

## Rumson-Fair Haven Regional High School

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Approved:

### Section I: Course Description- Course Description:

Jewelry Making and Design focuses on the techniques of fabricating, setting stones and casting processes as well as the artistic process of Jewelry designing. Basic skills such as sawing, filing, sanding, buffing, hammering, forming and hard and soft soldering are taught through selected projects. Artistic jewelry techniques and processes like beadwork, leatherwork, jewelry design, wire jewelry, and basic glass techniques are also investigated. Precious and semiprecious stones are also investigated. Safety is stressed when using all tools and equipment. Safety is an ongoing area throughout the Elective. The course of study includes related standards for Visual and Performing Arts and Career Education and Consumer, Family and Life Skills. (NJDECCCS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 9.1, 9.2)

### Section II: NJCCCS

**Standard 1.2 History of the Arts and Culture:** *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

**Standard 1.3** is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

**Standard 1.3 Performing:** *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

**Standard 1.4 Aesthetic Responses & Critique Methodologies:** *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

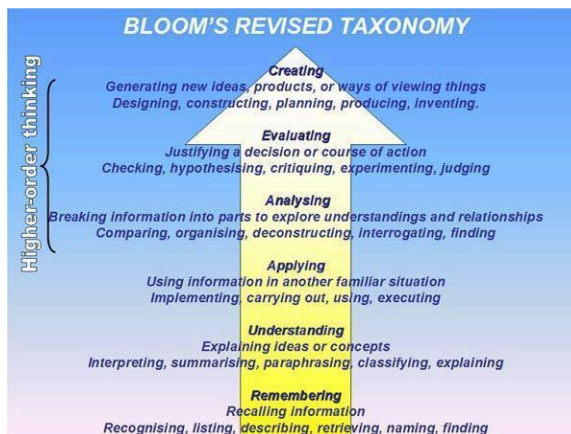
### **Standard 9.1 21st Century Life and Career Skills:**

*All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.*

### **Standard 9.3 Career Awareness, Exploration, and Preparation:**

*All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.*

### Section III: Higher-Order Critical Thinking Skills, 21<sup>st</sup> Century Life and Career Skills and Technology



- Participate as knowledgeable, reflective, creative and thoughtful members of a global community through the study and practice of visual arts in the larger cultural tradition; participate in the global conversation about cultural and human issues embedded in the visual arts' thematic framework and corresponding cultural text(s), developing/acquiring the higher-order critical thinking skills aligned with the *Revised Bloom's Taxonomy of Cognitive Objectives*
- Develop/acquire the multi-dimensional skills required of 21<sup>st</sup> Century learners as established by the *Partnership for 21<sup>st</sup> Century Skills* ( [https://www13.state.nj.us/NJCCCS/ContentAreaView\\_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx))
- Develop/acquire the ability to use technology to work with information in a variety of contexts in order to solve problems and to create and communicate knowledge.
- To provide a learning environment where students demonstrate advanced computer operation and application skills by producing products related to real life situations. They collaborate adeptly in virtual environments and incorporate global perspectives into problem solving at home, at school, and in structured learning experiences, with the growing realization that people in the 21st century are interconnected economically, socially, and environmentally and have a shared future ([https://www13.state.nj.us/NJCCCS/ContentAreaView\\_Technology.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_Technology.aspx)).

#### **Section IV: Preparation for Standardized Testing**

Students will gain knowledge regarding skill development, thematic development, critique, aesthetic training, and focus that will serve as a foundation for various fine art classes.

#### **Section V: Unit Sequence**

A. The following unit sequence is implemented in Jewelry Design

Unit 1 : Introduction to Jewelry Design, Tools, Safety, Elements of 3D Design, Wire Work

Unit 2 : Polymer Clay Beads, Soft Materials, Functional vs Non functional Jewelry, Glass Fusing, Art History Presentation

Unit 3 : Decorative Metal Processes, Stamping, Clay , Introduction to Soldering, Copper

Unit 4 : Identification of Stones, /Sterling Silver/ Soldering

B. In each of these *Jewelry* units, students in *Jewelry* will:

- Develop awareness of handcrafted arts and production as a visual language
- Use the arts to express a unique and developed point of view
- Develop an understanding of how the arts and crafts reflect /influence our culture and society (history and future)
- Develop an understanding of incremental/sequential skills
- Observe and participate in authentic activities that contribute to familiarization with artistic products and practices.
- Share their projects/artifacts/experiences through display, shows, and critiques
- Contextualize the visual arts in human history
- be aware of education and apprenticeship training required to enter the field of jewelry
- all areas of employability will be explored to include, casting, fabrication, plating, stone setting and appraisal.
- realize critical thinking skills required to perform various skilled techniques in the areas of Jewelry fabrication
- be aware of self-management required to demonstrate an understanding of responsibilities required as a Jeweler
- interpersonal communication with social skills required to function in the world of business
- develop character traits that demonstrate trust, responsibility, respect, fairness and citizenship

C. Suggested Activities:

Fabrication of various style rings (copper/silver)  
 Decorative Metal Processes  
 Polymer Clay Beads  
 Glass Fusing and Glass Beads  
 Creation of Original Designs in Wax  
 Identification of Various Metals and Computation  
 Wire Work  
 Identification of Precious and Semiprecious Stones and Types of Settings  
 Processes of Fabricating and Casting Jewelry and Resin  
 Found Object Jewelry  
 Career and Technical Education

**Section VI: Texts and Instructional Resources:**

The following texts and instructional are some of the resources are employed in Art I:

Making Bead and Wire Jewelry, Dawn Cusick  
 500 Plastic Jewelry Designs  
 Art of Polymer Clay, Donna Kato  
 The Art of Jewelry Polymer Clay, Katherine Duncan Aimone  
 Art 21 (PBS video series)

**Section VII: Grading Formula and Assessment Modes**

Quarterly grades in *Art I* are determined via a percentage weighting model that is part of an established sequence for *Art I, Art II, Art III, Ceramics I, Sculpture, Jewelry, 2D Studio, Advanced Ceramics, Portfolio and Design, and AP Studio Art* that is comprised of four (three in AP Studio Art) grading categories.

	Level one (art I, ceramics, sculpture, jewelry)	#tasks	Level two/three (art II/III)	#tasks	Honors (2D studio, advanced ceramics, Portfolio and design)	#tasks
Class participation	20%	10	20%	10	20%	10
Class work	35%	13	35%		35%	10
Projects	40%	2-3	40%		40%	2-3
Homework	5%	2	5%		5%	5

For clarification, *Class Participation* in Jewelry is defined as:

Daily, the student prepares and manages self and resources related to classroom expectations and studio success:

*Sets up / breaks down workspace; Using all available studio time for project work; Maintains behavior appropriate for the studio; Expected to treat others and their creations with respect; Comes to class on time; Maintains materials through proper cleaning, storage, and care.*

**Section VIII: Quarterly Assessment**

Students in *Jewelry* are subject to *Quarterly Assessments* at the conclusion of marking period 1, 2, and 4. The following grading formulas have been established for Marking Periods 1, 2, and 4 and Marking Period 3. In Marking Periods, 1, 2, and 4, 80% of the student's grade is based upon marking period work. 20% of the student's grade is based upon performance on an end of marking period assessment/exam. In Marking Period 3, 100% of the student's grade is exclusively based upon marking period work. As a result of these grading formulas, the student's final grade for the year is: 85% marking period work; 15% end of marking period assessment/exam performance. The quarterly assessments will measure student proficiency in both content-specific skills and course concentrations. The quarterly assessments for *Jewelry* will include multiple choice questions, practical tasks, problem solving activities, and additionally, the quarterly assessments for *Jewelry* will include critical reading/response queries focusing on art history.

### **Section IX: Links—State and National Standards**

The following links to state and national standards will confirm the alignment with the *Jewelry I Curriculum* and the performance expectations that have been established by governing agencies and authorities.

- ❖ *NJCCCS/Common Core State Standards*
  - <http://www.state.nj.us/education/>
  - <http://www.corestandards.org/>
  
- ❖ *2009 NJDE Core Curriculum Content Standards (Standards Search Criteria)*
  - <http://www.njcccs.org/search.aspx> [Select 21<sup>st</sup> Century Life and Career Skills and/or Technology]

### **Section X: Curriculum Pacing Guide**

The *Art I Instructional Team* must confer at the start of each academic year and project instructional pacing using the *Curriculum Pacing Guide*. This *Curriculum Pacing Guide* must be submitted to the Art Department Supervisor for approval upon completion. The members of the *Art I Instructional Team* are required to assess the accuracy of the projected instructional pacing upon completion of each unit in the *Art I Curriculum*.

'Big Ideas'	Timeline	Topics/Themes/Concept	Assessments *
Introduction to elements and principles of 3d art  Texture Balance Color  Three dimensional rendering  Art History  Display, Audience, and Art and Business	Weeks 1-2	Introduction to 3D Design/ Jewelry Design/ Tools/Safety	
	Weeks 3-4	Project I :Intro to Wire Work/ skill 1	critique
	Weeks 5-7	Project II: Wire Project skill 2	critique
	Weeks 8-9	Project III: Wire Project skill 3	

	QUARTERLY #1		
	Weeks 1-2	Intro to Polymer Clay Beads/ Caneing	critique
	Weeks 3-4	Polymer Clay Sculptural Rings	critique
	Week 5-9	Introduction to Glass Fusing/ Glass Set	
	Quarterly #2		
	Weeks 1-3	Recycled Material Jewelry	critique
	Weeks 4-6	Decorative Metal Work	critique
	Weeks 7-9	Intro to Soldering	
	Quarterly #3		
	Weeks 1	Art Show Preparation	
	Weeks 2-4	Soldering Copper Rings/ Bracelets	
	Weeks 5	Stone Identifications	
	Weeks 6-9	Sterling Silver Rings Soldering Bracelet Set	
	Week 10	Clean Up	
	Quarterly #4		

**Section XI: Unit Templates**

The following *Unit Templates* have been established for the *Jewelry Curriculum* by the *Jewelry Design Instructional Team*

### Unit Overview Template

**Content Area: Studio Art**

**Unit Title:** Unit 1 : Introduction to Jewelry Design, Tools, Safety, Elements of 3D Design, Wire Work

**Target Course/Grade Level: Jewelry**

**Unit Summary**

Through skill based exercises, students will use foundation jewelry media to execute projects which introduce, explore, and reinforce creation and fabrication skills and thinking.

**Primary interdisciplinary connections: science, IA**

**21<sup>st</sup> century themes: Cultural Awareness**

**Unit Rationale:** Unit one provides the necessary skill and conceptual foundations for a successful path in jewelry design. The Elements and Principles of Art are introduced and used/relied upon for all subsequent skills and concepts. Core methods and techniques which are the scaffolding of the remainder of Jewelry are the focus during this first term. This segment of the curriculum will initiate the student into the culture of 3 dimensional creative and critical problem solving.

### Learning Targets

**Standards**

**NJCCCS 1.1, 1.2**

- **The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**
- **Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.**

**Content Statements**

How individuals manipulate the [elements of art](#) and [principles of design](#) results in original portfolios that reflect choice and personal stylistic nuance.

Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

**CPI #**

**Cumulative Progress Indicator (CPI)**

1.1.12.D.1

Distinguish innovative applications of the [elements of art](#) and [principles of design](#) in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.3.12.D.2

Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understandings.

**Unit Essential Questions**

**What is the role and history of jewelry and jewelry design in our culture?**

**Unit Enduring Understandings**

**Students will develop an understanding of the creative process, visual context, and its intersection with decorative and practical arts and crafts.**

<p><b>Unit Learning Targets</b>  <i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• Use the tools and techniques demonstrated to make unique art and craft items</li> <li>• Render objects in space three-dimensionally utilizing the elements of art</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment (1 day)</b>          Quarterly #1 will assess identification of art elements and implementation of said elements by identifying relevant terminology and processes through written assessment and a skill based component.</p> <p><b>Equipment needed: various</b></p> <p><b>Teacher Resources: preparation time</b></p>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Critique (class)</li> <li>• progressive rubric (semi-weekly)</li> <li>• Class participation</li> <li>• Individualized progressive assessment</li> </ul>	<ul style="list-style-type: none"> <li>• homework</li> <li>• small group research</li> <li>• summative critique</li> <li>• in class research</li> </ul>

<b>Unit Overview Template</b>	
<b>Content Area: Studio Art</b>	
<b>Unit Title:</b> Unit 2 : Polymer Clay Beads, Soft Materials, Functional vs Non functional Jewelry, Glass Fusing	
<b>Target Course/Grade Level: Jewelry</b>	
<p><b>Unit Summary</b>          The second unit in Jewelry assesses prior student knowledge, develops broad understanding of core elements and principles, and supports students in honing individual skills through creative problem solving and creative risk taking. Unit II introduced soft materials and focuses on hand modeling, molding, and manipulation. Through skill based exercises, students will use the new media to execute projects that demonstrate the concepts of shape, balance and rhythm.</p> <p><b>Primary interdisciplinary connections:</b> Science connections: right brain vs. left brain perception. Different color schemes and psychology of color.</p>	
<p><b>Unit Rationale:</b> This unit further develops the student’s repertoire by introducing additional elements of jewelry and media and connecting their functions to previously acquired understandings. These skills in conjunction with peer and instructor modeled critique hone critical thinking, creative thinking and problem solving skills.</p>	
<b>Learning Targets</b>	
<p><b>Standards</b>  <b>NJCCCS 1.1, 1.2, 1.3</b></p>	
<p><b>Content Statements</b>          Culturally and historically diverse <a href="#">art media</a>, <a href="#">art mediums</a>, techniques, and styles impact originality and interpretation of the artistic statement.</p>	

The artist's understanding of the relationships among [art media](#), methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other [genre](#) styles to convey ideas to an audience

Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, [discipline-specific arts terminology](#)

Cultural and historical events impact art-making as well as how audiences respond to works of art.

CPI #	Cumulative Progress Indicator (CPI)
1.1.12.D.1	Distinguish innovative applications of the <a href="#">elements of art</a> and <a href="#">principles of design</a> in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understandings.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do we interact with three dimensional forms?</li> <li>● How do we render three dimensional forms realistically in 2D?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Developing various methods to render the dimensionality of 3D forms.</li> <li>● developing skills to evaluate scale and render in proportion.</li> </ul>
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**Unit Learning Targets**  
*Students will ...*

- demonstrate use of value/shading techniques across media to simulate depth, distance, perspective
- separate values for 1-3 color printmaking and other multi color processes
- demonstrate requisite planning skills for longer term projects (meeting deadlines, time management)
- using skills in complex and/or long sequences (multi-step) in ceramic and print media

**Evidence of Learning**

**Summative Assessment (1 day)**  
 Quarterly #2 will assess ability identify relevant terminology and processes through an art historical overview and presentation of an artist/designer who primarily works in jewelry/jeweled decorative arts

**Equipment needed: various**

**Teacher Resources: preparation time, access to media center**

**Formative Assessments**

<ul style="list-style-type: none"> <li>● Critique (class)</li> <li>● progressive rubric (semi-weekly)</li> <li>● Class participation</li> <li>● Individualized progressive assessment</li> </ul>	<ul style="list-style-type: none"> <li>● homework</li> <li>● small group research</li> <li>● summative critique</li> <li>● in class research</li> <li>● individual critique</li> </ul>
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## Unit Overview Template

**Content Area: Studio Art**

**Unit Title:** Unit 3 : Decorative Metal Processes, Stamping, Clay , Introduction to Soldering, Copper

**Target Course/Grade Level: Art I**

### Unit Summary

Through skill based exercises, students will use the previous skills to scaffold into media which requires multi-step preparation and understanding. Unit 3 introduces more complex tools and safety requirements, and provides students with experience with skills that have cross-purpose applications (soldering: jewelry, sculpture, plumbing etc).

Students will explore production for show and sale, and look at three dimensional design in terms of developing a personal style and/or point of view.

**Primary interdisciplinary connections: science**

**Unit Rationale:** Unit 3 further develops an understanding of spatial relationships, with emphasis on implementing multiple media approaches to finished arts and craft products. The student artists will focus on works which further both understanding of newly introduced media, solidifying understanding of media previously used, and forming a distinct point of view and style of their own.

## Learning Targets

### Standards

**NJCCCS 1.1, 1.2**

### Content Statements

Cultural and historical events impact art-making as well as how audiences respond to works of art

How individuals manipulate the [elements of art](#) and [principles of design](#) results in original portfolios that reflect choice and personal stylistic nuance.

Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory

Stimuli for the creation of artworks can come from many places, including other arts disciplines.

### CPI #

### Cumulative Progress Indicator (CPI)

1.13.D.

Distinguish innovative applications of the [elements of art](#) and [principles of design](#) in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.2.6

Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

	<p>Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</p> <p>Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.</p>
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do I create work with multiple media?</li> <li>• How do I create finished and professional pieces?</li> <li>• How do I develop a personal artistic point of view or style?</li> <li>• What media are appropriate?</li> <li>• How does my audience respond?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Students will develop an understanding of media choice, and what the media means contextually</li> <li>• Students will understand the implication and meaning of media choices and specific handling of jewelry media in pursuit of a personal point of view</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Develop an understanding of depth and space and purpose as it relates to handmade pieces of wearable art/jewelry</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment (1 day)</b> Quarterly #3 will assess ability identify relevant terminology and processes through written assessment and a skill based component.	
<b>Equipment needed: various</b> <b>Teacher Resources: preparation time</b>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Critique (class)</li> <li>• progressive rubric (semi-weekly)</li> <li>• Class participation</li> <li>• Individualized progressive assessment</li> </ul>	<ul style="list-style-type: none"> <li>• homework</li> <li>• small group research</li> <li>• summative critique</li> <li>• in class research</li> </ul>
<b>Unit Overview Template</b>	
<b>Content Area: Studio Art</b>	
<b>Unit Title:</b> Unit 4 : Identification of Stones, /Sterling Silver/ Soldering	
<b>Target Course/Grade Level: Art I</b>	
<b>Unit Summary</b>	

Through skill based exercises, students will use previously learned skills in soldering to demonstrate and create original jewelry designs using sterling silver. Additionally, students will become proficient in identification of various stones along with the vocabulary used when referring to stones in jewelry design. Students will also be showing their work in annual Juried art show and such will be discussing and implementing preparation of artwork for said show.

**Primary interdisciplinary connections:** Science, IA,

**21<sup>st</sup> century themes:**

**Unit Rationale:** Unit 4 focuses mainly with the student becoming highly proficient in the process of soldering various types of metals and wires. Students will have the opportunity to create rings, bracelets and necklaces using this advanced skill that will be useful in the post secondary education and real life circumstances. Students will also become highly proficient in identifying the various types of stones including diamonds as well as the characteristics such as color, clarity and cut. Concepts such as tension, pressure, variety, and other compositional elements will be reinforced and synthesized.

### Learning Targets

**Standards**

**NJCCCS 1.1, 1.2**

**Content Statements**

Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.

How individuals manipulate the [elements of art](#) and [principles of design](#) results in original portfolios that reflect choice and personal stylistic nuance.

The artist’s understanding of the relationships among [art media](#), methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other [genre](#) styles to convey ideas to an audience.

CPI #	Cumulative Progress Indicator (CPI)
1.1.12.D.1	Distinguish innovative applications of the <a href="#">elements of art</a> and <a href="#">principles of design</a> in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.3.6 D. Visual Art	1. Describe the emotional significance conveyed in the application of the elements.

**Unit Essential Questions**

- How and when is a project finished?
- How do we determine the quality of art?
- How do the principles and elements of art contribute to audience appreciation and understanding of artworks
- How do I create seamless soldered jewelry?
- How do I create original designs in jewelry?

**Unit Enduring Understandings**

- Metacognition : how I make art, what steps I take to develop and complete projects
- Understand and Demonstrate advanced skills when soldering their jewelry designs
- Implement critique skills to date to prepare and present artwork in the annual juried art show
- Developing high quality skills to create

<ul style="list-style-type: none"> <li>• What are the three “C”s when referring to stones?</li> <li>• What are important factors in presenting and choosing jewelry for an art show</li> </ul>	<ul style="list-style-type: none"> <li>• Developing skills to evaluate progress, production, and completion</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Implement critique skills to date to prepare and present artwork in the annual juried art show</li> <li>• Understand and Demonstrate advanced skills when soldering their jewelry designs</li> <li>• Create original jewelry designs and creation</li> <li>• Build upon prior jewelry knowledge and skills</li> <li>• Implement critique skills to date to prepare and present artwork in the annual juried art show</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment (1 day)</b> quarterly #4 will assess the ability to identify relevant terminology and processes through written assessment and a skill based component. <b>Equipment needed: Various</b> <b>Teacher Resources: preparation time</b>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Critique (class)</li> <li>• progressive rubric (semi-weekly)</li> <li>• Class participation</li> <li>• Individualized progressive assessment</li> <li>• homework</li> <li>• small group research</li> <li>• summative critique</li> <li>• in class research</li> </ul>	

**Section XII: Unit Reflection**

The *Jewelry Design Instructional Team* must confer upon the completion of each instructional unit *rt / Curriculum* and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of modifications to the *Jewelry Design Curriculum*.

Lesson Activities:			
	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			

<b>Integrate global perspectives;</b>			
<b>Integrate 21<sup>st</sup> century skills;</b>			
<b>Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;</b>			
<b>Are varied to address different student learning styles and preferences;</b>			
<b>Are differentiated based on student needs;</b>			
<b>Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;</b>			
<b>Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;</b>			
<b>Provide opportunities for student reflection and self-assessment;</b>			
<b>Provide data to inform and adjust instruction to better meet the varying needs of learners;</b>			

Education using the *Unit Reflection Form*. Completed *Unit Reflection Forms* must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested