Talented</p>	<p>Multilingual Learners</p>
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through

	<p>assignments</p> <ul style="list-style-type: none"> ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 		<p>brainstorming, semantic webbing, or use of visual aids</p> <ul style="list-style-type: none"> ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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