

HS Contemporary Art 25-26

Maine Virtual Academy

UNITS (8/8 SELECTED)

- Unit 1: Art That Moves, Glows, and Grows
- Unit 2: Think Like an Artist
- Unit 3: Surface & Layer
- Unit 4: Art & Identity
- Unit 5: Print Power
- Unit 6: Remix & Reimagine
- Unit 7: Choose Your Own Adventure
- Unit 8: Looking Back, Moving Forward

SUGGESTED DURATION

- 23 teaching days*
- 18 teaching days*
- 15 teaching days*
- 18 teaching days*
- 24 teaching days*
- 25 teaching days*
- 12 teaching days*
- 28 teaching days*

Unit 1: Art That Moves, Glows, and Grows

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UNIT SUMMARY

In this unit, you will explore the world of contemporary art by investigating immersive installations that use sound, light, movement, and natural materials. Over the next 2-3 weeks, you will examine how artists engage audiences and transform viewers into participants. By the end of the unit, you will reflect on how art in the 21st century can challenge expectations and create powerful experiences.

Essential Questions

- What can art *be* in the 21st century?
- How do contemporary artists use movement, sound, light, and space to tell stories or engage audiences?
- What happens when viewers become part of the art?

STANDARDS

Maine - High School - Visual Arts (2022)
D.A1
Generate and conceptualize artistic ideas and work.
D.A1.9-DAd.a
Visualize and hypothesize to generate ideas and plans for directions for creating art and design that meets human needs and wants.
D.A2.9-DPr.c
Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
D.C1
Perceive and analyze artistic work.

Unit 1: Art That Moves, Glows, and Grows

HS Contemporary Art 25-26

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Maine Visual Arts Standard	How It's Addressed	Student Evidence
Creating Generate and conceptualize artistic ideas	Students imagine and sketch large-scale, interactive, or sensory-based artworks	Sketchbook brainstorm, idea webs, experimental designs
Presenting Analyze and interpret artistic work for presentation	Students discuss how artists like Echelman or Jansen engage the public	Written responses, artist comparisons, class discussions
Responding Perceive and analyze artistic work	Students examine and critique immersive or kinetic artworks	Reflections on art viewed, written or verbal critiques
Connecting Relate artistic ideas to context	Students explore how art intersects with engineering, nature, community, and technology	Research presentations, visual notes, group brainstorm

Journal Prompt

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students reflect on "what surprised them most about what art can be?"

Sketchbook Entry

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students build idea development skills

Drawing Exercises

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK4

Description: Students participate in a variety of drawing exercises

Post-Assessment Reflection

Assessment Type: Formative

Unit 1: Art That Moves, Glows, and Grows

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Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK4

Description: Students reflect on how their reflection has changed

Unit 2: Think Like an Artist

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UNIT SUMMARY

In this unit, you will build classroom culture while learning the Studio Habits of Mind and practicing creative risk-taking. Over the next 2-3 weeks, you will use your sketchbook to explore, experiment, and learn what it means to "fail forward" like an artist. By the end of the unit, you will reflect on how your thinking about working as an artist has grown.

Essential Questions:

- What does it mean to think and work like an artist?
- How can we use our sketchbooks to explore and experiment?
- What does it mean to "Fail Forward"?

Reflection Prompt: *What does it mean to think like an artist—and how has that changed for me?*

STANDARDS

Maine - High School - Visual Arts (2022)	
D.C2	Interpret intent and meaning in artistic work.
D.B1	Select, analyze, and interpret artistic work for presentation.
D.D2	Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.
D.A1	Generate and conceptualize artistic ideas and work.

Unit 2: Think Like an Artist

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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 Generate and conceptualize artistic ideas	Students explore visual journaling, ideation techniques, and sketchbook practices	Idea maps, sketchbook entries, concept thumbnails
Responding Interpret intent and meaning in works of art	Students analyze artists' choices, influences, and intentions	Written artist responses, discussion notes, comparative analysis
Connecting Relate artistic ideas with context	Students reflect on their own experiences and identities as a source for artmaking	Visual journaling, personal symbolism explorations, identity-based prompts
Presenting Select and prepare works for discussion	Students share works-in-progress and explain their thinking	Group shares, critique sessions, in-process reflections

Sketchbook Entries

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students build idea development skills

Journal Prompt

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students reflect on their thoughts on art

Art Manifesto

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Unit 2: Think Like an Artist

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Assessment Level (DOK): DOK4

Description: Students co-create class/individual norms

Unit 3: Surface & Layer

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UNIT SUMMARY

In this unit, you will explore texture, layering, and color theory through intuitive art-making. Over the next 3-4 weeks, you will experiment with building, obscuring, and disrupting surfaces to see how layering changes meaning. By the end of the unit, you will explain how artists use surface and texture to express memory, emotion, or identity.

Essential Questions:

- How does layering change meaning in a work of art?
- What happens when you build, obscure, or disrupt the surface?
- How do artists use surface and texture to reflect memory, emotion, or identity?

STANDARDS

Maine - High School - Visual Arts (2022)	
D.C3	
	Apply criteria to evaluate artistic work.
D.C2	
	Interpret intent and meaning in artistic work.
D.B2	
	Develop and refine artistic techniques and work for presentation.
D.A3	
	Refine and complete artistic work.
D.A2.9-DAc.a	
	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
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 3: Surface & Layer

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Maine Visual Arts Standard	How It's Addressed	Student Evidence
Creating Organize and develop artistic ideas and work	Students experiment with layering, surface manipulation, and mixed media	Process pieces, sketchbook tests, final layered compositions
Presenting Develop and refine artistic techniques	Students select and improve artworks using texture, opacity, collage, and print	Revision notes, critique reflections, before/after comparisons
Responding Evaluate artistic work	Students reflect on and critique the impact of visual layering and surface design	Critique conversations, response writings, visual annotations
Connecting Make art meaningful in broader contexts	Students explore artists who use surface/ layering to explore identity or memory	Artist research pages, reflection prompts, discussion note

Sketchbook Entries

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students experiment with layering techniques, materials, and textures

Material Exploration Pieces

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students do small studies showing skillful use of acrylics, inks, gelli printing, and mixed media layering

Final Artwork

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students complete a layered mixed-media piece that demonstrates intentional surface treatment and thoughtful composition

Unit 3: Surface & Layer

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Artist Statement

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students complete a written reflection describing the choices made in layering and surface texture and their impact on meaning

Peer Critique Participation

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students give and receive constructive feedback during group discussion.

Unit 4: Art & Identity

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UNIT SUMMARY

In this unit, you will explore how artists use visual storytelling to express identity, culture, memory, and personal experience. Through mixed media and symbolism, you will create artwork that communicates meaningful aspects of yourself. By the end of the unit, you will reflect on how your artistic choices help tell a personal story that can also connect with others.

Essential Questions:

- How can art help us explore and express identity?
- In what ways do artists share their personal stories through visual language?
- What does it mean to create work that is both personal and universal?

Reflection Prompt: Think about the work you created in this unit. How does it reflect an aspect of your identity—past, present, or future? What artistic choices did you make to communicate something meaningful about yourself? What did you learn about yourself, or about others, through this process?

STANDARDS

Maine - High School - Visual Arts (2022)
D.A1
Generate and conceptualize artistic ideas and work.
D.A2.9-DAc.a
Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
D.A3.9-DAAd.a
Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
D.B3
Convey meaning through the presentation of artistic work.

Unit 4: Art & Identity

HS Contemporary Art 25-26

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 artistic ideas	Students investigate personal and cultural identity through symbols, imagery, and visual storytelling	Sketchbook prompts, visual journaling, symbol brainstorming
Responding Interpret intent and meaning in artistic work	Students analyze how artists express identity through media, style, and content	Group critiques, artist comparisons, written responses
Connecting Relate artistic ideas to personal meaning and external context	Students make connections between their lived experiences and artmaking	Artist statements, personal reflection writings, identity collages
Presenting Convey meaning through presentation	Students choose how to present work that communicates personal stories	Thoughtful display choices, artist talks, class presentations

Sketchbook Entries

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students complete entries, journaling, and planning sheets

Artwork

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students complete a mixed-media identity piece that shows thoughtful exploration and craftsmanship

Artist Statement

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students complete a written reflection on personal meaning, artistic choices, and influences

Unit 4: Art & Identity

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Critique Participation

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students engage in peer feedback and reflection on others' work

Unit 5: Print Power

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UNIT SUMMARY

In this unit, you will explore printmaking techniques such as linocut, monoprint, and relief printing to build skills in visual storytelling, layering, and texture. Through hands-on experimentation, you will discover how repetition, pattern, and color can communicate emotion and meaning. By the end of the unit, you will reflect on how your printmaking choices helped you express your ideas.

Essential Questions

- How does printmaking differ from other art forms in how images are created and repeated?
- What stories or messages can be told through the use of texture, layering, and pattern?
- How do artists use printmaking to communicate personal or cultural identity?

Reflection Prompt

Reflect on your printmaking process and final prints. How did working in layers and repetitions affect your ideas? What techniques did you discover that helped you express your concept? What challenges did you face, and how did you solve them?

STANDARDS

Maine - High School - Visual Arts (2022)
D.A1
Generate and conceptualize artistic ideas and work.
D.C1.9-DAc.b
Evaluate the effectiveness of an image to influence ideas, feelings, and behaviors of various audiences.
D.B2
Develop and refine artistic techniques and work for presentation.
D.A3
Refine and complete artistic work.
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.A2
Organize and develop artistic ideas and work.

Unit 5: Print Power

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D.A1.9-DPr.a

Use multiple art-making approaches to being creative endeavors.

Unit 5: Print Power

HS Contemporary Art 25-26

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Standards Alignment: Maine Learning Results (HS Visual Arts)

Maine Visual Arts Standard	How It's Addressed in Unit X	Student Evidence
Creating Generate and conceptualize artistic ideas	Students explore concepts through printmaking processes, layering imagery, and texture experimentation	Sketchbook studies, layered prints, printmaking process notes
Responding Interpret intent and meaning in artistic work	Students analyze prints and discuss the use of repetition, texture, and symbolism	Group critiques, artist study responses
Connecting Relate artistic ideas to personal meaning and external context	Students connect printmaking techniques to personal stories or cultural themes	Artist statements, thematic print series
Presenting Convey meaning through presentation	Students decide how to arrange and display their print series for maximum impact	Print displays, artist talks, presentation reflections

Process Journal

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students complete documentation of experiments, sketches, and technique reflections

Print Series

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students complete a collection of prints showing exploration of at least two printmaking techniques

Artist Research

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Unit 5: Print Power

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Description: Students complete a written or a presentation on a contemporary print artist (e.g., Kiki Smith, Mickalene Thomas)

Peer Critique

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students engage in constructive feedback on classmates' work and participation in discussions

Unit 6: Remix & Reimagine

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UNIT SUMMARY

In this unit, you will experiment with remixing and transforming existing images, ideas, and materials through collage, digital editing, and mixed media. You will explore how artists create new meaning while thinking critically about originality and responsible use of others' work. By the end of the unit, you will reflect on how your remix choices helped you create artwork that expresses your unique voice.

Essential Questions

- How can artists transform existing images or ideas to create something new and meaningful?
- What responsibilities do artists have when using others' work in their own art?
- How does remix culture affect creativity and expression in art?

Reflection Prompt

Reflect on your remix artwork. How did combining and transforming different images or materials affect your creative process? What new meanings emerged? How did you make the piece your own?

STANDARDS

Maine - High School - Visual Arts (2022)
D.A1
Generate and conceptualize artistic ideas and work.
D.A1.9-DPr.a
Use multiple art-making approaches to being creative endeavors.
D.A2.9-DPr.a
Engage in making a work of art or design without having a preconceived plan.
D.A2.9-DAc.a
Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
D.A3
Refine and complete artistic work.

Unit 6: Remix & Reimagine

HS Contemporary Art 25-26

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 artistic ideas	Students remix and reinterpret visual elements to generate new meanings	Sketchbook planning, remix artworks
Responding Interpret intent and meaning in artistic work	Students analyze how remix artists create dialogue with source material	Group critiques, written artist reflections
Connecting Relate artistic ideas to personal meaning and external context	Students reflect on the cultural and ethical dimensions of remix and appropriation	Artist statements, research notes
Presenting Convey meaning through presentation	Students present remix artworks thoughtfully, explaining their choices and concepts	Presentations, display of remix pieces

Process Journals

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students complete sketches, notes on source materials, and experiments with remix techniques

Artwork

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students complete a remix piece using collage, digital tools, or mixed media

Artist Study

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students research and present on an artist known for remix or appropriation (e.g., Barbara Kruger, Kehinde Wiley)

Peer Feedback

Assessment Type: Formative

Unit 6: Remix & Reimagine

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Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students provide a thoughtful critique focused on concept and originality

Unit 7: Choose Your Own Adventure

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UNIT SUMMARY

In this unit, you will take ownership of your creative journey by designing and completing a self-directed art project based on your interests. Using the Studio Habits of Mind, you will plan, experiment, problem-solve, and refine your work while building independence. By the end of the unit, you will reflect on how your choices and process shaped your growth as an artist.

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.A1.9-DAc.b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
D.A2	Organize and develop artistic ideas and work.
D.A3	Refine and complete artistic work.

Unit 7: Choose Your Own Adventure

HS Contemporary Art 25-26

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 artistic ideas	Students develop original ideas and plans tailored to personal interests and artistic goals	Project proposals, process sketches, final artwork
Responding Interpret intent and meaning in artistic work	Reflect on personal intentions and artistic decisions throughout the process	Artist statements, reflection journals
Connecting Relate artistic 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: Students provide a written or visual plan outlining goals, materials, and a timeline

Process Documentation

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students complete sketchbook entries, photos, or videos tracking experimentation and progress

Final Artwork

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students complete a piece or series demonstrating thoughtful development and craftsmanship

Artist Statement

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Unit 7: Choose Your Own Adventure

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Assessment Level (DOK): DOK4

Description: Students explain their creative choices and personal meaning

Peer Critique

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students actively participate in giving and receiving feedback

Unit 8: Looking Back, Moving Forward

HS Contemporary Art 25-26

UNIT SUMMARY

In this unit, you will curate and present a portfolio that showcases your artistic growth and identity. Over the next 2-3 weeks, you will thoughtfully select, organize, and reflect on your work to tell a cohesive story. By the end of the unit, you will prepare your portfolio for presentation to an audience.

Essential Questions

- How do I communicate my growth and identity as an artist?
- What stories do my artworks tell as a collection?
- How do artists prepare and present their work to an audience?

STANDARDS

Maine - High School - Visual Arts (2022)
D.D1.9-DPr.a
Document the process of developing ideas from early stages to fully elaborated ideas.
D.D1
Synthesize and relate knowledge and personal experiences to make art.
D.C3.9-DAd.a
Construct evaluations of a work of art or collection of works based on differing sets of criteria.
D.B1
Select, analyze, and interpret artistic work for presentation.

Unit 8: Looking Back, Moving Forward

HS Contemporary Art 25-26

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Final Self-Assessment - Studio Habits of Mind

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students complete a written or video diary, self-assessing their Studio Habits of Mind

Process-folio/Growth Portfolio Review

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)









Assessment Level (DOK): DOK4

Description: Students provide their growth through a portfolio

HS Contemporary Art 25-26

Maine Virtual Academy

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

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Art That Moves, Glows, and Grows	23 teaching days	Aug 25 - Sep 30, 2025
 Unit 2: Think Like an Artist	18 teaching days	Oct 1 - Oct 30, 2025
 Unit 3: Surface & Layer	15 teaching days	Oct 31 - Nov 21, 2025
 Unit 4: Art & Identity	18 teaching days	Nov 24, 2025 - Jan 5, 2026
 Unit 5: Print Power	24 teaching days	Jan 6 - Feb 12, 2026
 Unit 6: Remix & Reimagine	25 teaching days	Feb 16 - Mar 30, 2026
 Unit 7: Choose Your Own Adventure	12 teaching days	Mar 31 - Apr 29, 2026
 Unit 8: Looking Back, Moving Forward	28 teaching days	Apr 30 - 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: Art That M...	26 Unit 1: Art That M...	27 Unit 1: Art That M...	28 Unit 1: Art That M...	29 Unit 1: Art That M...	30
31	1 Labor Day	2 Unit 1: Art That M...	3 Unit 1: Art That M...	4 Unit 1: Art That M...	5 Unit 1: Art That M...	6

September

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

October

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

November

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

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	1 Unit 4: Art & Iden...	2 Unit 4: Art & Iden...	3 Unit 4: Art & Iden...	4 Unit 4: Art & Iden...	5 Unit 4: Art & Iden...	6
7	8 Unit 4: Art & Iden...	9 Unit 4: Art & Iden...	10 Unit 4: Art & Iden...	11 Unit 4: Art & Iden...	12 Unit 4: Art & Iden...	13
14	15 Unit 4: Art & Iden...	16 Unit 4: Art & Iden...	17 Unit 4: Art & Iden...	18 Unit 4: Art & Iden...	19 Unit 4: Art & Iden...	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 & Iden...	6 Unit 5: Print Power	7 Unit 5: Print Power	8 Unit 5: Print Power	9 Unit 5: Print Power	10
11	12 Unit 5: Print Power	13 Winter NWEA	14 Winter NWEA	15 Winter NWEA	16 Unit 5: Print Power	17
18	19 Martin Luther King, Jr. Day	20 Unit 5: Print Power	21 Unit 5: Print Power	22 Unit 5: Print Power	23 Unit 5: Print Power	24
25	26 Unit 5: Print Power	27 Unit 5: Print Power	28 Unit 5: Print Power	29 Unit 5: Print Power	30 Unit 5: Print Power	31

February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 5: Print Power	3 Unit 5: Print Power	4 Unit 5: Print Power	5 Unit 5: Print Power	6 Unit 5: Print Power	7
8	9 Unit 5: Print Power	10 Unit 5: Print Power	11 Unit 5: Print Power	12 Unit 5: Print Power	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: Remix & ...	24 Unit 6: Remix & ...	25 Unit 6: Remix & ...	26 Unit 6: Remix & ...	27 Unit 6: Remix & ...	28

March

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

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 6: Remix & ...	31 Unit 7: Choose Y...	1 Unit 7: Choose Y...	2 Unit 7: Choose Y...	3 Unit 7: Choose Y...	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: Choose Y...	14 Unit 7: Choose Y...	15 Unit 7: Choose Y...	16 Unit 7: Choose Y...	17 Unit 7: Choose Y...	18
19	20 April Break	21 April Break	22 April Break	23 April Break	24 April Break	25
26	27 Unit 7: Choose Y...	28 Unit 7: Choose Y...	29 Unit 7: Choose Y...	30 Unit 8: Looking B...	1 Unit 8: Looking B...	2

May

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

June

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