Curriculum Documents

School: Ocean Township High School

Course: Ceramics I

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
July 2009	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revisions
March 2019	Ian Schwartz	Review
August 2020	Ian Schwartz	Alignment to Standards/Revisions
August 2024	Erin Leahy	Updated to Include New State Mandate
August 2025	Erin Leahy	Revision

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Office of Teaching and Learning

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DEPARTMENT Visual and Performing Arts COURSE Ceramics I

Ocean Township Pacing Guide			
Week	**Unit**	**Week**	**Unit**
1	**Unit 1: Intro to Ceramics/History**	11	**Unit 5: Relief Sculpture & Intro to Slab**
2	**Unit 1: Intro to Ceramics/History**	12	**Unit 5: Relief Sculpture & Intro to Slab**
3	**Unit 2: Procedures, Properties & Vocabulary, Intro to Hand Building: Pinch Pot**	13	**Unit 6: Hand Building Techniques: Slab Construction**
4	**Unit 2: Procedures, Properties & Vocabulary, Intro to Hand Building: Pinch Pot**	14	**Unit 6: Hand Building Techniques: Slab Construction**
5	**Unit 3: Elements and Principles/Critique**	15	**Unit 6: Hand Building Techniques: Slab Construction**
6	**Unit 3: Elements and Principles/Critique**	16	**Unit 6: Hand Building Techniques: Slab Construction**
7	**Unit 4: Hand Building Techniques: Coil & Intro to Glazing**	17	**Unit 7: Choice Construction**
8	**Unit 4: Hand Building Techniques: Coil & Intro to Glazing**	18	**Unit 7: Choice Construction**
9	**Unit 4: Hand Building Techniques: Coil & Intro to Glazing**	19	**Unit 7: Choice Construction**

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10	**Unit 4: Hand Building Techniques: Coil & Intro to Glazing**	20	**Unit 7: Choice Construction**

Core Instructional & Supplemental Materials including various levels of Texts
NCECA Ceramic Arts Network Ceramics Monthly Artsy TEDTalks Vimeo Youtube Google Arts & Culture Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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Time Frame	**Week 1**

Topic

Unit 1: Intro to Ceramics/History

Alignment to Standards

1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.
1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.
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.

Learning Objectives and Activities

SWBAT answer the following questions:

- Does Art define culture? Or, does culture define Art?
- How was Art created in the past affect Art today?
- How important is “new” in Art?
- What is the value of handmade art and objects in our world today?

SWBAT demonstrate understanding of the following:

- Students will understand that culture affects self-expression whether we realize it or not.
- Students will understand that every artist has a style; every period has a style.
- Students will explore how technology affects the arts.
- Students will understand how artifacts reflect various cultures in history.

Learning Activities:

- Students will be able to identify historical origins of ceramic techniques.
- Students will be able to recognize various milestones in ceramic history
- Students will work collaboratively and use technology to create a visual timeline of various historical/ cultural ceramic milestones.
- Students will be able to recognize the cultural impact of ceramics throughout history.

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- Students will be able to identify how various ceramic structures were constructed.

Assessments

Benchmark:
- Written quiz on ceramic history and techniques

Formative:
- Verify student notes.
- Research specific time periods.

Summative:
- Presentation of ceramic history timeline

Alternative:
- Observation of class and online discussions
- Kahoot!/other digital assessments

Interdisciplinary Connections

Ceramic History Timeline Assignment:
LA.9-10.W.RW.9-10.7 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, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
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

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

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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.

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education
CRP2. Apply appropriate academic and technical skills. **CRP4**. Communicate clearly and effectively and with reason. **CRP7**. Employ valid and reliable research strategies. **CRP12.** Work productively in teams while using cultural global competence.

Time Frame	**Week 2**

Topic
Unit 2: Procedures, Properties & Vocabulary, Intro to Hand Building: Pinch Pot

Alignment to Standards
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. **1.5.12prof.Cr2a:** Engage in making a work of art or design without having a preconceived plan. **1.5.12prof.Cr1a:** Use multiple approaches to begin creative endeavors. **1.5.12acc.Cr2a:** Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. **1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art. **1.5.12prof.Cn11b:** Describe how knowledge of global issues, including climate change, may influence personal responses to art. **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.

Learning Objectives and Activities
SWBAT answer the following questions:

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- What is the value of specific terminology in respect to clay construction?
- Why are specific procedures needed to create ceramic structures?
- How can we engage in sustainable art making practices?

SWBAT demonstrate understanding of the following:

- Students will recognize that specific vocabulary is necessary to understand and communicate in the creation of art.
- Students will use specific practices and procedures that are essential to safely creating ceramic structures.
- Students will understand where raw ceramic materials are sourced & their environmental impact.
- Students will engage in sustainable art making practices.
- Students will understand which ceramic construction methods are more conducive to obtaining specific structures.
- Students will incorporate creativity and imagination in combination with specific skills and disciplines to create quality products.
- Students will understand that reflection & self-critique are an essential component to the creation of all art.

Learning Activities:

- Teacher lead review and discussion of "official" vocabulary reference sheet.
- Students will apply terms and procedures essential to ceramic construction.
- Reinforcement of vocabulary as it applies to assignments throughout the term.
- Students will demonstrate specific ceramic vocabulary comprehension through construction.
- Students will engage in cooperative discussion of proper handling and construction techniques.
- Students will apply ceramic procedures to construction of pinch pot projects.
- Students will learn & utilize sustainable practices such as conserving material and following proper clean-up procedures

Assessments

Formative:

- Written quiz.
- Verbal quiz games.
- Completion of practice exercise with teacher-led demonstration of pinch pot technique

Summative:

- Completion of final student-designed pinch pot projects

Alternative:
- Observation of class discussions
- Google Classroom reflection assignment using Google Slides

Interdisciplinary Connections

Written reflection using Google Slides:
LA.9-10.W.RW.9-10.7 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, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
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

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	**Week 3**

Topic

Unit 3: Elements and Principles/Critique

Alignment to Standards

- Students will understand that all Art has specific underlying characteristics which can

be used as tools that will help to construct, compare and analyze individual pieces.
- Students can refer to the Elements and Principles as guidelines in the creation of their work.
- Students will discover how Art is judged.

Learning Objectives and Activities

SWBAT answer the following questions:
- How do we interpret and understand Art?
- How do the underlying building blocks of art affect the creation of ceramics?
- What is critique?
- What makes critique valid?

SWBAT demonstrate understanding of the following:
- Students will understand that all Art has specific underlying characteristics which can be used as tools that will help to construct, compare and analyze individual pieces.
- Students can refer to the Elements and Principles as guidelines in the creation of their work.
- Students will discover how Art is judged.

Learning Activities:
- Students will consider cultural context and history affects "What is beautiful" and discuss using Flipgrid.
- Students will develop and demonstrate essential vocabulary necessary to critique ceramic pieces.
- Students will recognize and classify the Elements and Principles of Art in various ceramic work created by prior students.
- Students will engage in critical thinking through utilizing the Feldman's Method of Art Criticism
- Student participation in PowerPoint presentation on Elements & Principles of Art.
- Teacher/student dialog on effective critique.
- Student critique: group discussion and individual written.

Assessments

Formative:
- Teacher re-enforcement, inquiry and discussion of student critique.
- Quiz on vocabulary.
- Critique modeling.

Alternative:

- Observation of class and online discussions using Flipgrid

Summative Assessment:

- Student presentations.

Interdisciplinary Connections

Written critique using the Feldman's Method of Art Criticism:
LA.9-10.W.RW.9-10.7 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, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
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

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.

Time Frame	**Week 4-5**

Topic

Unit 4: Hand Building Techniques: Coil and Intro to Glazing

Alignment to Standards

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
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.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do specific hand building techniques affect structure and form?
- What techniques are best suited for specific ceramic structures?
- What is the significance of the coil construction method in different cultural contexts throughout ceramic history?
- How is glazing a part of the Elements & Principles of Art?
- How are aesthetic components important to a finished piece?
- How can critique affect the creation of artwork?

SWBAT demonstrate understanding of the following:

- Students will understand which ceramic construction methods are more conducive to obtaining specific structures.
- Students will make connections between historical processes and contemporary ceramic practice
- Students will incorporate creativity and imagination in combination with specific skills and disciplines to create quality products.
- Students will understand that reflection & self-critique are an essential component to the creation of all art.
- Students will understand that the Elements and Principles of Art are an integral part of the creative process.
- Students will understand the firing process for finishing ceramics.

Learning Activities:

- Students will learn to make and use coils for building through teacher-guided practice exercises.
- Students will glaze their work in order to aesthetically and structurally enhance their projects.
- Students will apply the Elements & Principles of Art when creating and assessing artwork.
- Students will self-critique while planning and executing their projects.
- Students will manage time and materials to complete projects.
- Students will reflect on feedback from critiques and experience to inform creative

decision making

Assessments

Formative:
- On-going teacher evaluation and feedback during construction.
- Self-critique and group critiques.
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Alternative:
- Observation of class and online discussions
- Google Classroom reflection assignment using Google Slides

Summative:
- Students will submit structures for teacher evaluation per project.

Interdisciplinary Connections

Written critique and reflection:
LA.9-10.W.RW.9-10.7 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, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
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

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
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.

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

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Career Education
CRP2. Apply appropriate academic and technical skills. **CRP4**. Communicate clearly and effectively and with reason. **CRP7**. Employ valid and reliable research strategies. **CRP12**. Work productively in teams while using cultural global competence.

Time Frame	**Week 6**

Topic
Unit 5: Relief Sculpture & Intro to Slab Construction

Alignment to Standards
1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history. **1.5.12prof.Cr1a:** Use multiple approaches to begin creative endeavors. **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.Cr2a:** Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. **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.

Learning Objectives and Activities
SWBAT answer the following questions: • What are the differences between relief and sculpture-in-the-round? • How do specific hand building techniques affect structure and form? • What techniques are best suited for specific ceramic structures? • What is the significance of relief sculpture in different cultural contexts throughout ceramic history? • How are aesthetic components important to a finished piece? • How is glazing a part of the Elements & Principles of Art? • How can critique affect the creation of artwork? SWBAT demonstrate understanding of the following: • Students will understand which ceramic construction methods are more conducive to obtaining specific structures. • Students will make connections between historical processes and contemporary

ceramic practice
- Students will incorporate creativity and imagination in combination with specific skills and disciplines to create quality products.
- Students will understand that reflection & self-critique are an essential component to the creation of all art.
- Students will understand that the Elements and Principles of Art are an integral part of the creative process.
- Students will understand the firing process for finishing ceramics.

Learning Activities:
- Students will utilize the stiff slab method to create a decorative relief tile
- Students will apply a variety of surface design techniques to create relief designs of their choice.
- Students will be able to identify how various ceramic structures were constructed.
- Students will glaze their work in order to aesthetically and structurally enhance their projects.
- Students will apply the Elements & Principles of Art when creating and assessing artwork.
- Students will self-critique while planning and executing their projects.
- Students will manage time and materials to complete projects.
- Students will reflect on feedback from critiques and experience to inform creative decision making

Assessments

Formative:
- On-going teacher evaluation and feedback during construction.
- Self-critique and group critiques.

Alternative:
- Observation of class and online discussions
- Google Classroom reflection assignment using Google Slides

Summative:
- Students will submit structures for teacher evaluation per project.

Interdisciplinary Connections

Written critique and reflection:
LA.9-10.W.RW.9-10.7 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, and audiences.

Career Readiness, Life Literacies, and Key Skills
9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas. **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
Technology Integration Students will access and assess digital resources to conduct research and investigations which extend their knowledge. **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. Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge. **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.
Career Education
CRP2. Apply appropriate academic and technical skills. **CRP4**. Communicate clearly and effectively and with reason. **CRP7**. Employ valid and reliable research strategies. **CRP12**. Work productively in teams while using cultural global competence.

Time Frame	**Weeks 7-8**
Topic	
Unit 6: Hand Building Techniques: Slab Construction	
Alignment to Standards	
1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. **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.	

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1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do specific hand building techniques affect structure and form?
- What techniques are best suited for specific ceramic structures?
- How do the different stages of clay affect the structural capabilities of clay?
- How are aesthetic components important to a finished piece?
- How is glazing a part of the Elements & Principles of Art?

SWBAT demonstrate understanding of the following:

- Students will understand which ceramic construction methods are more conducive to obtaining specific structures.
- Students will understand that different stages of clay are conducive to different types of structures.
- Students will incorporate creativity and imagination in combination with specific skills and disciplines to create quality products.
- Students will understand that reflection & self-critique are an essential component to the creation of all art.
- Students will understand that the Elements and Principles of Art are an integral part of the creative process.
- Students will understand the firing process for finishing ceramics.

Learning Activities:

- Students will utilize the stiff and soft slab methods of construction to create both geometric and organic forms.
- Students will be able to identify how various ceramic structures were constructed.
- Students will glaze their work in order to aesthetically and structurally enhance their projects.
- Students will apply the Elements & Principles of Art when creating and assessing artwork.
- Students will self-critique while planning and executing their projects.
- Students will manage time and materials to complete projects.
- Students will reflect on feedback from critiques and experience to inform creative decision making

Assessments

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Formative:
- On-going teacher evaluation and feedback during construction.
- Self-critique and group critiques

Alternative:
- Observation of class and online discussions
- Google Classroom reflection assignment using Google Slides

Summative:
- Students will submit structures for teacher evaluation per project.

Interdisciplinary Connections

Written critique and reflection:
LA.9-10.W.RW.9-10.7 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, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
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

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies.
CRP12. Work productively in teams while using cultural global competence.

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Time Frame	**Weeks 9-10**

Topic

Unit 7: Choice Construction

Alignment to Standards

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
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.
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.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas
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.
1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.
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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What does my art reveal about myself?
- Why do ceramic artists choose certain methods for their creative expression?
- What construction method is best suited to express my artistic statement?
- What strengths do I possess to express my artistic vision?
- How can I use artful language to articulate my artistic vision to others?

SWBAT demonstrate understanding of the following:

- Students will discern which methods are better suited for certain constructions.
- Students will discover that exploration is essential for creativity.

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- Students will learn that self-confidence is attained through successful production.
- Students will incorporate creativity and imagination in combination with specific skills and disciplines to create quality products.
- Students will understand that reflection & self-critique are an essential component to the creation of all art.
- Students will understand that the Elements and Principles of Art are an integral part of the creative process.
- Students will understand the firing process for finishing ceramics.
- Students will understand the purpose and structure of a written artist statement.

Learning Activities:

- Students will synthesize knowledge of hand building techniques by creating an original sculpture design that incorporates pinch pots, coils, and slabs.
- Students will engage in visual research & idea generation using sketchbook and online resources
- Students will glaze their work in order to aesthetically and structurally enhance their projects.
- Students will apply the Elements & Principles of Art when creating and assessing artwork.
- Students will self-critique while planning and executing their projects.
- Students will manage time and materials to complete projects.
- Students will reflect on feedback from critiques and experience to inform creative decision making.
- Students will write an artist statement to communicate the culmination of their skill building and conceptual development throughout the course.

Assessments

Formative:

- Idea generation & visual research in sketchbook.
- On-going teacher evaluation and feedback during construction.
- Self-critique and group critiques.

Alternative:

- Observation of class and online discussions
- Google Classroom reflection assignment using Google Slides

Summative:

- Students will submit structures for teacher evaluation per project.
- Final artist statement

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Benchmark:

- Final critique and portfolio assessment

Interdisciplinary Connections

Written critiques and final artist statement:
LA.9-10.W.RW.9-10.7 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, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
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

Students will use Google Sites to create their final portfolio.
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.
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
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.

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies.
CRP12. Work productively in teams while using cultural global competence.

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns