









Self-Paced Intro. to Visual Art

Maine Virtual Academy

UNITS (8/8 SELECTED)

-  Unit 1: Drawing is THINKING
-  Unit 2: Drawing is SEEING
-  Unit 3: Visual Language
-  Unit 4: Art and PLAY
-  Unit 5: Relaxing the BRAIN
-  Unit 6: Going GLOBAL
-  Unit 7: Art, Science, Math
-  Unit 8: Choose your own ADVENTURE

SUGGESTED DURATION

23 teaching days

18 teaching days

15 teaching days

18 teaching days

24 teaching days

25 teaching days

12 teaching days

26 teaching days

Unit 1: Drawing is THINKING

Self-Paced Intro. to Visual Art

UNIT SUMMARY

Summary

This unit focuses on drawing as a tool for visual thinking, problem solving, and idea development rather than solely as a finished product. Students use quick, informal sketches and visual journaling to brainstorm, map ideas, process information, and communicate concepts visually. Emphasizing drawing as ideation, communication, and visual note-taking, the unit builds confidence in using images to think, explore, and clarify ideas—not just to illustrate or decorate.

Essential Questions

- How can drawing help me understand and develop my ideas?
- In what ways does drawing influence my thinking and creativity?
- How can sketches reveal ideas that words cannot?
- How can drawing help us process, express, and evolve ideas?

Reflection Prompt

Reflect on a drawing that helped you understand or solve a problem. What did you discover by drawing your thoughts instead of just thinking or writing?

STANDARDS

Maine - High School - Visual Arts (2022)
D.A2
Organize and develop artistic ideas and work.
D.A2.9-DPr.a
Engage in making a work of art or design without having a preconceived plan.
D.C2
Interpret intent and meaning in artistic work.
D.C3.9-DAc.a
Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Unit 1: Drawing is THINKING

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Standards Alignment: Maine Learning Results (HS Visual Arts)

Maine Visual Arts Standard	How It's Addressed	Student Evidence
VA:Cr1.1.HS (Generate and conceptualize ideas)	Students use drawing to explore and develop ideas	Sketchbook pages, brainstorming visuals
VA:Re7.1.HS (Perceive and analyze work)	Analyze how drawing informs thinking	Reflection journals, group discussions

Exploratory Drawings

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students focus on exploratory drawings in their visual journal/sketchbook

Drawing Exercises

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK4

Description: Students participate in a variety of drawing exercises

Annotated Sketches and Idea Development

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK4

Description: Students build idea development skills

Unit 2: Drawing is SEEING

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UNIT SUMMARY

Summary

This unit focuses on building observational skills through intentional drawing practices that strengthen visual perception, accuracy, and confidence. Students learn to closely observe shape, form, proportion, light, and shadow in order to more clearly see and represent the world around them.

Essential Questions

- How does careful observation change the way I draw?
- What details become visible when I slow down and really look?
- How can drawing enhance my perception of the world?
- How do artists train their eyes and hands to work together in seeing and recording visual information?

Reflection Prompt

Describe what you noticed during an observational drawing that you hadn't seen before. How did it change your drawing or your view?

STANDARDS

Maine - High School - Visual Arts (2022)	
D.D1.9-DAc.a	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
D.D1.9-DPr.a	Document the process of developing ideas from early stages to fully elaborated ideas.
D.C1.9-DPr.b	Analyze how experiencing visual imagery affects the viewer's understanding of the world.
D.B2	Develop and refine artistic techniques and work for presentation.
D.A3	Refine and complete artistic work.

Unit 2: Drawing is SEEING

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D.A1

Generate and conceptualize artistic ideas and work.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Standards Alignment: Maine Learning Results (HS Visual Arts)

Maine Visual Arts Standard	How It's Addressed	Student Evidence
VA:Cr2.1.HS (Organize and develop ideas/work)	Develop observational skills through drawing	Observational drawings portfolio
VA:Re7.1.HS (Perceive and analyze work)	Analyze visual elements observed and represented	Reflection entries, critiques

Learning to Look Closely

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK4

Description: Students watch ([Austin's Butterfly](#)) to learn how to give and receive constructive criticism. Peer and teacher feedback on accuracy and detail of their butterfly drawings

Growth Portfolio

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students will present a portfolio of observational drawings as evidence of their growth

Unit 3: Visual Language

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UNIT SUMMARY

Summary

This unit focuses on understanding and using the elements and principles of art as a visual language to communicate meaning and emotion. Students analyze how line, color, shape, texture, space, and composition create mood and message, then apply these elements intentionally in their own work.

Essential Questions

- How do artists use visual elements to express ideas and feelings?
- What can visual language communicate without words?
- How do the principles of design affect how art is experienced?
- How can artists use visual language, abstraction, and symbolism to express ideas and emotions?

Reflection Prompt

Choose an artwork you created and explain how you used visual elements to communicate your idea or feeling.

STANDARDS

Maine - High School - Visual Arts (2022)	
D.A1.9-DPr.b	
	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
D.A2.9-DAd.a	
	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
D.C2.9-DPr.a	
	Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in various contexts.
D.D1.9-DAd.a	
	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Unit 3: Visual Language

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Annotating Artworks

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Students will annotate artworks demonstrating accurate use of visual language

Artists Statements

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Written or oral artist statements explaining their own design choices

Unit 4: Art and PLAY

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UNIT SUMMARY

Summary

This unit emphasizes experimentation and playful risk-taking as essential drivers of creativity and problem-solving. Students engage with materials in open-ended, exploratory ways that prioritize fun, discovery, and freedom from perfectionism as core parts of the artistic process.

Essential Questions

- How does play impact creativity?
- What happens when I let go of expectations and just explore?
- How can risk-taking lead to new discoveries in art?

Reflection Prompt

Recall a playful moment in this unit that led to an unexpected or exciting discovery. What did you learn by experimenting?

STANDARDS

Maine - High School - Visual Arts (2022)	
D.A1.9-DPr.a	
	Use multiple art-making approaches to being creative endeavors.
D.A1.9-DPr.b	
	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
D.A1.9-DAd.b	
	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of a body of original artworks based on a theme, idea, or concept.
D.A2	
	Organize and develop artistic ideas and work.
D.A2.9-DPr.a	
	Engage in making a work of art or design without having a preconceived plan.
D.A3	

Unit 4: Art and PLAY

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Refine and complete artistic work.

D.D1

Synthesize and relate knowledge and personal experiences to make art.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Standards Alignment: Maine Learning Results (HS Visual Arts)

Maine Visual Arts Standard	How It's Addressed	Student Evidence
Creating - Generate and conceptualize ideas (Cr1.1)	Use play to develop ideas and try new techniques	Journals, sketches, experimental works
Creating - Refine and complete work (Cr3.1)	Reflect and revise based on playful exploration	Reflection writings, final works

Process Journals

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students will document exploration and experimentation in their journals.

Creative Risks

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK3

Description: Students will show evidence of participation and willingness to take creative risks during class challenges

Reflecting

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students will reflect via verbal OR written: Self and peer reflections on playfulness in art

Unit 5: Relaxing the BRAIN

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UNIT SUMMARY

Summary:

This unit uses art-making as a mindful practice to reduce stress, increase focus, and support mental well-being. Through calm, repetitive, and meditative art activities, students explore the connection between creative process and mindfulness.

Essential Questions

- How can art help me calm my mind and focus?
- What role does mindfulness play in creativity?
- How can I use art to support my well-being?

Reflection Prompt

How did creating art mindfully affect your feelings and focus? What did you notice about your process?

STANDARDS

Maine - High School - Visual Arts (2022)
D.C2
Interpret intent and meaning in artistic work.
D.C1.9-DAc.b
Evaluate the effectiveness of an image to influence ideas, feelings, and behaviors of various audiences.
D.A3
Refine and complete artistic work.
D.A2.9-DPr.a
Engage in making a work of art or design without having a preconceived plan.
D.A1
Generate and conceptualize artistic ideas and work.

Unit 5: Relaxing the BRAIN

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Standards Alignment: Maine Learning Results (HS Visual Arts)

Maine Visual Arts Standard	How It's Addressed	Student Evidence
Creating - Engage in making art for personal expression (Cr1.2)	Use art to express emotions and personal experience	Journals, mindful art pieces
Responding - Interpret meaning in artistic work (Re8.1)	Reflect on intent and effects of mindful art	Reflection writings

Reflection

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Reflection journals on mindful art experiences

Presentation

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Completion and presentation of calming art exercises

Unit 6: Going GLOBAL

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UNIT SUMMARY

Summary

This unit explores art from diverse cultures to build understanding and appreciation of global perspectives. Students study artworks and traditions from around the world and create projects inspired by cultural themes, materials, and techniques, fostering cultural empathy and broader artistic awareness.

Essential Questions

- How does culture shape artistic expression?
- What can art teach me about people and places different from my own?
- How can I respectfully draw inspiration from other cultures?

Reflection Prompt

What did you learn about a culture through this unit? How did it influence your art or thinking?

STANDARDS

Maine - High School - Visual Arts (2022)
D.A1
Generate and conceptualize artistic ideas and work.
D.A2.9-DAc.b
Demonstrate awareness of ethical implications of making and distributing creative work.
D.D2.9-DAd.a
Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
D.D2.9-DAc.a
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.
D.D2.9-DPr.a
Describe how knowledge of culture, traditions, and history may influence personal responses to art.
D.D2
Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.

Unit 6: Going GLOBAL

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D.D1.9-DAd.a

Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Standards Alignment: Maine Learning Results (HS Visual Arts)

Maine Visual Arts Standard	How It's Addressed	Student Evidence
Creating - Refine and complete work (Cr3.1)	Apply cultural techniques and concepts in art	Final projects, presentations
Responding - Relate art to cultural context (Re7.3)	Analyze how art reflects cultural values and history	Reflections, research notes

Research

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3

Description: Students will choose a place in the world (outside of the US). Through their research, they will learn about the cultural and compare to our own.

Inspired by Culture

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students will create an Artwork/or Culinary art dish inspired by cultural traditions

Presentation

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Presentation with visuals (Written or oral) reflections on cultural learning

Unit 7: Art, Science, Math

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UNIT SUMMARY

Summary

This unit investigates the intersections of art, science, and mathematics through the exploration of patterns, proportions, and natural phenomena. Students engage with concepts such as symmetry, fractals, tessellations, and color theory through hands-on art projects that emphasize interdisciplinary connections and observational thinking.

Essential Questions

- How are art, science, and math connected?
- How can I use math and science concepts to create or understand art?
- What patterns and structures exist in nature that inspire art?

Reflection Prompt

Describe a project where you applied a scientific or mathematical concept. How did it change your understanding or approach?

STANDARDS

Maine - High School - Visual Arts (2022)	
D.A1	
	Generate and conceptualize artistic ideas and work.
D.D1.9-DAc.a	
	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
D.C1.9-DPr.b	
	Analyze how experiencing visual imagery affects the viewer's understanding of the world.
D.A2	
	Organize and develop artistic ideas and work.
D.C1	
	Perceive and analyze artistic work.

Unit 7: Art, Science, Math

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Maine Visual Arts Standard	How It's Addressed	Student Evidence
Creating - Organize and develop ideas (Cr2.1)	Apply math/science concepts to art projects	Final artworks, process journals
MLR Math & NGSS Science	Use math/science principles relevant to projects	Reflections, presentations

Discussions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK3

Description: Participation in interdisciplinary discussions (verbal and/or written (Nearpod))

Analyzing

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK3

Description: Analyzing Artworks integrating math/science principles.

Art Lab

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Completing Art Lab sheets as evidence of understanding of how to look at art through a scientific lens.

Create

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students will choose from a menu of options OR design their own in which they will complete a mini project focused on interdisciplinary ideas/concepts

Unit 8: Choose your own ADVENTURE

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UNIT SUMMARY

Summary

This unit empowers students to take ownership of their creative journey through self-directed, open-ended artmaking. Students design and pursue individualized projects based on their interests and goals, using the Studio Habits of Mind to guide experimentation, problem solving, reflection, and refinement, while developing creative independence through supported exploration and peer feedback.

Essential Questions

- How can artists create meaningful work when given freedom to choose their own path?
- What strategies help manage an open-ended creative process?
- How does reflecting on choices influence the evolution of artwork?

Reflection Prompt

Reflect on your project choice and process. What inspired your direction? How did your decisions about materials and techniques shape the outcome? What challenges did you face, and how did you address them? What did you learn about yourself as an artist?

STANDARDS

Maine - High School - Visual Arts (2022)	
D.A1	
	Generate and conceptualize artistic ideas and work.
D.A2	
	Organize and develop artistic ideas and work.
D.A1.9-DAd.b	
	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of a body of original artworks based on a theme, idea, or concept.
D.A3	
	Refine and complete artistic work.
D.D1.9-DPr.a	
	Document the process of developing ideas from early stages to fully elaborated ideas.

Unit 8: Choose your own ADVENTURE

Self-Paced Intro. to Visual Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Standards Alignment: Maine Learning Results (HS Visual Arts)

Maine Visual Arts Standard	How It's Addressed	Student Evidence
Creating - Generate and conceptualize ideas (Cr1.1)	Students develop original ideas and plans tailored to personal interests and artistic goals	Project proposals, process sketches, final artwork
Responding - Interpret intent and meaning (Re8.1)	Reflect on personal intentions and artistic decisions throughout the process	Artist statements, reflection journals
Connecting - Relate art ideas to personal meaning and external context	Draw connections between individual work and broader artistic or cultural contexts	Written or oral reflections, peer discussions
Presenting - Convey meaning through presentation	Choose how to present work in a way that effectively communicates their vision	Presentations, displays, artist talks

Project Proposal

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Project Proposal: Written or visual plan outlining goals, materials, and timeline

Documentation

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Process Documentation: Sketchbook entries, photos, or videos tracking experimentation and progress

Final Project Work

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)


Assessment Level (DOK): DOK4

Description: Completed piece or series demonstrating thoughtful development and craftsmanship

Self-Paced Intro. to Visual Art

Maine Virtual Academy

School Year 2025-2026 (Aug 25, 2025 - Jun 12, 2026)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Drawing is THINKING	23 teaching days	Aug 25 - Sep 30, 2025
 Unit 2: Drawing is SEEING	18 teaching days	Oct 1 - Oct 30, 2025
 Unit 3: Visual Language	15 teaching days	Oct 31 - Nov 21, 2025
 Unit 4: Art and PLAY	18 teaching days	Nov 22, 2025 - Jan 5, 2026
 Unit 5: Relaxing the BRAIN	24 teaching days	Jan 6 - Feb 12, 2026
 Unit 6: Going GLOBAL	25 teaching days	Feb 16 - Mar 30, 2026
 Unit 7: Art, Science, Math	12 teaching days	Mar 31 - Apr 29, 2026
 Unit 8: Choose your own ADVENTURE	26 teaching days	May 4 - Jun 12, 2026

August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Unit 1: Drawing is...	26 Unit 1: Drawing is...	27 Unit 1: Drawing is...	28 Unit 1: Drawing is...	29 Unit 1: Drawing is...	30
31	1 Labor Day	2 Unit 1: Drawing is...	3 Unit 1: Drawing is...	4 Unit 1: Drawing is...	5 Unit 1: Drawing is...	6

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 Labor Day	2 Unit 1: Drawing is...	3 Unit 1: Drawing is...	4 Unit 1: Drawing is...	5 Unit 1: Drawing is...	6
7	8 Unit 1: Drawing is...	9 Unit 1: Drawing is...	10 Unit 1: Drawing is...	11 Unit 1: Drawing is...	12 Unit 1: Drawing is...	13
14	15 Unit 1: Drawing is...	16 Fall NWEA	17 Fall NWEA	18 Fall NWEA	19 Unit 1: Drawing is...	20
21	22 Unit 1: Drawing is...	23 Unit 1: Drawing is...	24 Unit 1: Drawing is...	25 Unit 1: Drawing is...	26 Unit 1: Drawing is...	27
28	29 Unit 1: Drawing is...	30 Unit 1: Drawing is...	1 Unit 2: Drawing is...	2 Unit 2: Drawing is...	3 Unit 2: Drawing is...	4

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29 Unit 1: Drawing is...	30 Unit 1: Drawing is...	1 Unit 2: Drawing is...	2 Unit 2: Drawing is...	3 Unit 2: Drawing is...	4
5	6 MTY Testing	7 MTY Testing	8 MTY Testing	9 Unit 2: Drawing is...	10 Unit 2: Drawing is...	11
12	13 Indigenous Peoples Day	14 Unit 2: Drawing is...	15 Unit 2: Drawing is...	16 Unit 2: Drawing is...	17 Unit 2: Drawing is...	18
19	20 Unit 2: Drawing is...	21 Unit 2: Drawing is...	22 Unit 2: Drawing is...	23 Unit 2: Drawing is...	24 Unit 2: Drawing is...	25
26	27 Unit 2: Drawing is...	28 Unit 2: Drawing is...	29 Unit 2: Drawing is...	30 Unit 2: Drawing is...	31 Unit 3: Visual Lan...	1

November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 2: Drawing is...	28 Unit 2: Drawing is...	29 Unit 2: Drawing is...	30 Unit 2: Drawing is...	31 Unit 3: Visual Lan...	1
2	3 Unit 3: Visual Lan...	4 Unit 3: Visual Lan...	5 Unit 3: Visual Lan...	6 Unit 3: Visual Lan...	7 Unit 3: Visual Lan...	8
9	10 Unit 3: Visual Lan...	11 Veterans Day	12 Unit 3: Visual Lan...	13 Unit 3: Visual Lan...	14 Unit 3: Visual Lan...	15
16	17 Unit 3: Visual Lan...	18 Unit 3: Visual Lan...	19 Unit 3: Visual Lan...	20 Unit 3: Visual Lan...	21 Unit 3: Visual Lan...	22
23	24 Unit 4: Art and P...	25 Unit 4: Art and P...	26 Thanksgiving Break	27 Thanksgiving	28 Thanksgiving Break	29
30	1 Unit 4: Art and P...	2 Unit 4: Art and P...	3 Unit 4: Art and P...	4 Unit 4: Art and P...	5 Unit 4: Art and P...	6

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	1 Unit 4: Art and P...	2 Unit 4: Art and P...	3 Unit 4: Art and P...	4 Unit 4: Art and P...	5 Unit 4: Art and P...	6
7	8 Unit 4: Art and P...	9 Unit 4: Art and P...	10 Unit 4: Art and P...	11 Unit 4: Art and P...	12 Unit 4: Art and P...	13
14	15 Unit 4: Art and P...	16 Unit 4: Art and P...	17 Unit 4: Art and P...	18 Unit 4: Art and P...	19 Unit 4: Art and P...	20
21	22 Winter Break	23 Winter Break	24 Winter Break	25 Christmas Day	26 Winter Break	27 Winter Break
28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Winter Break	3

January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Winter Break	3
4	5 Unit 4: Art and P...	6 Unit 5: Relaxing t...	7 Unit 5: Relaxing t...	8 Unit 5: Relaxing t...	9 Unit 5: Relaxing t...	10
11	12 Unit 5: Relaxing t...	13 Winter NWEA	14 Winter NWEA	15 Winter NWEA	16 Unit 5: Relaxing t...	17
18	19 Martin Luther King, Jr. Day	20 Unit 5: Relaxing t...	21 Unit 5: Relaxing t...	22 Unit 5: Relaxing t...	23 Unit 5: Relaxing t...	24
25	26 Unit 5: Relaxing t...	27 Unit 5: Relaxing t...	28 Unit 5: Relaxing t...	29 Unit 5: Relaxing t...	30 Unit 5: Relaxing t...	31

February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 5: Relaxing t...	3 Unit 5: Relaxing t...	4 Unit 5: Relaxing t...	5 Unit 5: Relaxing t...	6 Unit 5: Relaxing t...	7
8	9 Unit 5: Relaxing t...	10 Unit 5: Relaxing t...	11 Unit 5: Relaxing t...	12 Unit 5: Relaxing t...	13 February Break	14 February Break
15 February Break	16 Presidents' Day	17 February Break	18 February Break	19 February Break	20 February Break	21
22	23 Unit 6: Going GL...	24 Unit 6: Going GL...	25 Unit 6: Going GL...	26 Unit 6: Going GL...	27 Unit 6: Going GL...	28

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 6: Going GL...	3 Unit 6: Going GL...	4 Unit 6: Going GL...	5 Unit 6: Going GL...	6 Unit 6: Going GL...	7
8	9 Unit 6: Going GL...	10 Unit 6: Going GL...	11 Unit 6: Going GL...	12 Unit 6: Going GL...	13 Unit 6: Going GL...	14
15	16 Unit 6: Going GL...	17 Unit 6: Going GL...	18 Unit 6: Going GL...	19 Unit 6: Going GL...	20 March Break	21
22	23 Unit 6: Going GL...	24 Unit 6: Going GL...	25 Unit 6: Going GL...	26 Unit 6: Going GL...	27 Unit 6: Going GL...	28
29	30 Unit 6: Going GL...	31 Unit 7: Art, Scien...	1 Unit 7: Art, Scien...	2 Unit 7: Art, Scien...	3 Unit 7: Art, Scien...	4

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 6: Going GL...	31 Unit 7: Art, Scien...	1 Unit 7: Art, Scien...	2 Unit 7: Art, Scien...	3 Unit 7: Art, Scien...	4
5	6 MEA Testing - Spring	7 MEA Testing - Spring	8 MEA Testing - Spring	9 MEA Testing - Spring	10 MEA Testing - Spring	11
12	13 Unit 7: Art, Scien...	14 Unit 7: Art, Scien...	15 Unit 7: Art, Scien...	16 Unit 7: Art, Scien...	17 Unit 7: Art, Scien...	18
19	20 April Break	21 April Break	22 April Break	23 April Break	24 April Break	25
26	27 Unit 7: Art, Scien...	28 Unit 7: Art, Scien...	29 Unit 7: Art, Scien...	30	1	2

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 7: Art, Scien...	28 Unit 7: Art, Scien...	29 Unit 7: Art, Scien...	30	1	2
3	4 Unit 8: Choose y...	5 Spring NWEA	6 Spring NWEA	7 Spring NWEA	8 Unit 8: Choose y...	9
10	11 Unit 8: Choose y...	12 Unit 8: Choose y...	13 Unit 8: Choose y...	14 Unit 8: Choose y...	15 Unit 8: Choose y...	16
17	18 Unit 8: Choose y...	19 Unit 8: Choose y...	20 Unit 8: Choose y...	21 Unit 8: Choose y...	22 Unit 8: Choose y...	23
24	25 Memorial Day	26 Unit 8: Choose y...	27 Unit 8: Choose y...	28 Unit 8: Choose y...	29 Unit 8: Choose y...	30
31	1 Unit 8: Choose y...	2 Unit 8: Choose y...	3 Unit 8: Choose y...	4 Unit 8: Choose y...	5 Unit 8: Choose y...	6

June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 Unit 8: Choose y...	2 Unit 8: Choose y...	3 Unit 8: Choose y...	4 Unit 8: Choose y...	5 Unit 8: Choose y...	6
7	8 Unit 8: Choose y...	9 Unit 8: Choose y...	10 Unit 8: Choose y...	11 Unit 8: Choose y...	12 Unit 8: Choose y...	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4