Board of Education

5 Minortown Road ~ Woodbury, CT 06798
www.ctreg14.org

Mission: The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Board of Education Goals:
Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.
Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers
Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district
Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

A G E N D A
Special Meeting
Curriculum Committee Meeting
Monday, November 16, 2026; 2:15 p.m.
Central Office Conference Room

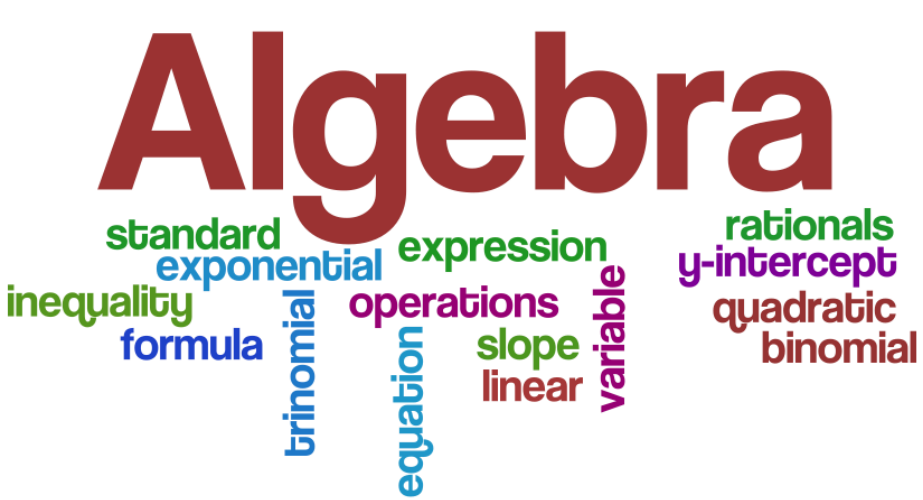
I. Call to order

II. Curriculum Documents for Approval
   A. Algebra 1B
   B. SAT/NGSS Preparation Workshop
   C. Ukulele – 7th Grade Music
   D. Art 1 Foundations
   E. Art 2 with Uconn ECE Option

III. New Course Proposal for Approval
   A. AP Cybersecurity
   B. She Said: Women's Voices in Literature
   C. Sports Literature and Multimodal Composition

IV. Adjourn

Algebra 1B CURRICULUM



Grade Level(s): 10-11	**Curriculum Author(s):** Lauren O'Brien, Nicole Cowles, and Shannon Belanger

Course Description: Algebra 1A/1B is a 2 year sequence covering the same content of Algebra 1; however, extra emphasis will be placed on the development of prerequisite skills and problem solving strategies in order to ensure all students can successfully master the concepts of Algebra. In this course, students will learn through cooperative investigations of the major topics of Algebra. The goals of this course are to improve student mathematical literacy and problem solving skills. Topics include two-variable statistics, systems of linear equations and inequalities, exponential relationships, polynomial functions and quadratic functions.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner Attribute and Indicator**
Systems of Equations and Inequalities	How do systems help us solve real-world problems with multiple constraints?	A solution to a system of equations is the point where all equations intersect. A solution to a system of inequalities is the region of the coordinate plane that contains the ordered pairs that satisfy all of the inequalities.	TCC3(9-12); TCC4(9-12)
Two Variable Statistics	How can we use statistics to summarize and describe sets of data?	Scatterplots and trend lines can be used to describe two variable data.	TCC3(9-12)
Exponential Functions	What are the characteristics of exponential growth and decay and how is this reflected in real-world phenomena?	Exponential functions represent relationships involving a constant multiplicative rate of change, which represent rapid growth or decay.	TCC3(9-12); TI3(9-12); CCE4(9-12)
Polynomials and Quadratic Functions	How can we use algebraic expressions and quadratic functions to represent, analyze, and solve real-world problems?	Polynomial expressions and quadratic functions can be represented, analyzed, and rewritten in multiple ways, allowing us to model relationships, interpret key features, and solve real-world problems.	AA1(9-12)

Unit 1 - Systems of Linear Equations and Inequalities

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Common Core State Standards (* indicates a modeling standard. For standards that encompass several different topics/concepts, the bolded part is the focus for this unit. If no bolding, the entire standard pertains to this unit.)

- **A.CED.A.2** Create equations that describe numbers or relationships. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **A.CED.A.3** Create equations that describe numbers or relationships. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- **A.REI.C.5** Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
- **A.REI.C.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
- **A.REI.D.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- **A.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear,** polynomial, rational, absolute value, exponential, and logarithmic functions.*
- **A.REI.D.12** Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
- **A.SSE.B.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*

Standards for Mathematical Practice

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP7: Look for and make use of structure.

- MP8: Look for and express regularity in repeated reasoning.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)
- **TCC3(9-12):** I can integrate relevant information to produce multiple valid solutions.
- **TCC4(9-12)**: I can integrate my learning to adapt to experiences in the classroom, career and life.

Understandings: Students will understand that...
- Systems of equations and inequalities can model real-world scenarios involving more than one variable.
- A solution to a system of equations is the point where all equations intersect.
- A solution to a system of inequalities is the region of the coordinate plane that contains the ordered pairs that satisfy all of the inequalities.
- Multiple methods can be used to solve systems, each with its own advantages.

Essential Questions:
- What does it mean for an ordered pair to be a solution to a system?
- How do you determine the most efficient method to solve a system?
- How does the number of solutions of a system connect to its graph?
- How do systems help us solve real-world problems with multiple constraints?

Students will know…
- Expressions can be substituted in for variables.
- The solution to a system of linear equations is the ordered pair which is a solution to each linear equation in the system.
- There are multiple methods to solve systems of equations. All methods result in the same solution, but one method may be more efficient.
- Some systems have infinitely many solutions (graphically they are the same line) or no solution (graphically it results in parallel lines).
- Systems can be used to determine break-even points and to analyze data relative to the break-even point.
- An inequality divides the coordinate plane into two half-planes. One side of the boundary line will represent solutions and is shaded to show this.
- The solution to a system of inequalities is the overlapping region of these shaded half-planes, known as the feasible region.

Students will be able to…
- Solve a system of linear equations using graphing, substitution, and elimination methods.
- Determine the most efficient method to solve a system of linear equations.
- Solve a system of linear inequalities by graphing.
- Algebraically check solutions to a system of linear equations and to a system of linear inequalities.
- Determine the number of solutions to a system of linear equations.
- Write and solve systems of linear equations and of linear inequalities to model real world problems.

Key Vocabulary: linear equation, linear inequality, system of linear equations, system of linear inequalities, equivalent equation, solution, graphing method, substitution method, elimination (linear combination) method, inconsistent, consistent, independent, dependent, infinitely many

solutions, no solution, revenue, profit, break even point

Assessment Evidence

Performance Tasks:

- Donut problem - introduction to systems of linear inequalities **TCC3(9-12)**
- Summative test on systems of linear equations **TCC4(9-12)**
- Assessment on linear inequalities

Other Evidence:

Common Formative/Interim Assessments:

- Solving systems of equations by graphing (by hand and using technology)
- Solving systems of equations by substitution and elimination
- Number of solutions
- Systems of linear inequalities

Learning Plan

The purpose of this unit is to introduce the connection between graphs and linear equations in two variables given multiple equations. Students will discern the best approach for writing systems of equations and solving based on the information given. Systems of equations then extends to systems of inequalities, where there is a feasible region for the solution set.

- This unit starts with an informal introduction to systems of equations through the amusement park problem. Students create tables, graphs, and equations to model three different membership plans at an amusement park. Students compare these plans and look for break even points.
- Students will solve systems by the graphing method, both by hand and using technology (TI graphing calculator and/or Desmos calculator). Students also solve application problems by graphing.
- Students learn algebraic methods for solving systems of equations. Students solve problems that are stand alone and real world problems by substitution and by elimination.
- Students will learn about special cases.
- A focus of this unit is recognizing which method of solving systems of equations is the most efficient and using that method to solve.
- Students are introduced to systems of linear inequalities using the donut problem **TTC3(9-12)**.
- Students will be able to write, graph, and interpret systems of inequalities in algebraic and real-world contexts.

The unit will conclude with a summative test on all topics **TCC4(9-12).**

Teacher Resources: IM Algebra 1 Unit 2: Linear Equations, Inequalities, and Systems; State of CT Algebra 1 Model Curriculum Unit 6; Desmos graphing calculator; Teacher created worksheets and assessments; Khan academy; IXL; Blooket; Quizizz; Kahoot; Amplify

Unit 2 - Two Variable Statistics

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Common Core State Standards (* indicates a modeling standard. For standards that encompass several different topics/concepts, the bolded part is the focus for this unit. If no bolding, the entire standard pertains to this unit.)

- **A.CED.A.2** Create equations that describe numbers or relationships. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **S.ID.B.5** Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
- **S.ID.B.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
    - **S.ID.B.6.A Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear,** quadratic, and exponential models.
    - **S.ID.B.6.C** Fit a linear function for a scatter plot that suggests a linear association.
- **S.ID.C.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- **S.ID.C.8** Compute (using technology) and interpret the correlation coefficient of a linear fit.

Standards for Mathematical Practice

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP7: Look for and make use of structure.
- MP8: Look for and express regularity in repeated reasoning.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

Understandings: Students will understand that...	**Essential Questions:**
● Data can be represented in multiple graphical ways to reveal trends and insights. ● The context of data matters when interpreting statistical findings.	● How can data be represented and interpreted to make informed decisions? ● How can the equation of a trend line be used to make

• Bivariate data can be analyzed using scatterplots and equations of the line of best fit.	predictions about bivariate data? • What does the correlation coefficient (r-value) tell us about the relationship between the two variables being analyzed?
Students will know... • Data involving two quantitative variables can be displayed and analyzed using scatterplots. • How to determine the direction, strength, and form of an association shown in a scatterplot. • How to draw, interpret, and use a trend line (line of best fit) to make predictions and describe the relationship between two variables. • How to interpret the slope and y-intercept of a trend line in the context of a data set. • How to organize and interpret categorical data using a two-way frequency table. • How to calculate and interpret percentages (relative frequencies) from a two-way table to compare data and identify relationships between variables.	**Students will be able to...** • Create and analyze two way tables • Calculate percentages/relative frequencies from a two way table and use them to summarize data • Create scatterplots to display quantitative data • Describe a scatterplot in terms of direction and strength • Sketch a line of best fit for a scatterplot • Write the equation of a trend line using two points • Use technology to calculate the equation of the line of best fit and the correlation coefficient • Use the equation of the line of best fit to make predictions about the data set • Interpret the slope and y-intercept of a trend line in context.
Key Vocabulary: Correlation, Correlation Coefficient/r-value, Direction, Data Set, Extrapolation, Interpolation, Line of Best Fit, Relative Frequency, Scatterplot, Strength, Trend Line, Two-Way Table	
Assessment Evidence	
Performance Tasks: Summative Project - Students collect real-world data, use graphing technology to determine the equation of the line of best fit, interpret the correlation coefficient, and answer questions using the resulting model to make predictions. **TCC3(9-12)**	**Other Evidence:** Common Formative/Interim Assessments: • 2 way table data collection activity • Writing the equation of a trend line from two points in a scatter plot/ data set • Creating and analyzing scatter plots and trend lines

Learning Plan
This unit is designed to have students learn how to summarize data, both graphically and through statistics. ● Students look at two variable categorical data, which is summarized in two way tables. They create tables based on data, and they describe the data by calculating relative frequencies. ● Students study two variable quantitative data by creating and describing scatterplots. Students use both algebraic techniques and technology (graphing calculator and/or desmos calculator) to determine the equation of a trend line (line of best fit). They will calculate the correlation coefficient using technology and make generalizations on the strength and direction of the data using the r-value. They interpret the slope and y-intercept of the trend line and use the trend line to make predictions about the data. The unit concludes with a final project where students collect data to analyze relationships. With the data collected, they will find the equation of a trend line and use the equation to make predictions. **TCC3(9-12)**
Teacher Resources: Algebra 1 Textbooks; IM Algebra 1 Unit 3: Two-Variable Statistics; State of CT Algebra 1 Model Curriculum Unit 5; Desmos graphing calculator; Amplify; TI Smartview Software; Teacher created in-class notes, activities, and problem sets; Khan academy; IXL; Blooket; Quizizz; Kahoot

Unit 3 - Exponential Functions

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Common Core State Standards (* indicates a modeling standard. For standards that encompass several different topics/concepts, the bolded part is the focus for this unit. If no bolding, the entire standard pertains to this unit.)

- **8.EE.A.1** Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, 3^2 times 3^(-5) = 3^(-3) = 1/3^3 = 1/27.*
- **N.RN.A.1** Explain how the definition of the meaning of a rational exponent follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define 5^(1/3) to be the cube root of 5 because we want [5^(1/3)]^3 = 5^[(1/3) x 3] to hold, so [5^(1/3)]^3 must equal 5.*
- **N.RN.A.2** Rewrite expressions involving radicals and rational exponents using the properties of exponents.
- **F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities,** and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* (For this unit, we will be discussing finding the asymptote and y-intercept).*
- **F.IF.B.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an*

*appropriate domain for the function.**

- **F.IF.C.7** Graph functions expressed symbolically and show key features of the graph, by hand and in simple cases using technology for more complicated cases.*
    - **F.IF.C.7.E Graph exponential** and logarithmic **functions, showing intercepts** and end behavior, and trigonometric functions, showing period, midline, and amplitude.
- **F.IF.C.8** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
    - **F.I.C.8.B** Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as y = (1.02)^t, y = (0.97)^t, y = (1.01)^(12t), y = (1.2)^(t/10), and classify them as representing exponential growth and decay.*
- **F.BF.A.1** Write a function that describes a relationship between two quantities.*
- **F.LE.A.1** Distinguish between situations that can be modeled with linear functions and with exponential functions.
    - **F.LE.A.1.A** Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
    - **F.LE.A.1.B** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
    - **F.LE.A.1.C** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- **F.LE.A.2 Construct** linear and **exponential functions,** including arithmetic and a given **graph, a description of a relationship, or two input-output pairs (including reading these from a table).**
- **F.LE.A.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantitative increase linearly, quadratically, or (more generally) as a polynomial function.
- **F.LE.B.5** Interpret the parameters in a linear or exponential function in terms of a context.
- **A.REI.D.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- **A.CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Standards for Mathematical Practice

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP7: Look for and make use of structure.
- MP8: Look for and express regularity in repeated reasoning.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- **TI3(9-12)**: I can formulate and investigate probing questions to further my learning.

- **AA1 (9-12):** I can evaluate different approaches and justify the best pathway to success.

Understandings: Students will understand that...

- Exponential functions represent relationships involving a constant multiplicative rate of change.
- Exponential functions represent relationships involving rapid growth or decay and can model real-world situations involving finance, medicine, and populations.
- Exponential and linear models both involve a constant rate of change. Exponential models are a multiplicative rate of change while linear models are an additive rate of change.

Essential Questions:

- How are exponential properties related to observed patterns?
- What are the characteristics of exponential growth and decay and how is this reflected in real-world phenomena?
- How can you differentiate between an exponential model and a linear model?

Students will know...

- The properties of exponents are specific rules derived from observed patterns in mathematics. These include the product, quotient, and power rules, as well as the zero exponent and negative exponent rules.
- Rational exponents allow you to convert expressions to simplify (if time permits).
- Radical expressions can be simplified by removing any perfect-square factors (if time permits).
- Exponential functions change by a constant factor.
- Simple and compound interest is an exponential growth model.
- Depreciation and half-life are exponential decay models.
- Interest can compound in different time intervals.
- The graphs of exponential functions include a horizontal asymptote.

Students will be able to...

- Simplify expressions using properties of exponents.
  - Include rational exponents if time permits.
  - Include scientific notation (if time permits)
- Convert between radicals and rational exponents to simplify expressions (if time permits)
- Simplify radical expressions (if time permits)
- Distinguish between exponential and linear models given graphs, tables, and equations.
- Determine the growth/decay rate of an exponential model from tables, graphs, equations, or application problems.
- Represent exponential functions graphically or as equations, including situations involving growth, decay, and compound interest.
- Model exponential equations from situations involving growth and decay, such as student loan interest or half-life.
- Use technology to model and evaluate exponential relations to solve problems.
- Graph exponential functions; identify the y-intercept and asymptote.

Key Vocabulary: Appreciation, Base, Compound Interest, Cube Root, Decay, Decay Factor, Depreciation, Exponent, Exponential Function, Growth, Growth Factor, Initial Value, Integer Exponents, Negative Exponent, Power, Power Rule, Product Rule, Quotient Rule, Radical, Rational Exponent, Square Root

Assessment Evidence	
Performance Tasks: **Personal Finance End of Unit Activity Unit 3 - AA1 (9-12).** Topics will include: ● Percentages and exponential functions can be used to model salary growth, raises, taxes, and long-term financial planning. ● Financial decisions require analyzing income, expenses, savings, and deductions to create and maintain a realistic budget. ● Exponential growth models help predict future earnings and the effects of compound interest on loans and investments. ● Mathematics provides tools for making informed financial decisions by comparing costs, estimating future values, and evaluating financial outcomes.	**Other Evidence:** In-class activity: ● Exploration of the properties of exponents to derive the rules for the product, quotient, and power rules. **TI3(9-12)** Common Formative Assessment/Interim: ● Properties of exponents ● Identifying linear vs. exponential functions

Learning Plan
In this unit, students will explore the properties of exponents and exponential functions, including their applications to everyday life. Students will distinguish between linear functions and exponential functions. This is also the first function in which students are exposed to the idea of an asymptote, a line that the graph approaches, and functions with range restrictions. ● Students will investigate the properties of exponents and simplify expressions using the properties of exponents. **TI3(9-12)** ● Students will extend the properties of exponents to rational exponents and convert between rational exponents and radical expressions (if time permits). ● Students will compare linear and exponential models. They will do a discovery activity to explore the visual difference between linear increase/decrease and exponential growth/decay. They will explore the graph of exponential functions using a table. ● Students will construct exponential functions to model growth and decay using simple and compound interest. This will include examples of tax, loans, car value, and population modeling.
Teacher Resources: Algebra 1 Textbooks; IM Algebra 1 Unit 5: Introduction to Exponential Functions; State of CT Algebra 1 Model Curriculum Unit 7; Desmos graphing calculator; Amplify; TI Smartview Software; Teacher created in-class notes, activities, and problem sets; IXL

Unit 4 Polynomials and Quadratic Functions

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: Common Core State Standards (* indicates a modeling standard. For standards that encompass several different topics/concepts, the bolded part is the focus for this unit. If no bolding, the entire standard pertains to this unit.)

- **A.SSE.A.1** Interpret expressions that represent a quantity in terms of its context.*
  - **A.SSE.A.1.A** Interpret parts of an expression, such as terms, factors, and coefficients.
- **A.SSE.A.2** Use the structure of an expression to identify ways to rewrite it.
- **A.SSE.B.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
- **A.APR.A.1** Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
- **A.APR.B.3** Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
- **A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems.** *Include equations arising from linear and **quadratic functions**, and simple rational and exponential functions.*
- **A.CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **F.IF.B.4** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities.*
- **F.IF.B.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.*
- **F.IF.C.7** Graph functions expressed symbolically and show key features of the graph.*
  - **F.IF.C.7.A** Graph linear and quadratic functions and show intercepts, maxima, and minima.*
- **F.IF.C.8** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- **F.IF.C.9** Compare properties of two functions represented in different ways.
- **S.ID.B.6.A** Fit a function to data; use functions fitted to data to solve problems in context. Emphasize linear, quadratic, and exponential models. (if time permits)

Standards for Mathematical Practice

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.

- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP7: Look for and make use of structure.
- MP8: Look for and express regularity in repeated reasoning.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- **AA1(9-12)**: I can evaluate different approaches and justify the best pathway to success.

Understandings: Students will understand that...

- Polynomial expressions can be classified, simplified, multiplied, and factored using mathematical structure and patterns.
- Quadratic functions can be represented graphically, numerically, algebraically, and contextually.
- The key features of a parabola, including the vertex, axis of symmetry, intercepts, and maximum or minimum value, help describe and interpret real-world situations.
- Different forms of a quadratic function reveal different information about the relationship being modeled.

Essential Questions:

- How can we use polynomial expressions and quadratic functions to represent, analyze, and solve real-world problems?
- How can polynomial expressions be classified, simplified, and rewritten?
- What do the key features of a parabola tell us about a real-world relationship?
- How can quadratic functions be used to model and analyze real-world phenomena? (if time permits)

Students will know...

- Polynomials can be classified by degree and number of terms.
- The standard form of a polynomial is written from greatest degree to least degree.
- Polynomial expressions can be simplified, multiplied, and factored.
- Factoring is the inverse operation of multiplication.
- Quadratic functions produce parabolic graphs.
- The vertex is the maximum or minimum point of a parabola.
- Every parabola has an axis of symmetry.
- The x-intercepts, zeros, and solutions are related representations of where a function equals zero.
- Quadratic functions can be represented in standard form and vertex form.
- Technology can be used to identify and analyze key features of quadratic functions.

Students will be able to...

- Classify polynomial expressions by degree and number of terms.
- Write polynomial expressions in standard form.
- Simplify polynomial expressions by combining like terms.
- Multiply polynomial expressions.
- Factor polynomial expressions using GCF, difference of squares, and trinomials.
- Identify the vertex, axis of symmetry, x-intercepts, y-intercept, maximum, and minimum of a quadratic function.
- Use technology to identify and interpret key features of quadratic functions.
- Calculate the axis of symmetry and vertex of a quadratic function in standard form.
- Graph quadratic functions using the vertex and symmetric points.
- Connect zeros, x-intercepts, and solutions within the context of applications.

	• Use quadratic functions to model and analyze real-world situations involving maximums, minimums, area, and projectile motion.

Key Vocabulary: Axis of Symmetry, Binomial, Constant, Cubic, Degree, Difference of Two Squares, Distributive Property, Factor, GCF (Greatest Common Factor), Linear, Like Terms, Maximum, Minimum, Monomial, Parabola, Polynomial, Quadratic, Quadratic Function, Roots, Solutions, Standard Form, Term, Trinomial, Vertex, Vertex Form, x-Intercept, y-Intercept, Zeros.

Assessment Evidence

Performance Tasks:

Summative Assessment: Unit 4 Test AA1 (9-12)

Unit Test

- Polynomial classification
- Polynomial multiplication
- Factoring
- Graphing quadratics in standard form
- Analyzing real world quadratic functions using Desmos

Mini Project (if time permits)
Students model/analyze a real-world quadratic situation such as:

- Basketball shot
- Water fountain arc

In the project students will:

1. Analyze a quadratic graph using Desmos graphing calculator.
2. Identify/interpret the vertex and axis of symmetry.
3. Interpret x-intercept and y-intercept
4. Explain the meaning of the maximum or minimum value.
5. Make predictions using the parabolic equation

Other Evidence:

Common Formative/Interim Assessments topics include:

- Polynomial vocabulary and classification
- Multiplying polynomials
- Factoring polynomial expressions
- Identifying key features of quadratic functions
- Graphing quadratic functions from standard form
- Quadratic applications

Learning Plan
This unit introduces students to polynomial expressions and quadratic functions. Students learn to classify, simplify, multiply, and factor polynomial expressions while making connections between algebraic and graphical representations of quadratic relationships. Students investigate key features of quadratic functions through applications, graphing technology, and mathematical reasoning. ● Students begin by classifying polynomial expressions by degree and number of terms. ● Students are introduced to quadratic functions through real-world applications involving maximums, minimums, area, and projectile motion. ● Students use Desmos and graphing technology to identify and interpret key features of parabolas. ● Students learn to calculate the axis of symmetry and vertex of a quadratic function in standard form. ● Students graph quadratic functions using the vertex and a table with symmetric points. ● Students multiply polynomial expressions and explore the relationship between multiplication and factoring. ● Students factor polynomial expressions using GCF, difference of squares, and trinomials. ● Students connect factors, zeros, solutions, and x-intercepts through graphical and contextual interpretations. ● If time permits, students explore graphing and applications involving vertex form. The unit concludes with a summative assessment covering polynomial operations, factoring, graphing quadratic functions, interpreting quadratic functions and applications of quadratic functions. **AA1 (9-12)** If time permits, students will also do a mini project where they will be modeling quadratic functions.
Teacher Resources: State of CT Algebra 1 Model Curriculum Unit 8; Algebra 1 Textbooks; Teacher created worksheets and assessments; Desmos graphing calculator; Amplify; Khan academy; IXL; Blooket; Quizizz; Kahoot

SAT/NGSS PREPARATION WORKSHOP CURRICULUM

(Refer to the Curriculum Template Explanation document while writing curriculum)



Grade Level(s): 10-11

Curriculum Author(s): Kathryn Aseltine, Shannon Belanger, and Toby Denman

Course Description: The SAT/NGSS Preparation Workshop is a one-semester course that combines Evidence-Based Reading and Writing, Mathematics, and Science skills in a workshop environment to provide exposure, practice, and strategies to help students become more confident and successful on the Digital SAT and NGSS tests. SAT/NGSS Preparation Workshop is a pass/fail course where students will determine their own personal goals for their SAT/NGSS scores and pace themselves accordingly.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
SAT Evidence-Based Reading and Writing	What test-taking strategies can help improve my performance on the SAT Reading and Writing section?	Reading and writing fluency begins with analyzing vocabulary, grammar, and thinking critically about craft and structure,	TI1(9-12), AA2(9-12), P2(9-12), CCE3(9-12)
SAT Mathematics	What test-taking strategies can help improve my performance on the SAT Math section?	Math fluency and a strong understanding of algebra requires regular practice and feedback to improve accuracy and efficiency.	TI1(9-12), AA2(9-12), P2(9-12), CCE3(9-12)
NGSS Science Reasoning	What test-taking strategies can help improve my performance on the NGSS Science assessment?	Science knowledge begins with learning key vocabulary, exploring theories using the scientific method, and testing hypothesis to draw conclusions	TCC3 (9-12), DE1: (9-12)

Unit 1 - SAT Evidence-Based Reading and Writing

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS ELA-Literacy 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed.

CCSS.ELA-Literacy.RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- **TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.**
- AA2(9-12): I can assess my past successes and mistakes to change my approach.
- **P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.**
- CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

Understandings: Students will understand that	**Essential Questions:**
• Textual evidence is central to making valid claims. • Authors use structure and word choice to convey meaning. • Strategic reading enhances comprehension and accuracy. • Honing vocabulary and grammar skills is essential to critical thinking	• How do I determine the meaning and purpose of a text? • How can analyzing word choice and structure reveal deeper meaning? How can I approach reading passages with efficiency and confidence? • How can I use strategies to identify question types and the most likely answers?
Students will know... Types of passages and question formats on the SAT EBRW section - Reading comprehension strategies - Academic vocabulary in context	**Students will be able to...** Analyze passages to identify claims, evidence, and tone - Use context to determine word meaning - Apply time management strategies for SAT reading and grammar sections

Key Vocabulary: Inference, tone, connotation, context clues, rhetoric, claim, evidence, subject/verb agreement, pronoun/antecedent, plurals/possessives, subject/modifier, subordinating/coordinating conjunction, linking clauses, non-essential elements, SAT Vocabulary

Assessment Evidence

Performance Tasks:	**Other Evidence:**
Bluebook Practice Test - Students will take at least one full length practice test using the College Board's Bluebook Testing App. This will provide students the opportunity to practice the test-taking strategies and reading and writing strategies they have learned throughout the semester. **TI1(9-12), P2(9-12), AA2(9-12)**	**Goal setting** - Students will review their detailed PSAT scores and establish goals for both the Evidence-Based Reading and Writing and the Mathematics sections on the SAT. **TI1(9-12)** A mix of the following in-class activities and formative assessment types based on student-need:

Interim Quiz on Subsections: Using the SAT question test bank, students will take quizzes based on subsections practiced in class. Questions will work from easy, moderate, to difficult. This will provide students the opportunity to practice test-taking strategies on a specific subtests. **TI1(9-12), P2(9-12), AA2(9-12)**	• **Mixed practice problem sets** - either in small groups based on strengths and weakness,or as individual practice. **CCE3(9-12)** • **Khan Academy practice** - students work through individual topics and concepts aligned to the SAT. • **Intensive Grammar Practice** - Students will work through grammar rules with direct instruction. Students will then apply these skills to in class practice and Khan **P2(9-12)** • **Vocabulary Study:** Students will develop strategies to better understand vocabulary including greek and latin roots, drawing pictures, writing sentences, and analyzing parts of speech. Students will draw from 1000 SAT vocabulary words with self guided list SAT Vocabulary **P2(9-12)**

Learning Plan

Throughout the semester, students will practice content from each of the four tested areas on the SAT Reading and Writing Test. These include Information and Ideas, Craft and Structure, Expression of Ideas, and Standard English Conventions. Each subsection is weighted equally.

Goal setting - We will begin the semester by showing students how to access their detailed PSAT score report(s). We will share with students how their scores break down and the weighting of each of the sub-tests. Students will review their detailed PSAT scores and establish goals for both the Evidence-Based Reading and Writing and the Mathematics sections of the SAT. **TI1(9-12)**

Throughout the semester, student work on this content is based on student need and will be a blend of Khan Academy, mixed practice problem sets, collaborative group work, and direct instruction to teach test-taking strategies and reteach content based on student needs. A mix of the following classwork activities and formative assessments will occur based on student needs within the four tested domains:

- **Understanding the Digital SAT-** Using the Bluebook App, we will review the set up of the test with students and features of the digital format including highlighting, crossing out answers, flagging for later review,question types, strategies, etc.

- **Mixed practice problem sets** - either in small groups or as individual practice. Students will work both individually and collaboratively to problem solve. Discussion of various testing strategies and methods for problem solving will be discussed in small and large groups. **CCE3(9-12)**

- **Khan Academy practice** - Depending on individual student needs, we will utilize a blend of the Khan Academy Digital SAT Reading and Writing practice. Students receive instantaneous feedback on skills practiced with a few questions in a formative setting. For additional remediation of skills and specific content strands, IXL may be utilized.

- **Intensive Grammar Practice -** Students will work through grammar rules with direct instruction. Students will then apply these skills to in class practice and Khan P2(9-12)

- **Vocabulary Study:** Students will develop strategies to better understand vocabulary including greek and latin roots, drawing pictures, writing sentences, and analyzing parts of speech. Students will draw from 1000 SAT vocabulary words with self guided list SAT Vocabulary P2(9-12)

Bluebook Practice Test - Prior to the end of the semester, students will take at least one full-length practice test using the College Board's Bluebook Testing App. This will provide students the opportunity to practice the test-taking strategies they have learned throughout the semester. Following this assessment, feedback, review/reteaching using commonly missed questions, discussion of distractor answers and the development/revision of goals will occur. **TI1(9-12), P2(9-12), AA2(9-12)**

Teacher Resources:

Electronic Resources:

- SAT Educator Question Bank
- Khan Academy Digital SAT Reading and Writing
- IXL Skill Plans for Reading and Writing
- College Board Bluebook App
- College Board Implementation Guide for Educators
- College Board Full Length Paper Practice Tests

Print Resources:

- *The Official Digital SAT Study Guide* by The College Board © 2023
- *Princeton Review Digital SAT Premium Prep 2025* by The Princeton Review © 2024
- *Digital SAT Prep Plus 2025* by Kaplan Test Prep © 2024

Unit 2 - SAT Mathematics

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Common Core State Standards: (* indicates a modeling standard) Common Core State Standards Mathematics with SAT alignment

- **N.RN.A.2** Rewrite expressions involving radicals and rational exponents using the properties of exponents.
- **N.Q.A.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*
- **A.SSE.A.1** Interpret expressions that represent a quantity in terms of its context.*
    - **A.SSE.A.1.A** Interpret parts of an expression, such as terms, factors, and coefficients.
    - **A.SSE.A.1.B** Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)^n as the product of P and a factor not depending on P.
- **A.SSE.A.2** Use the structure of an expression to identify ways to rewrite it. For example, see x^4 – y^4 as (x^2)^2 – (y^2)^2, thus recognizing it as a difference of squares that can be factored as (x^2 – y^2)(x^2 + y^2).
- **A.SSE.B.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
    - **A.SSE.B.3.A** Factor a quadratic expression to reveal the zeros of the function it defines.
    - **A.SSE.B.3.B** Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
    - **A.SSE.B.3.C** Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as [1.15^(1/12)]^(12t) ≈ 1.012^(12t) to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
- **A.APR.A.1** Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
- **A.APR.B.3** Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
- **A.APR.D.6** Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.
- **A.CED.A.1** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- **A.CED.A.2** Create equations that describe numbers or relationships. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **A.CED.A.3** Create equations that describe numbers or relationships. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- **A.CED.A.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example,

rearrange Ohm's law V = IR to highlight resistance R.

- **A.REI.A.1** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- **A.REI.A.2** Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
- **A.REI.B.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- **A.REI.B.4** Solve quadratic equations in one variable.
    - **A.REI.B.4.A** Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p)^2 = q that has the same solutions. Derive the quadratic formula from this form.
    - **A.REI.B.4.B** Solve quadratic equations by inspection (e.g., for x^2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.
- **A.REI.C.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
- **A.REI.C.7** Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle x^2 + y^2 = 3.
- **A.REI.D.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- **A.REI.D.12** Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
- **F.IF.A.1** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).
- **F.IF.A.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F.IF.B.4** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
- **F.IF.B.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
- **F.IF.B.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*
- **F.IF.C.7** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
    - **F.IF.C.7.A** Graph linear and quadratic functions and show intercepts, maxima, and minima.*
    - **F.IF.C.7.B** Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.*

    - **F.IF.C.7.C** Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.*
    - **F.IF.C.7.E** Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.*
- **F.IF.C.8** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
    - **F.IF.C.8.A** Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
    - **F.IF.C.8.B** Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.02)^t, y = (0.97)^t, y = (1.01)^(12t), y = (1.2)^(t/10), and classify them as representing exponential growth and decay.
- **F.IF.C.9** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
- **F.BF.A.1** Write a function that describes a relationship between two quantities.*
    - **F.BF.A.1.A** Determine an explicit expression, a recursive process, or steps for calculation from a context.
    - **F.BF.A.1.B** Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.
- **F.BF.B.3** Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
- **F.LE.A.1** Distinguish between situations that can be modeled with linear functions and with exponential functions.
    - **F.LE.A.1.A** Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.
    - **F.LE.A.1.B** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
    - **F.LE.A.1.C** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- **F.LE.A.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **F.LE.A.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
- **F.LE.B.5** Interpret the parameters in a linear or exponential function in terms of a context.
- **G.CO.A.1** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- **G.CO.B.8** Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
- **G.CO.C.9** Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
- **G.CO.C.10** Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length;

the medians of a triangle meet at a point.

- **G.CO.C.11** Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
- **G.SRT.A.1** Verify experimentally the properties of dilations given by a center and a scale factor:
    - **G.SRT.A.1.A** A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
    - **G.SRT.A.1.B** The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
- **G.SRT.B.4** Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.
- **G.SRT.B.5** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G.SRT.C.6** Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
- **G.SRT.C.7** Explain and use the relationship between the sine and cosine of complementary angles.
- **G.SRT.C.8** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
- **G.GPE.B.5** Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
- **G.GPE.B.7** Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*
- **G.GMD.A.3** Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*
- **G.MG.A.1** Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
- **G.MG.A.2** Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*
- **S.ID.A.1** Represent data with plots on the real number line (dot plots, histograms, and box plots).
- **S.ID.A.2** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- **S.ID.A.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- **S.ID.A.4** Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
- **S.ID.B.5** Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
- **S.ID.B.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
    - **S.ID.B.6.A** Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
    - **S.ID.B.6.B** Informally assess the fit of a function by plotting and analyzing residuals.
    - **S.ID.B.6.C** Fit a linear function for a scatter plot that suggests a linear association.
- **S.ID.C.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

- **S.IC.A.1** Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- **S.CP.A.1** Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).
- **S.CP.A.4** Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
- **S.CP.B.6** Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in terms of the model.
- **S.CP.B.7** Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- **TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.**
- **AA2(9-12):** I can assess my past successes and mistakes to change my approach.
- **P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges:**
- **CCE3(9-12):** I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

Understandings: Students will understand that...

- Math fluency and a strong understanding of algebra requires regular practice and feedback to improve accuracy and efficiency.
- Consistent practice and preparation can help build stamina, increase test-readiness, and reduce test-day anxiety.
- Strategic test-taking strategies help to improve accuracy and efficiency in problem solving for the SAT Math section.
- Practicing within the Bluebook App will help students to utilize the embedded technology more efficiently.

Essential Questions:

- How can PSAT data, diagnostic data, and teacher feedback inform my focus and preparation to improve my SAT Math score?
- What test-taking strategies can help improve my performance on the SAT Math section?
- How can the use of digital tools help improve efficiency in problem solving while taking the SAT?

Students will know...

- How to access and interpret their SAT Math scores.
- There are four components of the digital SAT Math section that are weighted: Algebra (35%), Advanced Math (35%), Problem Solving & Data Analysis (15%), and Geometry & Trigonometry (15%). This weighting differs from the PSAT 8/9, the

Students will be able to…

- Access their score report(s) from College Board and interpret their strengths and areas for growth.
- Establish goals for the semester to work towards improving their SAT Math scores.
- Model and solve linear equations and inequalities in one

PSAT/NMSQT, and the PSAT 10. • Algebraic structures and processes for solving one- and two-variable equations. • Understand the differences between the properties of equations and the properties of inequalities. • Algebraic manipulation allows for the isolation of different variables and creation of equivalent expressions (including factoring and rewriting literal equations). • Linear functions could be in slope-intercept form (y=mx+b) or standard form (ax+by=c). • Slope is a constant rate of change. The y-intercept is often referred to as the initial value. The x-intercept is often referred to as the zero of a function. • A function is a specific type of relation in which each element in the domain is paired with exactly one element of the range. • A transformation is a mathematical operation performed on a parent function which changes a graph's size, shape, orientation or position. • When graphed, equivalent expressions in one-variable have graphs that coincide. • Most equations can be solved graphically using the embedded technology. The x-intercept is the root or solution of the equation. The point(s) of intersection is/are the solutions to a system of equations. • The discriminant of a quadratic equation provides critical information about the nature and number of its roots, helping in predicting whether solutions are real or complex. • There are various methods of solving a quadratic, each with their own strengths and difficulties depending on the structure of the equation. • The properties of exponents and radical expressions. • Exponential functions to model real-world situations, such as student loan interest, car depreciation, and bacteria growth. • Dimensional analysis (unit conversion) and percentages. • Measures of center and spread provide different perspectives on a data set. • Data involving one quantitative variable can be displayed and analyzed using dot plots, histograms, and box plots. Data	variable. • Interpret the characteristics of linear functions from a graph, table, and/or equation. • Model and solve linear equations and inequalities in two-variables. • Evaluate and apply function notation. • Solve and apply systems of equations in two variables. • Create equivalent expressions by rewriting and/or factoring algebraic expressions to see structure. • Solve and model with nonlinear equations in one- and two-variables. • Apply ratios, rates, proportional relationships, and unit conversion (dimensional analysis) to solve problems in an applied context. • Apply percentages in contexts (application problems) and with exponential models. • Analyze and interpret one-variable and two-variable data. • Calculate the mean, median, mode, and range of a data set. • Interpret the standard deviation. • Calculate probability and conditional probability. • Inference from sample statistics and margin of error. • Evaluate statistical claims. • Apply a scale factor to problems involving perimeter, area, and volume. • Apply theorems of lines, angles, and triangles to solve geometric problems. • Solve problems involving the Pythagorean Theorem, special right triangles, and right triangle trigonometry. • Apply properties of circles to solve problems in context, including arc length, sector area, radians, and equations of circles.

involving two variables can be displayed as a scatter plot or a two-way table. Each conveys different statistical information. ● Two way tables organize data from some sample or measure on two different variables. ● The Base Angle Theorem, Exterior Angle Sum Theorem, Interior Angle Sum Theorem, and the Pythagorean Theorem can be used to solve problems with triangles. ● Congruent triangles preserve angle measure and side length. SSS, SAS, ASA, AAS, and HL can be used to establish congruence. ● Special right triangles and right triangle trigonometry are used to solve problems involving right triangles. ● The equation of a circle tells us the center and radius. ● Changing by a scale factor of k changes all lengths by a factor of k, changes area by a factor of k^2, and changes volume by a factor of k^3. ● Proportional reasoning can be applied to problems involving arc length and sector area.	
Key Vocabulary: linear equation, variable, evaluate, calculate, solve, equivalent, factor, term, solution, function, linear function, graph, x-intercept, y-intercept, slope-intercept form, standard form, table, rate of change, slope, interpret, parallel, perpendicular, sum, difference, product, no solution, infinitely many solutions, constraint, solution set, factor, add, subtract, multiply, expand, binomial, quadratic, absolute value, polynomial factored form, quadratic formula, one real solution, two real solutions, exponential function, initial value, percent, increasing, decreasing, growth, decay, function notation, transformation, ratio, rate, proportion, derived units, unit conversion (dimensional analysis), tax, tip, histogram, box plot, dot plot, mean, median, mode, range, distribution, standard deviation, scatterplot, linear model, line of best fit, two-way table, frequency, distribution, probability, margin of error, random sample, sampling methods, perimeter, area, volume, surface area, scale factor, triangle sum theorem, vertical angles, parallel lines, angles formed by a transversal, congruence, similarity, Pythagorean Theorem, special right triangles, radical, simplified radical, right triangle trigonometry, trigonometric ratio, complementary, radii, diameter, tangent, arc length, sector area, equation of a circle, angle measure, radians, convert, distance formula	
Assessment Evidence	
Performance Tasks: **Bluebook Practice Test** - Students will take at least one full length practice test using the College Board's Bluebook Testing App. This will provide students the opportunity to practice the test-taking strategies and mathematics they have learned throughout the semester.	**Other Evidence:** **Goal setting** - Students will review their detailed PSAT scores and establish goals for both the Evidence-Based Reading and Writing and the Mathematics sections on the SAT. **TI1(9-12)**

TI1(9-12), P2(9-12), AA2(9-12)	A mix of the following in-class activities and formative assessment types based on student-need: ● **Mixed practice problem sets** - either in small groups utilizing the Building Thinking Classrooms framework of vertical whiteboards or as individual practice. **CCE3(9-12)** ● **Khan Academy practice** - students work through individual topics and concepts aligned to the SAT. ● **Advanced Math and Desmos solvable problems** - Representing 35% of the SAT, students will strengthen their algebra 2 skills and extend it within the advanced math topics on the SAT. Students will work through problems to practice when to use the embedded Desmos graphing calculator to solve vs. applying their algebra solving skills by hand. **P2(9-12)**

Learning Plan

Throughout the semester, students will practice content from each of the four tested areas on the SAT Mathematics Test. These include: Algebra (35%), Advanced Math (35%), Problem Solving & Data Analysis (15%), and Geometry & Trigonometry (15%). The percentages listed indicate the weighting of each of the subsections of the math test.

Goal setting - We will begin the semester by showing students how to access their detailed PSAT score report(s). We will share with students how their scores break down and the weighting of each of the sub-tests. Students will review their detailed PSAT scores and establish goals for both the Evidence-Based Reading and Writing and the Mathematics sections of the SAT. **TI1(9-12)**

Throughout the semester, student work on this content is based on student need and will be a blend of Khan Academy, mixed practice problem sets, collaborative group work, and direct instruction to teach test-taking strategies and reteach content based on student needs. A mix of the following classwork activities and formative assessments will occur based on student needs within the four tested domains:

- **Mixed practice problem sets** - either in small groups utilizing the Building Thinking Classrooms framework of vertical whiteboards or as individual practice. Students will work both individually and collaboratively to problem solve. Discussion of various testing strategies and methods for problem solving will be discussed in small and large groups. **CCE3(9-12)**
- **Khan Academy practice** - Depending on individual student needs, we will utilize a blend of the Khan Academy Digital SAT Math or the Get Ready for SAT Math content. Students receive instantaneous feedback on skills practiced with a few questions in a formative setting. For additional remediation of skills and specific content strands, IXL may be utilized.
- **Advanced Math and Desmos solvable problems** - Representing 35% of the SAT, the advanced math section is a high-leverage area. Students will strengthen their algebra 2 skills by practicing applying test-taking strategies. Discussion around when to use the embedded Desmos graphing calculator to solve vs. applying their algebra solving skills by hand is emphasized. **P2(9-12)**

Bluebook Practice Test - Prior to the end of the semester, students will take at least one full-length practice test using the College Board's

Bluebook Testing App. This will provide students the opportunity to practice the test-taking strategies and mathematics they have learned throughout the semester. Following this assessment, feedback, review/reteaching using commonly missed questions, discussion of distractor answers and the development/revision of goals will occur. **TI1(9-12), P2(9-12), AA2(9-12)**

Teacher Resources:

Electronic Resources:

- SAT Educator Question Bank
- Khan Academy Get Ready for SAT Prep Math
- Khan Academy Digital SAT Math
- IXL Skill Plans for Math
- College Board Bluebook App
- Desmos Testing Calculator
- College Board Implementation Guide for Educators
- College Board Full Length Paper Practice Tests

Print Resources:

- *The Official Digital SAT Study Guide* by The College Board © 2023
- *Princeton Review Digital SAT Premium Prep 2025* by The Princeton Review © 2024
- *Digital SAT Prep Plus 2025* by Kaplan Test Prep © 2024
- *Digital SAT Math Practice Questions 2nd edition* by Vibrant Publishers © 2024

Unit 3 - NGSS Science Reasoning

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Next Generation Science Standards:

- NGSS.HS-ETS1-4: Use a computer simulation to model the impact of proposed solutions to a complex real-world problem.
- NGSS.HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- NGSS.SEP1: Asking questions and defining problems
- NGSS.SEP4: Analyzing and interpreting data

Vision of A Learner Attributes:

- "I can integrate relevant information to produce multiple valid solutions." (TCC3)
- "I can acknowledge, process, and respond appropriately to others' comments and perspectives." (DE1)

Understandings: Students will understand that...

- NGSS emphasizes systems thinking, modeling, and evidence-based reasoning.
- Science is best understood through engaging in practices and interpreting data.

Essential Questions:

- How do scientists ask questions and design investigations?
- What are the practices that support scientific reasoning?
- How can I interpret NGSS-style items accurately?

Students will know...

- NGSS crosscutting concepts and disciplinary core ideas
- Science practices used in NGSS assessments

Students will be able to...

- Analyze scientific data and graphs
- Engage with computer simulations or models
- Justify conclusions with evidence from texts, graphs, or tables

Key Vocabulary: System model, feedback loop, hypothesis, control, variable, simulation, claim-evidence-reasoning,

Assessment Evidence

Performance Tasks:

Other Evidence:

• Analyze NGSS-style scenario-based questions via Gizmos software (Big Bang Theory, Kepler's Law, Weathering and Erosion) **(DE1, TCC3)** • Simulation modeling with written justification • Carbon Cycle Portfolio Poster (**TCC3)**	• Data interpretation journal entries • Practice question exit slips • Gizmo interactive simulations

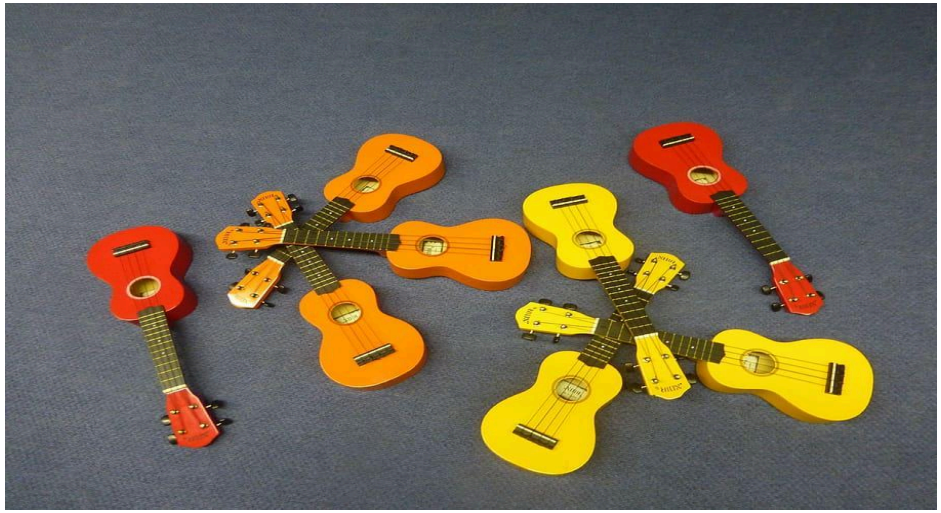
Learning Plan

- Introduce NGSS Science Assessment Structure. Students will review a sample test and features of the test including drop down menus and scrolling features.
- Analyze sample test items whole group. At the beginning of the unit, students will work alongside the teacher to respond to an NGSS assessment.
- Develop background knowledge on NGSS content using Ed Puzzle and Khan Academy. For each unit of study, students will preview the material using digital resources to support their understanding of the topic.
- Work individually, with partners, and in small group to model an investigation using digital or hands-on simulations including Gizmos. After students have developed their background knowledge on the topic of focus, students will explore the concept further using Gizmos or in person lab resources to develop a hypothesis, track data, and draw conclusions regarding the scientific concept.
- Practice data interpretation and CER writing
    - For a more detailed learning plan, see attached implementation guide. Implementation Guide NGSS Test Prep

Teacher Resources:

- NGSS Practice Item Sets from State Sites (CT, IL, CA)
- PhET Simulations (University of Colorado Boulder)
- CER Graphic Organizers
- Khan Academy HS Biology & Physics NGSS Modules
- Gizmos (Explorelearning.com)
- IXL

GRADE 7 UKULELE AND MELODIC ACCOMPANIMENT CURRICULUM



Grade Level(s): Seven

Curriculum Author(s): Jamie Odell

Course Description: Get ready for an exciting 30-day journey into the world of the ukulele! This class is designed just for 7th-grade students who want to learn how to play this fun and versatile instrument. Throughout the course, you'll discover the joy of making music while learning the basics of playing the ukulele. Students will learn how to play the ukulele, read music, understand music, explore songs, be creative, learn about the origins of the ukulele, and perform with their classmates. By the end of this class, students will have learned so much about playing the ukulele and will have had a blast making music with friends. Get ready to strum, sing, and discover the wonderful world of the ukulele!

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Introduction to the Ukulele (Basic Techniques)	How do mechanics, technique, and basic musical literacy empower independent performance on the ukulele?	Mastering the mechanics, techniques, and basic musical literacy of the ukulele empowers students to independently interpret and expressively perform music.	TCC3(6-8); TCC4(6-8); TI4(6-8)
Reading Music and Chord Charts (Music Theory)	How does music literacy empower independent performance and interpretation on the ukulele?	Proficiency in reading music, chord charts, and theory empowers students to independently interpret and perform music with confidence.	TCC3(6-8); TI4(6-8)
Exploring Different Musical Styles	How does exploring diverse musical styles on the ukulele deepen our understanding of cultural expression and artistic interpretation?	Exploring varied musical genres challenges our technical versatility, connects us to history and culture, and empowers us to create meaningful performances.	TCC4(6-8); TI4(6-8)
Performance Preparation	How do deliberate practice and self-assessment drive growth and performance confidence?	Goal-oriented practice and honest self-reflection build the technical accuracy and confidence needed for expressive, independent performance.	TCC3(6-8); TCC4(6-8); TI4(6-8)

Unit 1 - Intro to Ukulele (Basic Techniques)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- *MU:Pr4.1* Students will identify the parts of the ukulele and explain their functions (e.g., body, neck, fretboard, strings, tuners). (TCC3)
- *MU:Pr5.1*Students will tune the ukulele using a digital tuner or by ear with pitch reference. (TI4)
- *MU:Pr5.1* Students will demonstrate proper posture, hand position, and basic strumming technique. (TCC4)
- *MU:Pr4.3* Students will perform basic chords (C, G, F, Am) and transition smoothly between them in context. (TCC4)
- *MU:Pr5.1*Students will use correct finger placement to form chords cleanly and consistently. (TCC4)
- *MU:Pr4.2* Students will read and interpret chord diagrams for ukulele. (TCC3)
- *MU:Pr4.2* Students will read and play from basic ukulele tablature and traditional notation. (TCC3)
- *MU:Pr4.1* Students will perform strumming patterns in various rhythmic styles (e.g., quarter note, eighth note, syncopation). (TCC4)
- *MU:Pr5.1* Students will play with a steady beat independently and in ensemble settings using a metronome or backing track. (TCC4)

Vision of A Learner Attributes: Students will be able to independently use their learning to…

- TCC3(6-8): I can combine new information with my own ideas to generate solutions.
- TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.
- TI4(6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.

Understandings: Students will understand that…

- Knowing ukulele anatomy and tuning is essential for sound quality and musical independence.
- Proper technique builds the muscle memory needed for smooth, expressive playing.
- Reading notation and chord charts empowers students to perform music independently.
- Strumming patterns and a steady beat are foundational to rhythm and ensemble cohesion.

Essential Questions:

- What are the parts of the ukulele, and how do we tune it?
- How do we hold, strum, and switch between chords on the ukulele?
- How do we read chord diagrams and basic music for the ukulele?
- What are the basic strumming patterns, and why is keeping a steady beat important?

Students will know…	**Students will be able to…**
• Parts of the ukulele and how to tune it. • How to hold, strum, and play basic chords on the ukulele. • How to read chord diagrams and basic musical notation. • Basic strumming patterns and the importance of keeping a steady beat.	• Identify ukulele parts and tune the instrument. • Hold, strum, play, and transition between basic chords on the ukulele. • Read chord diagrams and basic musical notation. • Perform basic strumming patterns and keep a steady beat while playing.
Key Vocabulary: Body, neck, fretboard, strings, tuners, bridge, soundhole, frets, nut, Strumming, chord, finger placement, tuning, strumming pattern, Chord diagram, tablature.	
Assessment Evidence	
Performance Tasks: • **Ukulele Anatomy Quiz:** Students will label each part of the ukulele via this slideshow as a google classroom assignment. (TI4) • **Tuning Video:** Students will make a "how to" video on tuning a ukulele. Using this document as reference (TI4)	**Other Evidence:** • Daily Formative small group assessments on strumming and steady beat in small groups.
Learning Plan	
• Explore the anatomy of the ukulele TCC3 • Intro to using a strobe tuner TCC4 • Tuning Quiz TI4 • Anatomy Check-in TI4	
Teacher Resources: "How To" Tune; Parts of the Ukulele Explained; Anatomy Check in; Chord Diagrams	

Unit 2 -Reading Music and Chord Charts (Music Theory)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- MU:Pr4.2 Students will recognize and understand basic musical symbols, rhythms, pitch notation, and dynamic markings. (TCC3)
- MU:Pr4.3 Students will read and interpret chord diagrams, learn common chords and chord progressions. (TCC4)
- MU:Pr5.1 : MU:Pr6.1: Students will play simple songs and use chord charts to accompany music. (TCC4)
- MU:Pr4.2 Students will apply basic music theory knowledge of note names and rhythm using treble clef. (TCC3)
- MU:Re7.2; MU:Pr4.1 Students will improve ear training and rhythmic dictation abilities. (TI4)

Vision of A Learner Attributes: Students will be able to independently use their learning to……

- TCC3(6-8): I can combine new information with my own ideas to generate solutions.
- TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.
- TI4(6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.

Understandings: Students will understand that…

- Chords and progressions reveal musical structure, enabling confident performance and creation.
- Chord charts support independent musicianship and accompaniment, fostering creative application.
- Treble clef literacy allows students to interpret and perform music with accuracy and expression.
- Ear training and dictation sharpen the listening skills vital for musical growth and ensemble accuracy.

Essential Questions:

- How do we read chord diagrams, play common chords, and understand chord progressions?
- How can we use chord charts to play and accompany songs, and why is this important for our musical development?
- How do we read note names and rhythms on the treble clef, and how does this knowledge help us perform music?
- What are effective ways to improve our ear training and rhythmic dictation skills, and why are these skills important for musical accuracy?

Students will know….

- The names and meanings of basic musical symbols (e.g., clefs, notes, rests, time signatures).
- How different note values and rhythms (e.g., whole notes, half notes, quarter notes, eighth notes) are represented in musical

Students will be able to…

- Recognize and understand basic musical symbols, rhythms, pitch notation, and dynamic markings.
- Read and interpret chord diagrams, learn common chords and chord progressions.

notation. ● The concept of pitch and how it is notated on the musical staff. ● The meanings of dynamic markings (e.g., forte, piano) and how they indicate volume changes in music. ● The names and finger placements of common ukulele chords (e.g., C, G,G7, F, Am). ● Techniques for transitioning smoothly between chords while playing. ● The elements of a simple song structure and how to perform them using the ukulele. ● recognition and reproduction. ● The importance of ear training for overall musical development and accuracy.	● Play simple songs and use chord charts to accompany music. ● Apply basic music theory knowledge of note names and rhythm using treble clef.
Key Vocabulary: Chord diagram, tablature, Rhythm, beat, quarter note, 8th note, half note, staff, treble clef,	
Assessment Evidence	
Performance Tasks: ● Elements of music (Slides 13-25) ● Chord knowledge Quiz**.** Students will label each chord name for C, G, G7, F, Am ● **Chord Diagrams**	**Other Evidence:** ● Small group conferences
Learning Plan	
Introduction to the Elements of Music TCC3 ○ Explore Slides 13–25 covering pitch, rhythm, dynamics, timbre, texture, form, and harmony. Group discussion and reflection activity on how each element appears in songs students know. Introduction to Chords TCC4 ○ Demonstrate and model the finger placement and sound of C, and F chords. ○ Students complete guided practice with chord charts and diagrams. Reading Chord Diagrams TCC3 Chord Practice & Application TI4 ○ Practice transitions between (C, F), (C, F, Am), (C, F, Am G) and Em, G7 for extension ○ Incorporate backing tracks via edpuzzle for rhythm consistency. ○ Formative Assessment: Teacher-facilitated small group conferences to check understanding and posture.	

Chord Knowledge Quiz TI4
Performance Application TI4
- Students perform a short strumming pattern using the learned chords, solo or in pairs.
- Reflection on accuracy, transitions, and sound quality. TI4

Teacher Resources: Elements of music slides; chord diagrams

Unit 3 - Exploring Different Musical Styles

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- MU:Pr4.3; MU:Pr5.1: Apply chords and strumming patterns to play and accompany songs from diverse genres. (TCC4)
- MU:Pr4.2; MU:Cr1.1 Apply basic music theory knowledge to reading and performing music from different genres. (TCC4)
- MU:Re7.2; MU:Pr4.1 Develop ear training and rhythmic accuracy with music from a variety of styles. (TI4)
- MU:Cr2.1; MU:Re8.1 Explore and appreciate a wide range of music styles, encourage creativity, and experiment with musical ideas. (TCC4)
- MU:Cn10.1; MU:Pr6.1 Select, learn, and perform songs from different genres, considering their cultural and historical contexts. (TCC4)

Vision of A Learner Attributes: Students will be able to independently use their learning to…

- TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.
- TI4(6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.

Understandings: Students will understand that…

- Genres possess distinct characteristics in rhythm, instrumentation, and cultural context that define their unique sound.
- Exploring diverse styles deepens understanding of music as a reflection of history and human experience.
- Varied genres challenge students to expand their technical versatility and musicianship.

Essential Questions:

- What makes different types of music, like pop, rock, and folk, sound unique?
- How does trying out different types of music help us learn about their history and culture?
- How does picking and learning songs from different music styles help us improve our musical skills?

• Selecting resonant songs fosters audience connection, making performances more meaningful.	• Why is it important to choose songs that connect with our audience or peers and make our performance more meaningful?
Students will know… • The defining features of different music styles, such as pop, rock, and folk. • How specific strumming patterns and chords contribute to the unique sound of each style. • How different music styles reflect the times and places they come from. • The techniques and skills required to play chords and strumming patterns specific to various genres.: • The importance of selecting songs that resonate with the audience or peers. • How song choice can enhance the meaning and impact of a performance.	**Students will be able to...** • Identify and describe the unique features and sound of different music styles. • Explain the cultural and historical context of various music genres. • Select songs that resonate with the audience and explain their significance.
Key Vocabulary: Repertoire; Genre; Chord; Strumming Pattern; Dynamics; Tempo; Melody; Harmony; Rhythm; Cultural Context; Performance; Audience; Improvisation; Articulation; Expression	
Assessment Evidence	
Performance Tasks: Music Selection Assignment and Assessment TI4	**Other Evidence:** Elements of music (Slides 13-25) TCC4
Learning Plan	
Experimenting with Musical Ideas TCC4 Encourage students to improvise or create short variations on simple chord progressions Explore how cultural and historical contexts influence genre characteristics. Repertoire Selection and Preparation TI4 Students select songs from diverse genres provided or researched based on their chord knowledge. Begin practicing for performance, focusing on applying chords, strumming, and stylistic elements.	
Teacher Resources: Teacher developed resources, chord charts, chord diagrams	

Unit 4 - Performance and Preparation

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- MU:Pr5.1 Develop Musical Confidence: Build confidence through practice and self-assessment. (TI4)
- MU:Pr6.1 Enhance Expressive Performance: Learn techniques for expressive playing. (TCC3)
- MU:Re9.1 Reflect on Progress: Regularly evaluate progress and set improvement goals. (TI4)
- MU:Pr4.3 Refine Technical Skills: Strengthen fundamental music skills and perfect techniques. (TCC4)
- MU:Pr5.1 Foster Collaboration: Develop teamwork through rehearsals and peer feedback. (TCC3)
- MU:Pr6.1 Prepare for Performance: Plan and execute a public performance with focus on stage presence and audience engagement. (TCC4)

Vision of A Learner Attributes: Students will be able to independently use their learning to…

- TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.
- TCC3 (6–8): I can combine new information with my own ideas to generate solutions.
- TI4(6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.

Understandings: Students will understand that…

- Goal-oriented practice and honest reflection build the technical accuracy and confidence needed for independent music-making.
- Mastery of dynamics, articulation, and phrasing enables musicians to communicate emotion and turn notes into compelling performances.
- Collaborative rehearsal and actionable feedback refine timing, balance, and blend, highlighting music as a shared process.
- Goal-setting and performance preparation lead to polished presentations that engage audiences and demonstrate growth.

Essential Questions:

- How does deliberate practice and self-assessment influence our growth and confidence as ukulele players?
- What techniques help us transform simple chords and melodies into expressive, engaging music?
- How can collaboration and constructive peer feedback during rehearsals improve both individual technique and ensemble cohesion?
- What planning and preparation are necessary to deliver a confident, audience-focused performance, and why do these steps matter?

Students will know…

- The role of practice, feedback, and self-assessment in building

Students will be able to…

- Practice regularly, self-assess, and implement feedback to build

performance confidence and techniques for self-assessment. • How to use dynamics, phrasing, and articulation to play expressively and convey emotions. • The importance of regular reflection and goal-setting for continuous improvement. • Fundamental music skills and specific techniques for a polished performance. • The importance of effective teamwork and strategies for peer feedback and support. • Steps for preparing a performance, including audience engagement and stage presence.	performance confidence. • Use dynamics, phrasing, and articulation to perform expressively and convey emotions. • Reflect on progress, set goals, and work towards achieving them. • Demonstrate fundamental music skills and apply specific techniques for the repertoire. • Collaborate effectively, and provide and receive constructive feedback. • Prepare for and engage in public performances, demonstrating stage presence and performance etiquette.
Key Vocabulary: Confidence, Feedback, Self-assessment, Reflection, Goal-setting, Collaboration, Performance Preparation (PRACTICE), Audience Engagement, Stage Presence, Performance Etiquette	
Assessment Evidence	
Performance Tasks: **Virtual Concert Rehearsal Feedback** **Background images and backing tracks for Virtual concert** **Dress Rehearsal Rubric** **Self-Reflection**	**Other Evidence:** Small group conferences
Learning Plan	
• Analyze example virtual performances to identify expressive and technical strengths.TCC4 • Review and discuss the Dress Rehearsal Rubric as a class to co-construct success criteria.TI4 • Small Group Conferences → Set personal performance goals.TI4 • Practice individually and in sections; rehearse with backing tracks.TCC4 • Create and submit Virtual Concert Rehearsal Videos for peer and teacher feedback. TI4 • Virtual Concert Rehearsal Feedback → Use teacher/peer feedback to adjust. TCC4 • Choose or design background images and visual elements to support mood and message of the piece. TCC3 • Finalize backing tracks, tempo adjustments, and expressive markings. TCC3 • Conduct dress rehearsal with full visual/audio setup. TCC4 • Use Dress Rehearsal Rubric to assess readiness and make final edits. TI4 • Complete a Self-Reflection on technical skills, expression, and confidence.TI4	

• Small group conferences → Discuss what worked, what can improve, and next steps as musicians.TI4
Teacher Resources: [Exemplar of students reflecting on constructive criticism] **(needs to be replaced as JAMBORD is out now)**

ART I FOUNDATIONS ART CURRICULUM



Grade Level(s): 9-12

Curriculum Author(s): L. Desjardins

Whether students are new to art or looking to expand their creative abilities, Art I Foundations is an introductory visual arts course designed to develop the knowledge, skills, and habits of mind essential for success in the visual arts. Students learn to observe, think critically, solve creative problems, and communicate ideas through meaningful artistic experiences. Drawing serves as the foundation for the course, providing the observational and compositional skills that support all other artistic disciplines. Students review and apply the foundational concepts of the Elements of Art, Principles of Design, and art criticism as they develop confidence in a variety of artistic processes and media.

Throughout the year, students explore a wide variety of media, tools, and techniques, including drawing, painting, printmaking, three-dimensional design and sculpture, collage, and design. Students begin developing technical skills while engaging in the creative process through planning, experimentation, revision, reflection, and critique. Art history, aesthetics, and art criticism are woven throughout each unit, encouraging students to make meaningful connections between their own artwork, historical traditions, and contemporary culture.

When available, authentic artistic experiences extend learning beyond the classroom through professional artist demonstrations, museum and gallery visits, college workshops, and hands-on experiences such as wheel throwing, glassblowing, metal sand casting, Raku firing, printmaking, photography, and other studio processes.

Art I Foundations establishes the foundational knowledge, technical skills, creative processes, and studio practices that support continued study throughout the visual arts program at Nonnewaug High School. Through the development of observational drawing, design thinking, creative problem-solving, and professional studio practices, students begin building the skills necessary for continued study in Art II, Art III, Art IV, Ceramics I & II, Digital Photography, Digital Design I, II, & III, Yearbook, AP Art, and lifelong creative pursuits. By emphasizing observation, craftsmanship, creative problem solving, and personal expression, students begin developing the confidence and artistic foundation necessary for lifelong learning and creative success.

No Prerequisite
Credit Type: Fine Arts, 1 credit

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Introduction to Art: What is Art?	What defines art, and how can understanding art criticism and exploring art careers help shape an individual's role in the creative world?	Art is a diverse and evolving form of expression that reflects personal, cultural, historical, and societal perspectives. Understanding art criticism helps students observe, analyze, interpret, evaluate, and appreciate works of art, while exploring art careers broadens their understanding of how artistic skills and creative thinking contribute to a wide variety of professions.	TCC2(9-12); CCE1(9-12); P2(9-12)
Drawing	How can observational drawing skills and the use of various artistic techniques help us communicate ideas and emotions visually?	Developing observational drawing skills and learning a variety of artistic techniques helps students communicate ideas and observations visually while strengthening their understanding of the visual world around them.	TCC1(9-12); CCE4(9-12); P1(9-12)
Painting	How can the use of color, brushwork, and painting techniques help artists convey meaning, emotion, and narrative in their work?	Understanding color theory, brushwork, and painting techniques helps students communicate ideas, emotions, and stories through painting. Experimentation, practice, reflection, and revision strengthen painting skills and artistic expression.	TCC1(9-12); CCE4(9-12); P1(9-12)

3D Design/ Sculpture	How can artists use three-dimensional materials and processes to communicate ideas, solve design challenges, and create meaningful forms?	Working with three-dimensional materials helps students explore form, space, texture, and function while developing problem-solving and craftsmanship skills. Through experimentation and creative thinking, students communicate ideas through functional and sculptural forms.	TCC1(9-12); CCE4(9-12); P1(9-12)
Printmaking	How can the process of printmaking be used to communicate ideas through experimentation, layering, texture, and repetition?	Printmaking encourages students to explore the relationship between process, experimentation, and creative expression. Through layering, texture, image transfer, repetition, and variation, students create original printed images that communicate ideas.	TCC1(9-12); CCE4(9-12); P1(9-12)
Collage	How can the arrangement and layering of diverse materials in collage be used to communicate ideas, observations, and themes?	Collage provides students with a unique way to communicate ideas by combining and layering a variety of materials. Through composition, imagery, juxtaposition, and experimentation, students create original works that express ideas and themes.	TCC1(9-12); CCE4(9-12); P1(9-12)
Art History (Embedded Throughout Each Unit)	How does studying art history influence our understanding of art and our own artistic growth?	Art history helps students understand how culture, history, and society influence artistic expression. By exploring selected historical and contemporary artists throughout the course, students make connections between artistic traditions, diverse perspectives, and their own creative work.	TCC1(9-12); TCC2(9-12); CCE1(9-12)
The Etiquette of Art (Reinforced Throughout the Course)	How do professional studio practices and respectful behavior influence the creation, critique, presentation, and appreciation of art?	Professional studio practices foster a safe, respectful, and collaborative environment that supports creativity, constructive critique, artistic growth, and respect for diverse artistic perspectives.	CCE2(9-12); CCE3(9-12); P1(9-12)

Unit 1 - Introduction to Art: What is art?

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Core Arts Standards

Present:
VA: Pr6.1.Ia - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Respond:
VA:Re.7.1.Ia - Hypothesize ways in which art influences perception and understanding of human experiences.
VA:Re8.1.Ia - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA:Re9.1.Ia - Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting:
VA:Cn11.1.Ia - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Vision of A Learner Attributes:

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

Understandings: Students will understand that…

- Art is a diverse and evolving form of expression influenced by personal, cultural, and societal factors.
- Learning about art criticism and exploring careers in the visual arts broadens appreciation for art and introduces students to a variety of creative professions.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Questions:

- What is art, and how can learning about art criticism and exploring careers in the visual arts help us understand the creative world?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is the value of engaging in the process of art criticism?
- How does art help us understand people from different times, places, and cultures?
- How can art influence the way people think about the world?

● Visual imagery influences understanding of and responses to the world. ● People gain insight into works of art by engaging in the process of art criticism. ● People evaluate art based on various criteria. ● Art reflects the cultures, histories, and experiences of the people and communities who create it.	
Students will know… ● there are many definitions and interpretations of art. ● a variety of art and art-related careers. ● how art connects to everyday life and the world around them. ● the impact of art on everyday life and the relationship of art to diverse cultures. ● the Elements of Art and Principles of Design and how they contribute to original works of art. ● the Four Steps of Art Criticism (description, analysis, interpretation, and judgment) and how they help analyze and understand works of art.	**National Core Arts Standards Skills** Students will be able to… ● Select, analyze, and interpret artistic work for presentation. ● Perceive and analyze artistic work. ● Interpret intent and meaning in artistic work. ● Apply criteria to evaluate artistic work. ● Synthesize and relate knowledge and personal experiences to make art. **Introduction to Art Skills** Students will be able to… ● define and discuss the meaning and purpose of art. ● use the Four Steps of Art Criticism (Description, Analysis, Interpretation, and Judgment) to discuss and analyze works of art. ● compare works of art by identifying visual and contextual evidence. ● identify the Elements of Art and Principles of Design in works of art. ● recognize how art reflects historical, cultural, and personal perspectives. ● explore careers and opportunities within the visual arts and creative industries. ● communicate ideas respectfully during discussions, critiques, and collaborative activities. ● reflect on how art connects to their own lives and the world around them.

Key Vocabulary:
Introduction to Art Vocabulary – art, aesthetics, art criticism, composition, perception, museum, gallery, exhibition, art career, creative problem-solving, Four Steps of Art Criticism (description, analysis, interpretation, judgment)
Introduction to Art Materials, Tools & Processes – observation, discussion, critique, reflection
NCCAS Glossary Terms – visual imagery, context, relevant criteria

Assessment Evidence

Performance Tasks:

- Artistic Growth Reflection
  - Create a self-portrait at the beginning and end of the school year to observe artistic growth and reflect on the development of foundational drawing skills, observation, and personal expression.
- Art Criticism Investigation
  - Use the Four Steps of Art Criticism (Description, Analysis, Interpretation, and Judgment) to discuss and interpret historical and contemporary works of art through speaking, writing, and collaboration.

Other Evidence:

- Quizzes – vocabulary, Elements of Art, Principles of Design, and art criticism
- Participation in classroom discussions
- Sketchbook/journal responses
- Teacher feedback throughout class discussions, activities, and reflective exercises
- Self, peer, and teacher critiques
- Written reflections on the meaning and purpose of art
- Career exploration activities
- Teacher observation of participation, engagement, studio habits, and developing critical thinking skills
- Rubrics – self-assessment and teacher assessment

Learning Plan

- Explore multiple definitions and purposes of art through discussion, observation, and inquiry. (TCC2)
- Read and discuss selected visual arts resources (e.g., Newsela) to build vocabulary and strengthen critical thinking. (P1)
- Introduce and practice the Four Steps of Art Criticism through guided discussion and collaborative analysis. (CCE1)
- Analyze historical and contemporary works of art using the Elements of Art and Principles of Design. (TCC2)
- Participate in classroom discussions, critiques, and reflective writing about the role of art in society. (CCE1)
- Explore careers in the visual arts and creative industries. (P1)
- Reflect on personal ideas about art and how those ideas develop throughout the course. (P1)

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; Newsela; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and gallery resources; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Unit 2 - Drawing

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Core Arts Standards

Create:
VA:Cr1.1.Ia - Use multiple approaches to begin creative endeavors
VA:Cr2.1.Ia - Engage in making a work of art or design without having a preconceived plan
VA:Cr2.2.Ia - Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Cr3.1.Ia - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress
Respond:
VA:Re7.1.Ia - Hypothesize ways in which art influences perception and understanding of human experiences.
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

Understandings: Students will understand that…

- Developing observational drawing skills and practicing a variety of artistic techniques help individuals communicate ideas, emotions, and perspectives visually while building an appreciation for the visual world around them.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety,

Essential Questions:

- How can observational drawing skills and artistic techniques help us communicate ideas and emotions visually?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How do artists work? How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and

<table>
<tr>
<td>freedom and responsibility while developing and creating artworks.
● Artists and designers improve their work through practice, constructive feedback, reflection, and revision.
● Through creating art, people explore ideas, develop new skills, and express their experiences.</td>
<td>follow correct procedures in handling materials, tools, and equipment?
● What role do practice and persistence play in improving artwork?
● How does making art help us observe and better understand the world around us?</td>
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<tr>
<td>Students will know…

● the "Four Basic Shapes of Life" and how they relate to drawing and observing all objects.
● the importance of value and shading in creating the illusion of three-dimensional form.
● the characteristics and appropriate uses of a variety of drawing materials, tools, and techniques. (or keep your original if this unit focuses primarily on graphite)
● that thumbnail sketches are used to explore ideas and determine the most effective composition.
● the foundational principles of observational drawing, including careful observation, proportion, spatial relationships, and visual accuracy.</td>
<td><u>National Core Arts Standards Skills</u>
Students will be able to…
● Generate and conceptualize artistic ideas and work
● Organize and develop artistic ideas and work.
● Refine and complete artistic work.
● Select, analyze, and interpret artistic work for presentation.
● Develop and refine artistic techniques and work for presentation.
● Perceive and analyze artistic work
● Synthesize and relate knowledge and personal experiences to make art.

<u>Drawing Skills</u>
Students will be able to…
● practice observational drawing skills to represent forms, objects, and spatial relationships.
● use contour, gesture, and negative space drawing techniques to strengthen observation and visual accuracy.
● use proportion, composition, and value to create the illusion of three-dimensional form.
● create thumbnail sketches to plan and refine compositions before beginning a final drawing.
● demonstrate developing craftsmanship through the appropriate use of drawing materials, tools, and techniques.
● reflect on drawings through self-assessment, critique, and revision.
● communicate ideas and observations through drawing.</td>
</tr>
<tr>
<td colspan="2">Key Vocabulary:
<u>Drawing Vocabulary</u> – observational drawing, contour, blind contour, check-back contour, gesture, positive space, negative space, composition, thumbnail sketches, proportion, value, foreground, middleground, background
<u>Drawing Materials, Tools & Processes</u> – graphite, graphite dust, graphite pencil grades (HB, 2B, 4B, 6B), kneaded eraser, tortillon, blending</td>
</tr>
</table>

stump, ruler
NCCAS Glossary Terms – materials, critique, portfolio

Assessment Evidence

Performance Tasks:

- Drawing Technique Studies
  - Contour Drawing
  - Blind Contour Drawing
  - Check-Back Contour Drawing
  - Gesture Drawing
  - Contour Line Drawing
  - Negative Space Drawing
- Skill Development
  - Four Basic Shapes of Life – Value Studies
  - Thumbnail Sketches & Composition Studies
- Major Drawing Project
  - Shaded Observational Still Life
- Growth & Reflection
  - Beginning-of-Course Self-Portrait (Baseline Assessment)
  - End-of-Year Self-Portrait & Artistic Growth Reflection

Other Evidence:

- Quizzes – unit vocabulary, techniques, and artistic concepts
- Participation in classroom discussions and critiques
- Sketchbook activities, observational studies, and thumbnail sketches
- Teacher feedback throughout the planning, drawing, and revision process
- In-progress critiques and midpoint check-ins
- Self, peer, and teacher critiques
- Artist reflections
- Teacher observation of studio habits, craftsmanship, safe use of materials, and participation
- Rubrics – self-assessment and teacher assessment

Learning Plan

- Practice observational drawing through contour, blind contour, check-back contour, gesture, negative space, value, and observational drawing experiences. **(P1)**
- Develop thumbnail sketches and compositional studies before beginning finished drawings. **(P1)**
- Create finished drawings using appropriate techniques, developing craftsmanship, and thoughtful composition. **(P1)**
- Participate in classroom critiques, discussions, written reflections, and self, peer, and teacher assessments to evaluate artistic growth. **(CCE4)**
- Build foundational drawing skills through increasingly challenging drawing experiences. **(P1)**
- Demonstrate responsible studio habits through the safe use, organization, care, and cleanup of materials and equipment. **(P1)**

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and

gallery resources; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Unit 3 - Painting

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Core Arts Standards

Create
VA:Cr1.1.Ia - Use multiple approaches to begin creative endeavors
VA:Cr2.1.Ia - Engage in making a work of art or design without having a preconceived plan
VA:Cr3.1.Ia - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress
Respond:
VA:Re7.1.Ia - Hypothesize ways in which art influences perception and understanding of human experiences.
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

Understandings: Students will understand that...

- Artists use color theory, brushwork, and painting techniques to communicate ideas, emotions, and meaning.
- Artists develop technical and creative skills through experimentation, practice, feedback, and revision.

Essential Questions:

- How can the use of color, brushwork, and painting techniques help artists convey meaning, emotion, and narrative in their work?
- How do artists use experimentation, practice, and revision to

• Color relationships influence how viewers interpret and respond to works of art. • Through painting, artists explore personal experiences, observations, and creative ideas. • Reflecting on and revising artwork helps strengthen artistic communication and craftsmanship.	strengthen their paintings? • How do color relationships influence the way viewers interpret and respond to works of art? • How does making art help us observe and better understand the world around us?
Students will know... • the relationships between primary, secondary, tertiary, analogous, and complementary colors on the color wheel. • how value, tints, shades, intensity, and complementary colors affect color relationships and visual expression. • the effects of color temperature (warm and cool colors) on mood, atmosphere, and composition. • how to mix and blend colors to create a variety of hues, values, and intensity. • that thumbnail sketches are used to explore ideas and determine the most effective composition.	**National Core Arts Standards Skills** Students will be able to... • Generate and conceptualize artistic ideas and work • Organize and develop artistic ideas and work. • Refine and complete artistic work. • Select, analyze, and interpret artistic work for presentation. • Develop and refine artistic techniques and work for presentation. • Perceive and analyze artistic work • Synthesize and relate knowledge and personal experiences to make art. **Painting Skills** Students will be able to... • create a full color wheel demonstrating primary, secondary, tertiary, analogous, and complementary color relationships, as well as value, tint, shade, and intensity scales. • use color theory to create balanced and effective compositions. • mix and blend colors to create a variety of hues, values, tints, shades, and intensity. • use color temperature to create emphasis, mood, depth, and visual interest. • develop thumbnail sketches to explore ideas and determine the most effective composition before beginning a painting. • create a painting that demonstrates effective color relationships and developing craftsmanship. • reflect on paintings through self-assessment, critique, and revision.

Key Vocabulary:
Painting Vocabulary – color theory, primary colors, secondary colors, tertiary colors, analogous colors, complementary colors, hue, value, intensity, tint, shade, warm colors, cool colors, color temperature, opaque, transparent, composition, thumbnail sketches
Painting Materials, Tools & Processes – color mixing, brushwork, layering, brushstrokes
NCCAS Glossary Terms – materials, critique, portfolio

Assessment Evidence

Performance Tasks:

- Create a comprehensive Color Wheel demonstrating:
  - Primary Colors
  - Secondary Colors
  - Tertiary Colors
  - Complementary Scale
  - Value Scale
  - Tint Scale
  - Shade Scale
- Develop thumbnail sketches and compositional studies before beginning a final painting.
- Create a final painting (e.g., self-portrait, still life, or other teacher-selected subject) that demonstrates:
  - Color mixing
  - Color relationships
  - Color temperature
  - Composition
  - Craftsmanship

Other Evidence:

- Quizzes – unit vocabulary, techniques, and artistic concepts
- Participation in classroom discussions and critiques
- Sketchbook activities, color wheel development, and thumbnail sketches
- Teacher feedback throughout the planning, painting, and revision process
- In-progress critiques and midpoint check-ins
- Self, peer, and teacher critiques
- Artist reflections
- Teacher observation of studio habits, craftsmanship, safe use of materials, and participation
- Rubrics – self-assessment and teacher assessment

Learning Plan

- Create a comprehensive Color Wheel to develop an understanding of color theory by exploring primary, secondary, tertiary, analogous, and complementary color relationships, as well as value, tint, shade, and intensity scales. **(P1)**
- Develop thumbnail sketches to explore ideas and determine the most effective composition before beginning a final painting. **(TCC1)**
- Experiment with color mixing, color relationships, and painting techniques to solve visual problems. **(TCC1)**
- Create a final painting through planning, practice, and revision. **(TCC1, P1)**
- Participate in critiques and discussions to communicate artistic ideas and receive feedback. **(CCE4)**
- Reflect on artistic choices and make revisions based on feedback and self-assessment. **(P1)**
- Demonstrate responsible studio habits through the safe use, organization, care, and cleanup of materials and equipment. **(P1)**

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS *: Visual Arts Standards; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and gallery resources; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Unit 4 - 3D Design/ Sculpture

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Core Arts Standards

Create
VA:Cr1.1.Ia - Use multiple approaches to begin creative endeavors
VA:Cr2.1.Ia - Engage in making a work of art or design without having a preconceived plan
VA:Cr2.2.Ia - Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Cr3.1.Ia - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress
Respond:
VA:Re7.1.Ia - Hypothesize ways in which art influences perception and understanding of human experiences.
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

Understandings: Students will understand that...	**Essential Questions:**

• Artists use form, space, texture, and structure to create functional and sculptural three-dimensional works of art. • Three-dimensional artwork can be viewed and experienced from multiple perspectives. • Artists develop ideas through experimentation, creative problem solving, and reflection. • Material choices influence the appearance, function, and durability of a three-dimensional work of art. • Artists use craftsmanship and construction techniques to create three-dimensional works of art.	• How can artists use three-dimensional materials and processes to create functional and sculptural forms? • How do form, space, texture, and structure contribute to the effectiveness of three-dimensional artwork? • How do artists use experimentation, creative problem solving, and reflection to improve their work? • How do material choices influence the function, appearance, and meaning of a work of art? • How does craftsmanship affect the success of a three-dimensional artwork?
Students will know... • the characteristics of three-dimensional art and how it differs from two-dimensional art. • the elements of form, shape, space, and texture in three-dimensional design. • the basic handbuilding techniques in clay (pinch, coil, and slab) and how each can be used to create three-dimensional forms. • basic construction techniques for creating three-dimensional artwork using traditional and nontraditional materials. • how balance, stability, craftsmanship, and structural integrity contribute to successful three-dimensional artwork. • how material choices influence the function and appearance of three-dimensional artwork.	**<u>National Core Arts Standards Skills</u>** Students will be able to... • Generate and conceptualize artistic ideas and work. • Organize and develop artistic ideas and work. • Refine and complete artistic work. • Select, analyze, and interpret artistic work for presentation. • Develop and refine artistic techniques and work for presentation. • Perceive and analyze artistic work. • Synthesize and relate knowledge and personal experiences to make art. **<u>3D Design/ Sculpture Skills</u>** Students will be able to... • apply one or more basic handbuilding techniques through a teacher-selected clay project (e.g., pinch, coil, or slab construction). • use a variety of traditional and nontraditional materials to construct stable three-dimensional artwork. • demonstrate an understanding of form, space, texture, and structure in three-dimensional design. • solve simple structural and design challenges through experimentation, creative problem solving, and reflection. • use appropriate construction techniques and develop craftsmanship when creating three-dimensional artwork. • communicate ideas through functional and/or sculptural forms.

	● reflect on three-dimensional artwork through self-assessment, critique, and revision.

Key Vocabulary:
3D Design Vocabulary - free-standing, in the round, form, positive space, negative space, proportion, balance, structure, craftsmanship
3D Design Materials, Tools & Processes - clay, pinch, coil, slab, slip, score, leather hard, bone dry, greenware, bisque, glaze, kiln, loop tool, needle tool, wooden, metal, or rubber ribs/kidneys, elephant ear sponge, slab roller, extruder
NCCAS Glossary Terms - materials, critique, portfolio

Assessment Evidence

Performance Tasks:

- 3D Design/Sculpture Exploration
  - explore foundational three-dimensional construction techniques.
  - explore materials, tools, and processes through guided practice.
  - demonstrate craftsmanship, safe studio practices, and structural stability

- 3D Design/Sculpture Composition
  - create an original three-dimensional work of art using a teacher-selected construction technique or material.
  - demonstrate effective use of form, space, texture, and composition.
  - apply the Elements of Art and Principles of Design.
  - demonstrate craftsmanship and creative problem-solving.

Other Evidence:

- Quizzes – unit vocabulary, techniques, and artistic concepts
- Participation in classroom discussions and critiques
- Sketchbook activities, planning sketches, and construction studies
- Teacher feedback throughout the planning, construction, and revision process
- In-progress critiques and midpoint check-ins
- Self, peer, and teacher critiques
- Artist reflections
- Teacher observation of studio habits, craftsmanship, safe use of tools and materials, organization, cleanup procedures, and participation
- Rubrics – self-assessment and teacher assessment

Learning Plan

- Explore the properties and possibilities of a variety of three-dimensional materials through demonstrations and guided practice. **(TCC1)**
- Experiment with one or more handbuilding techniques in clay and/or construction methods using traditional and nontraditional materials. **(TCC1)**
- Develop planning sketches to explore ideas before creating three-dimensional artwork. **(TCC1)**
- Participate in critiques and discussions to communicate artistic ideas and receive constructive feedback. **(CCE4)**
- Reflect on artistic choices and make revisions based on feedback and self-assessment. **(P1)**
- Create a finished three-dimensional artwork through planning, experimentation, and developing craftsmanship. **(TCC1, P1)**
- Demonstrate responsible studio habits through the safe use, organization, care, and cleanup of materials and equipment. **(P1)**

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and gallery resources; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Unit 5 - Printmaking

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Core Arts Standards

Create
VA:Cr1.1.Ia - Use multiple approaches to begin creative endeavors
VA:Cr2.1.Ia - Engage in making a work of art or design without having a preconceived plan
VA:Cr3.1.Ia - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress
Respond:
VA:Re7.1.Ia - Hypothesize ways in which art influences perception and understanding of human experiences.
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

Understandings: Students will understand that…	**Essential Questions:**
• Printmaking is a diverse art form that includes a variety of processes for creating original works of art. • Artists develop foundational printmaking skills through experimentation with printmaking processes and techniques. • Artists use layering, texture, repetition, stencils, and image transfer to communicate ideas and create expressive printed images. • Artists develop successful prints through experimentation, creative problem solving, and revision. • Artistic choices made throughout the printmaking process influence the final printed image.	• What is printmaking, and how do different printmaking processes help artists create original works of art? • How can printmaking processes and techniques be used to communicate ideas through layering, texture, stencils, and image transfer? • How do experimentation, creative problem solving, and revision influence the printmaking process? • How do artistic choices affect the final printed image? • How do layering, texture, and repetition contribute to the visual impact of a print?
Students will know… • the characteristics and purpose of printmaking as a form of artistic expression. • the major printmaking processes, including relief, intaglio, lithography, screen printing, and monoprinting. • the difference between an original print and a reproduction. • a variety of techniques used to create printed images, including additive, subtractive, and direct tracing methods. • how layering, texture, repetition, and image transfer contribute to expressive printed imagery. • how stencils, masks, photo transfers, and found materials can be used to create imagery and texture. • how craftsmanship contributes to the quality of a printed image.	**<u>National Core Arts Standards Skills</u>** Students will be able to... • Generate and conceptualize artistic ideas and work • Organize and develop artistic ideas and work. • Refine and complete artistic work. • Select, analyze, and interpret artistic work for presentation. • Develop and refine artistic techniques and work for presentation. • Perceive and analyze artistic work • Apply criteria to evaluate artistic work. • Synthesize and relate knowledge and personal experiences to make art. **<u>Printmaking Skills</u>** Students will be able to... • identify and describe the major printmaking processes. • apply a variety of printmaking techniques, including additive, subtractive, and direct tracing methods, to create original printed images. • use layering, texture, repetition, and image transfer to create expressive printed images. • create and use original stencils in printmaking compositions. • experiment with photo transfers and a variety of materials to create expressive printed images. • demonstrate developing craftsmanship in completed

	printmaking compositions. ● reflect on printed artwork through self-assessment, critique, and revision.

Key Vocabulary:
Printmaking Vocabulary - printmaking, original print, reproduction, edition, impression, proof (proof print), ghost print, relief print, intaglio, lithography, screen print, monoprint, additive process, subtractive process, direct tracing, registration, layering, texture, transparency, opacity, positive space, negative space, composition
Printmaking Materials, Tools & Processes - printing plate (plate), gelli plate, brayer, printing ink and/or acrylic paint, palette, palette knife, stencil, mask, photo transfer, image transfer, paper
NCCAS Glossary Terms - materials, craftsmanship, presentation

Assessment Evidence

Performance Tasks:
- Printmaking Exploration
  - produce a series of experimental prints using teacher-selected printmaking processes and techniques (e.g., additive, subtractive, direct tracing, stencil, texture, and/or photo transfer).
  - investigate layering, image transfer, composition, and creative problem solving through multiple print pulls.
- Final Monoprint Composition
  - create an original print using teacher-selected printmaking processes and techniques.
  - demonstrate effective composition and developing craftsmanship.
  - apply printmaking techniques to communicate ideas through printed imagery.

Other Evidence:
- Sketchbook activities, planning sketches, and printmaking explorations
- Teacher feedback throughout the planning, printmaking, and revision process
- In-progress critiques and midpoint check-ins
- Self, peer, and teacher critiques
- Artist reflections
- Teacher observation of studio habits, craftsmanship, safe use of materials, and participation
- Rubrics – self-assessment and teacher assessment

Learning Plan

- Introduce students to the major printmaking processes through visual examples, demonstrations, and discussion before engaging in hands-on exploration of teacher-selected printmaking techniques. **(TCC1)**
- Explore additive, subtractive, direct tracing, stencil printing, photo transfers, layering, and other teacher-selected printmaking techniques through demonstrations and guided practice. **(TCC1)**
- Produce a series of experimental prints (proofs) to investigate layering, texture, image transfer, and composition before creating a final printmaking composition. **(TCC1, P1)**
- Participate in critiques and discussions to communicate artistic ideas and receive constructive feedback. **(CCE4)**

- Reflect on artistic choices and make revisions based on feedback and self-assessment. **(P1)**
- Demonstrate responsible studio habits through the safe use, organization, care, and cleanup of materials and equipment. **(P1)**

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and gallery resources; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Unit 6 - Collage

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Core Arts Standards

Create
VA:Cr1.1.Ia - Use multiple approaches to begin creative endeavors
VA:Cr2.1.Ia - Engage in making a work of art or design without having a preconceived plan
VA:Cr3.1.Ia - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress
Respond:
VA:Re7.1.Ia - Hypothesize ways in which art influences perception and understanding of human experiences.
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

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- P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

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Understandings: Students will understand that…

- Collage is an artistic process in which images, textures, colors, and materials are combined to communicate personal ideas, experiences, and visual stories.
- Artists use composition, layering, and juxtaposition to create meaning and guide the viewer's eye.
- Artists make choices about imagery, color, texture, and materials to communicate ideas visually.
- Experimentation, creative problem solving, reflection, and revision help artists develop stronger compositions.
- Different collage materials and techniques create unique visual effects and expressive possibilities.

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Essential Questions:

- How can collage be used to communicate personal ideas, experiences, and visual stories?
- How do artists use composition, layering, and juxtaposition to create meaning?
- How do choices about imagery, color, texture, and materials influence the meaning of a collage?
- How do experimentation, creative problem solving, and revision strengthen a collage composition?
- How do different collage materials and techniques affect artistic expression?

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Students will know...

- the characteristics and purpose of collage as a form of artistic expression.
- a variety of collage techniques and materials, including magazine collage, torn paper collage, painted paper collage, tissue paper collage, photo collage, found-object collage, and mixed-media collage.
- how composition, layering, and juxtaposition contribute to visual communication.
- how images, colors, textures, and materials can be combined to communicate ideas visually.
- how positive and negative space influence a collage composition.
- how artists use imagery, symbolism, and visual relationships to communicate ideas.
- how craftsmanship contributes to the quality of a finished collage.

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<u>National Core Arts Standards Skills</u>

Students will be able to...

- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.
- Select, analyze, and interpret artistic work for presentation.
- Perceive and analyze artistic work
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.

<u>Collage Skills</u>

Students will be able to...

- create original collage compositions using a variety of materials and techniques.
- select, arrange, and layer images, colors, textures, and materials to communicate ideas.
- apply the Principles of Design, including balance, emphasis, contrast, unity, and focal point, to create effective compositions.
- incorporate positive and negative space to strengthen visual organization.

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	• experiment with a variety of collage materials and techniques to solve creative design challenges. • communicate ideas, observations, or themes through collage. • reflect on artwork through self-assessment, critique, and revision. • demonstrate craftsmanship and responsible studio habits throughout the creative process.

Key Vocabulary:
Collage Vocabulary - collage, mixed media, assemblage, composition, juxtaposition, layering, overlap, transparency, opacity, positive space, negative space, focal point, unity, contrast, balance, emphasis, symbolism, imagery, visual communication, texture, pattern
Collage Materials, Tools & Processes - found objects, magazine collage, torn paper collage, painted paper collage, tissue paper collage, photo collage, adhesive, scissors, Xacto-knife, matte medium
NCCAS Glossary Terms - materials, critique, portfolio

Assessment Evidence

Performance Tasks:
- Collage Exploration
  - Create a series of original collage studies demonstrating a variety of collage techniques, materials, and compositional approaches.
  - Experiment with layering, composition, juxtaposition, imagery, and a variety of materials to create original collage studies.
  - Demonstrate experimentation, craftsmanship, and creative problem solving throughout the collage process.
- Original Collage Composition
  - Create an original collage that communicates ideas, observations, or themes through the selection and arrangement of images, colors, textures, and materials.
  - Reflect on artistic choices through an artist reflection or critique.
  - Demonstrate effective composition, developing craftsmanship, and visual communication in a finished collage.

Other Evidence:
- Quizzes – unit vocabulary, techniques, and artistic concepts
- Participation in classroom discussions and critiques
- Sketchbook activities, planning sketches, and collage explorations
- Teacher feedback throughout the planning, collage, and revision process
- In-progress critiques and midpoint check-ins
- Self, peer, and teacher critiques
- Artist reflections
- Teacher observation of studio habits, craftsmanship, safe use of materials, organization, and participation
- Rubrics – self-assessment and teacher assessment

Learning Plan

- Explore a variety of collage techniques, materials, and artists through teacher demonstrations, visual examples, and guided discussions. (**TCC1**)
- Experiment with composition, layering, juxtaposition, imagery, and a variety of materials to develop original collage ideas. (**TCC1**)
- Develop planning sketches and compositional studies to organize ideas before creating a finished collage. (**TCC1**)
- Create original collage compositions that communicate **ideas, observations, or themes** through the selection and arrangement of images, colors, textures, and materials. (**CCE4**)
- Participate in critiques and discussions to communicate artistic ideas and receive constructive feedback. (**CCE4**)
- Reflect on artistic choices and **make revisions** based on feedback and self-assessment. (**P1**)
- Demonstrate responsible studio habits through the safe use, organization, care, and cleanup of materials and equipment. (**P1**)

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and gallery resources; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Art History

(Embedded throughout the school year and integrated into all studio units.)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Core Arts Standards
Respond:
VA:Re7.1.Ia - Hypothesize ways in which art influences perception and understanding of human experiences.
VA:Re8.1.Ia - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA:Re9.1.Ia - Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.
VA:Cn11.1.Ia - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

Understandings: Students will understand that…

- Art reflects the ideas, beliefs, cultures, histories, and experiences of people throughout time.
- Studying historical and contemporary artists provides inspiration, context, and insight that influence artistic growth and creative decision-making.
- Artists build upon the ideas, techniques, and innovations of those who came before them while developing their own artistic style and creative approaches.
- Works of art can be interpreted in different ways based on personal experiences, cultural perspectives, and historical context.
- Understanding art history fosters appreciation for diverse cultures, artistic traditions, and multiple perspectives.

Essential Questions:

- How does studying art history influence our understanding of art and our own artistic growth?
- How do artists reflect the culture, history, and society in which they live?
- How do artists build upon the ideas, techniques, and innovations of artists who came before them?
- How can different people interpret the same work of art in different ways?
- Why is it important to study artwork from diverse cultures, time periods, and perspectives?

Students will know...

- the purpose of studying art history and its connection to artistic growth.
- how art reflects the culture, history, beliefs, and experiences of people throughout time.
- the characteristics of selected artists, artistic movements, and cultures introduced throughout the course as they relate to classroom projects and artistic concepts.
- how historical and contemporary artists influence one another and inspire new ideas.
- how artists use the Elements of Art and Principles of Design to communicate meaning.
- that works of art can be interpreted in different ways based on personal, cultural, and historical perspectives.

National Core Arts Standards Skills

Students will be able to...

- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- Synthesize and relate knowledge and personal experiences to make art.

Art History Skills

Students will be able to...

- identify selected artists, artistic movements, and cultures introduced throughout the course.

• the importance of respecting and appreciating diverse artistic traditions and cultural perspectives. • that art is a universal visual language that communicates ideas, emotions, beliefs, and experiences across cultures and throughout history.	• compare and contrast works of art from different time periods and cultures. • identify and analyze how artists use the Elements of Art and Principles of Design to communicate ideas. • discuss and interpret artwork using appropriate art vocabulary. • make connections between historical and contemporary artists. • apply ideas and inspiration from historical and contemporary artists when creating original artwork. • respectfully discuss and appreciate diverse artistic perspectives.

Key Vocabulary:
Art History Vocabulary - art history, artist, artwork, aesthetics, art criticism, culture, historical context, contemporary art, artistic influence, inspiration, interpretation, analysis, critique, symbolism, perspective, style, subject matter, theme, visual culture
Art History Resources - museum, gallery, exhibition, curator, collection, original artwork, reproduction
NCCAS Glossary Terms - aesthetic, context, criteria, interpretation

Assessment Evidence

Performance Tasks:
• Artist Connections & Visual Analysis
  ○ investigate selected historical and contemporary artists, cultures, and artistic traditions through discussion, observation, and visual analysis.
  ○ analyze how artists use the Elements of Art and Principles of Design to communicate ideas.
  ○ make connections between artists, artistic styles, and their own artwork.
• Artist-Inspired Studio Work
  ○ create original artwork inspired by the study of historical and contemporary artists, artistic movements, or cultures.
  ○ apply ideas and inspiration from historical and contemporary artists when creating original artwork.
	Other Evidence:
	• Quizzes – artists, vocabulary, artistic concepts, and historical connections
	• Participation in classroom discussions and critiques
	• Artist investigations and inquiry activities
	• Visual analysis of historical and contemporary artwork
	• Artist reflections and artwork comparisons
	• Sketchbook responses inspired by artists and artworks
	• Teacher observation of participation, discussion, critical thinking, and respectful consideration of diverse perspectives
	• Connections between historical artists and students' own artwork
	• Rubrics – self-assessment and teacher assessment

Learning Plan

- Introduce historical and contemporary artists, artistic traditions, and cultural influences that connect to each studio unit. (**TCC2**)
- Explore works of art through observation, discussion, visual analysis, and inquiry. (**TCC2**)

- Compare and contrast artists, artistic styles, cultures, and historical contexts to deepen understanding of visual art. (**TCC2, CCE1**)
- Analyze how artists use the Elements of Art and Principles of Design to communicate ideas and meaning. (**TCC2**)
- Make connections between historical and contemporary artists and students' own artwork and studio experiences. (**P1**)
- Participate in discussions, critiques, and reflections that encourage multiple perspectives and respectful dialogue about works of art. (**CCE1**)
- Apply ideas and inspiration from historical and contemporary artists when planning and creating original artwork. (**P1**)

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Historical and contemporary artist resources; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and gallery resources; Virtual museum collections and exhibitions; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

The Etiquette of Art

(Embedded throughout the school year and reinforced during all studio experiences.)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Core Arts Standards
Create:
VA:Cr3.1.Ia - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
Present:
VA:Pr4.1.Ia - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
VA:Pr5.1.Ia - Analyze and evaluate the reasons and ways an exhibition is presented.
Respond:
VA:Re9.1.Ia - Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

Understandings: Students will understand that...

- Professional artists demonstrate responsibility, respect, and integrity in the studio.
- Safe use and proper care of tools, materials, and artwork contribute to a productive and respectful learning environment.
- Constructive critique and respectful discussion support artistic growth and collaboration.
- Museum, gallery, and exhibition etiquette demonstrate respect for artists, audiences, and works of art.
- Responsible studio habits support creativity, collaboration, and artistic growth.

Essential Questions:

- What responsibilities do artists have to themselves, others, and a shared studio environment?
- How does respectful critique support artistic growth?
- Why are safe studio practices important?
- How should we engage with artwork in museums, galleries, and exhibitions?
- How do professional studio habits contribute to artistic growth and success?

Students will know…

- the expectations for maintaining a safe, respectful, and productive studio environment.
- appropriate procedures for the safe use, care, organization, and cleanup of art materials, tools, and equipment.
- the purpose and value of constructive critique and respectful communication.
- appropriate etiquette when viewing artwork in museums, galleries, exhibitions, and other public spaces.
- the importance of respecting diverse artistic perspectives, cultures, and creative expression.
- the responsibilities of artists when creating, presenting, discussing, and caring for artwork.
- how professional studio habits contribute to artistic growth and success.

National Core Arts Standards Skills

Students will be able to...

- Develop and refine artistic techniques and work for presentation.
- Select, analyze, and interpret artistic work for presentation.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.

Studio Etiquette Skills

Students will be able to...

- demonstrate responsible studio habits through the safe use, organization, care, and cleanup of materials and equipment.
- participate respectfully and constructively in critiques, discussions, and collaborative activities.
- demonstrate respect for artwork, classmates, artists, and shared studio spaces.
- follow appropriate museum, gallery, and exhibition etiquette.

	• present and discuss artwork using appropriate art vocabulary and respectful communication skills. • demonstrate professionalism, responsibility, and integrity throughout the creative process. • contribute positively to a collaborative studio environment.

Key Vocabulary:
The Etiquette of Art Vocabulary - studio etiquette, studio habits, studio practice, craftsmanship, critique, peer critique, self-assessment, constructive criticism, collaboration, respect, responsibility, professionalism, safety, organization, cleanup, reflection, integrity, copyright, plagiarism, visual communication
The Etiquette of Art Resources - museum, gallery, exhibition, curator, installation, audience, original artwork, reproduction
NCCAS Glossary Terms - craftsmanship, presentation, criteria, reflection

Assessment Evidence

Performance Tasks:
- Professional Studio Practice
  - Demonstrate responsible studio habits through the safe use, organization, care, and cleanup of materials, tools, equipment, and shared workspaces.
  - Demonstrate professionalism, responsibility, respect, and integrity toward classmates, artwork, shared materials, and the studio environment.
  - Apply appropriate procedures for presenting, handling, storing, and exhibiting artwork.
- Artistic Community Participation
  - Participate respectfully in critiques, discussions, collaborative learning experiences, museum visits, gallery experiences, and classroom activities.
  - Demonstrate respectful communication while giving and receiving constructive critique.
  - Contribute positively to a collaborative studio environment that supports creativity, safety, and artistic growth.

Other Evidence:
- Teacher observation of studio habits, safety, organization, and participation
- Participation in classroom discussions and critiques
- Demonstration of proper care and cleanup of materials, tools, and equipment
- Respectful interactions with classmates, teachers, artists, audiences, and artwork
- Demonstration of museum, gallery, and exhibition etiquette
- Artist reflections
- Self, peer, and teacher critiques
- Teacher feedback throughout the creative process
- Rubrics – self-assessment and teacher assessment

Learning Plan

- Introduce and reinforce expectations for maintaining a safe, respectful, organized, and productive studio environment. (**CCE2**)
- Model and practice the proper use, care, organization, and cleanup of art materials, tools, equipment, and shared workspaces. (**P1**)

- Participate respectfully and constructively in critiques, discussions, collaborative activities, and classroom interactions. (**CCE2, CCE3**)
- Practice appropriate etiquette when viewing, discussing, presenting, handling, storing, and exhibiting artwork. (**CCE3**)
- Demonstrate respect for diverse artistic perspectives, cultures, classmates, teachers, artists, and artwork. (**CCE2**)
- Reflect on personal studio habits, professionalism, and contributions to a respectful and productive learning environment. (**P1**)
- Apply professional studio practices consistently during studio experiences, museum visits, gallery visits, and exhibitions. (**CCE3, P1**)

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Professional artist demonstrations and workshops; College workshops and studio visits; Classroom critique protocols; Studio safety guidelines; Museum and gallery resources; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Art II - Advanced Art / Post University Dual Enrollment CURRICULUM



Grade Level(s):10-12

Curriculum Author(s): Leeza Desjardins

Art 2 builds upon the foundational skills and concepts introduced in Art 1, providing students with opportunities to refine their technical abilities while developing greater artistic independence and personal expression. At the beginning of the course, students review and apply the foundational concepts of the Elements of Art, Principles of Design, and the four steps of art criticism, which serve as the basis for all subsequent learning.

Through an in-depth study of drawing, painting, three-dimensional design, printmaking, collage, art history, and professional studio practices, students expand their understanding of a variety of media, techniques, and artistic processes. Students work from direct observation, reference photographs, and personal ideas to create original works of art while strengthening their problem-solving skills, creative thinking, craftsmanship, and visual communication. Throughout the course, students engage in constructive critiques, historical and cultural investigations, and portfolio development to further refine their artistic voice and prepare for more advanced studio experiences.

Prerequisite - *Art I or Visual Art Dept approval*
Credit Type: Fine Arts, 1 credit (6 Post University credits - ART 1030: Drawing I & 2)

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Drawing	How can advanced drawing techniques and personal expression be used to create more nuanced and sophisticated visual representations?	Developing advanced drawing techniques allows artists to deepen their technical skill and personal expression, leading to more nuanced and sophisticated visual representations that effectively communicate complex ideas and emotions.	TCC2 (9–12); CCE4 (9–12); P3(9–12); AA1 (9–12)
Painting	How can experimenting with advanced painting techniques and color theory help artists convey deeper meaning and emotion in their work?	By exploring advanced painting techniques and applying a refined understanding of color theory, artists deepen their ability to convey complex meanings, emotions, and narratives, resulting in greater depth and personal expression in their work.	TCC3 (9–12); CCE4 (9–12); P3(9–12); AA1 (9–12)
3D Design/ Sculpture	How can artists use three-dimensional design to explore form, space, structure, and personal expression?	Through the exploration of three-dimensional design, artists develop an understanding of form, space, structure, and craftsmanship while using materials and construction techniques to communicate ideas and personal expression.	TCC3(9-12); P3(9-12); AA1(9-12)
Printmaking	How can the unique processes and techniques of printmaking be used to explore repetition, variation, design, and personal expression?	Printmaking enables artists to explore repetition, variation, and process while creating original works that communicate personal ideas and creative expression. Through	TCC3(9-12); CCE4(9-12); P2(9-12)

		printmaking, artists deepen their understanding of design, texture, composition, and the relationship between technique and artistic intention.	
Collage	How can artists use collage to combine, layer, and transform materials to communicate ideas and personal expression?	Collage allows artists to combine, layer, and transform a variety of materials to create original compositions that communicate ideas, meaning, and personal expression. Through experimentation with composition, value, texture, and visual relationships, artists develop creative and thoughtful solutions.	TCC3(9-12); CCE4(9-12); P1(9-12)
Art History	How does studying art history throughout the year deepen our understanding of the relationship between art, culture, and society across different time periods?	By studying art history across the school year, students gain insight into how art reflects and influences cultural, social, and political contexts over time, fostering a deeper appreciation for the ways in which art shapes and is shaped by the world around us.	TCC1(9-12); TCC2(9-12); CCE1(9-12); CCE4(9-12); P1(9-12)
The Etiquette of Art	How does practicing proper etiquette when creating, critiquing, presenting, and viewing art contribute to artistic growth and a positive, respectful learning environment?	The etiquette of art fosters a culture of respect, professionalism, constructive feedback, and open-mindedness, creating a supportive environment where artists grow through collaboration, ethical practices, and an appreciation of diverse perspectives.	TCC2(9-12); CCE2(9-12); CCE4(9-12); DE4(9-12)

Unit 1 - Drawing

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

[National Core Arts Standards]

Create:
VA:Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student's existing artwork.
VA:Cr1.2.IIa - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr3.1.IIa - 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.
Present:
VA:Pr4.1.IIa - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
Respond:
VA:Re9.1.IIa - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.
VA:Cn10.1.IIa - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

Understandings: Students will understand that...

- Observational drawing develops visual awareness, technical skill, and artistic confidence.
- Drawing from direct observation strengthens perception, proportion, value, and composition.

Essential Questions:

- How does careful observation improve the accuracy and expression of a drawing?
- How do composition and value influence the viewer's experience?

• Artists refine their work through experimentation, critique, and revision. • Different drawing media offer unique expressive possibilities that influence artistic decisions.	• How does experimenting with different drawing media change the final artwork? • Why is revision an important part of an artist's process?
Students will know… • Drawing is the foundation of all visual art disciplines and strengthens observation, communication, and creative problem-solving. • Observational drawing requires careful analysis of proportion, perspective, form, and spatial relationships. • Strong compositions use the principles of design to create visual interest, balance, emphasis, and unity. • Different drawing media possess unique characteristics and can be selected to achieve specific artistic effects. • Planning and developing a dynamic composition improves the effectiveness of a finished artwork. • Value creates the illusion of form, depth, light, and space in representational drawing. • Color theory can be applied to drawing to create mood, harmony, contrast, and emphasis. • Texture may be represented through both actual surface qualities and implied visual techniques. • Artists use line quality, mark-making, and edge variation to communicate form, movement, and expression. • Drawing is a process of observation, experimentation, revision, and refinement.	**<u>National Core Arts Standards Skills</u>** **Students will be able to…** • Generate and conceptualize artistic ideas and work • Organize and develop artistic ideas and work. • Refine and complete artistic work. • Select, analyze, and interpret artistic work for presentation. • Apply criteria to evaluate artistic work. • Synthesize and relate knowledge and personal experiences to make art. **<u>Drawing Skills</u>** **Students will be able to…** • apply the Elements of Art and Principles of Design to create dynamic compositions. • compose observational still lifes using accurate proportion, perspective, and spatial relationships. • photograph seasonal landscapes and other reference materials to develop original artwork. • apply proportion and perspective to create convincing three-dimensional space. • apply value, texture, and modeling to organic forms and everyday objects. • explore a variety of subject matter, including reflective surfaces, fabric, organic forms, and complex still life arrangements. • demonstrate an understanding of color theory by applying layered color techniques to create a full range of value, depth, and color relationships. • apply multiple drawing techniques, including layering, blending, burnishing, hatching, cross-hatching, stippling, and contour line. • interpret and render a variety of actual and implied textures.

	• demonstrate technical proficiency with a variety of drawing media to communicate artistic intent. • display realistic form through the effective use of value, light, and shadow. • analyze, revise, and refine artwork through teacher, peer, and self-assessment.

Key Vocabulary:
Drawing Vocabulary – triptych, composition, still life, negative space, line quality, value (shading), texture, contrast, foreground, middleground, background, mark making
Drawing Materials, Tools & Processes – graphite pencils (HB, 2B, 4B, 6B, 7B, 8B, 9B), sandpaper block, grid, live grid, erasing, pen holder, nibs (crowquill, bowl, school), black India ink, technical pens (Micro Pen, Rapidograph), compressed charcoal, charcoal pencil, chamois, stump/tortillion, pastel (hard, soft, pencils), burnishing, mixing colors, constructing dark values, smudging, blending, scumbling, feathering, broken color, building up color, lifting out, stipple, hatching, cross-hatching, parallel lines, wavy lines, scribble, contour lines
NCCAS Glossary Terms – collaboratively, materials, contemporary artistic practices, critique, portfolio, criteria

Assessment Evidence

Performance Tasks:

- Observational Drawing Portfolio
  - demonstrate advanced observational drawing skills through a series of studies using graphite, pen and ink, colored pencil, pastel, and charcoal.
  - apply composition, proportion, perspective, value, texture, and color theory to create realistic and expressive drawings.
  - demonstrate experimentation, craftsmanship, and technical growth through the exploration of a variety of drawing media and techniques.

- Triptych Drawing Composition
  - create an original triptych using three different drawing media to demonstrate technical proficiency and artistic interpretation.
  - communicate artistic intent through effective composition, media selection, and craftsmanship.

Other Evidence:

- Quizzes – vocabulary, techniques, Elements of Art, Principles of Design, and artistic concepts
- Participation in classroom discussions and critiques
- Sketchbook/journal activities
- Teacher feedback throughout the planning and creative process
- In-progress critiques and midpoint check-ins
- Media exploration and technique practice
- Self, peer, and teacher critiques
- Artist reflection statements and/or journals
- Teacher observation of studio habits, craftsmanship, safe use of materials, organization, and participation
- Rubrics – self-assessment and teacher assessment

• Pastel Landscape
  ○ create an original pastel landscape using personal reference photography.
  ○ demonstrate atmospheric perspective, color relationships, value, and composition through the effective use of pastel techniques.
 	
• Charcoal Study
  ○ create a charcoal drawing from direct observation that demonstrates realistic form, value, texture, and the illusion of three-dimensional space.
  ○ apply observational skills and a full range of values to communicate depth and visual interest.	

Learning Plan

- Develop advanced observational drawing skills through teacher demonstrations, guided practice, and independent investigation. **(TCC2)**
- Apply a variety of drawing techniques and media to create increasingly complex and expressive works of art. **(AA1)**
- Use planning sketches, observational studies, and reference photography to develop original compositions. **(TCC2)**
- Experiment with composition, value, color, texture, and media to strengthen artistic decision-making and personal expression. **(AA1)**
- Participate in critiques and discussions to communicate artistic ideas and receive constructive feedback. **(CCE4)**
- Analyze, revise, and refine artwork based on teacher, peer, and self-assessment. **(P3)**
- Demonstrate responsible studio habits through the safe use, organization, care, and cleanup of materials and equipment. **(P3)**

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and gallery resources; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Unit 2 - Painting

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Core Arts Standards

Create:
VA:Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student's existing artwork.
VA:Cr1.2.IIa - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.Ia - Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Cr3.1.IIa - 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.
VA:Cr3.1.IIa - 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.
Present:
VA:Pr4.1.IIa - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
Respond:
VA:Re9.1.IIa - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas
VA:Cn10.1.IIa - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

Understandings: Students will understand that…	**Essential Questions:**
• Color theory provides artists with a foundation for creating harmony, contrast, emphasis, mood, and visual interest.	• How can artists use color, brushwork, and painting techniques to communicate ideas, emotions, and personal expression?

• Artists use color, composition, brushwork, and painting techniques to communicate ideas, emotions, and personal expression. • Experimentation with painting media, techniques, and processes leads to creative growth and stronger artistic decision-making. • Successful paintings develop through planning, practice, constructive critique, reflection, revision, and refinement. • Artists make intentional choices about color, value, texture, composition, and technique to strengthen visual communication and artistic intent.	• How do color theory, value, and composition influence the effectiveness of a painting? • How do watercolor and acrylic painting techniques offer different creative possibilities? • How do experimentation, practice, and revision strengthen a painting? • How do artists make intentional decisions about color, composition, texture, and technique to communicate artistic intent?
Students will know... • the characteristics and unique properties of watercolor and acrylic paint. • how color theory influences mood, harmony, contrast, emphasis, and visual communication. • the qualities of effective composition and why thoughtful planning strengthens a painting. • the significance of value in creating the illusion of form, depth, and light in representational painting. • how actual and implied texture contribute to the visual interest and expressive quality of a painting. • how watercolor techniques balance control and spontaneity, often producing expressive effects through the interaction of water and pigment. • how artists make intentional decisions about color, composition, brushwork, and technique to communicate artistic intent. • experimentation, revision, and reflection strengthen artistic growth and the quality of finished paintings.	**<u>National Core Arts Standards Skills</u>** **Students will be able to…** • Generate and conceptualize artistic ideas and work • Organize and develop artistic ideas and work. • Refine and complete artistic work. • Select, analyze, and interpret artistic work for presentation. • Apply criteria to evaluate artistic work. • Synthesize and relate knowledge and personal experiences to make art. **<u>Painting Skills</u>** **Students will be able to…** • apply the Elements of Art and Principles of Design to create original paintings. • compose original still life arrangements that demonstrate thoughtful planning and effective composition. • apply value, color, and texture to create the illusion of realistic form and depth. • explore a variety of subject matter, including reflective surfaces, organic forms, and everyday objects. • demonstrate an understanding of color theory through the intentional use of hue, value, intensity, harmony, and contrast. • apply multiple layers of color using a variety of painting techniques to create a full range of value and rich color relationships. • interpret and create both actual and implied texture through a variety of painting techniques.

	• demonstrate realistic form through the effective use of value, light, shadow, and modeling. • demonstrate control of watercolor techniques by preserving the white of the paper to create highlights and luminous effects. • analyze, revise, and refine paintings through teacher, peer, and self-assessment.

Key Vocabulary:
Painting Vocabulary – hue, intensity, complementary colors, analogous colors, color harmony, color temperature, opaque, transparent, brushwork, palette
Painting Materials, Tools & Processes – wet-on-wet, wet-on-dry, flat wash, graded wash, glazing, gradations, underpainting, masking out, frisket, blending, blot-lifting (lifting out), building up color
NCCAS Glossary Terms – collaboratively, materials, contemporary artistic practices, critique, portfolio, criteria

Assessment Evidence

Performance Tasks:	**Other Evidence:**

• Watercolor Exploration
  ○ investigate watercolor techniques through teacher demonstrations, guided practice, and experimentation.
  ○ demonstrate control of watercolor media by applying washes, layering, glazing, and color relationships to create original paintings.
  ○ demonstrate experimentation, craftsmanship, and artistic decision-making throughout the watercolor painting process.
• Watercolor Composition
  ○ create an original watercolor painting that demonstrates effective composition, color theory, value, texture, and artistic expression.
  ○ demonstrate technical proficiency through the intentional use of watercolor techniques and preservation of the white of the paper.
• Acrylic Painting Exploration
  ○ investigate acrylic painting techniques through teacher demonstrations, guided practice, color mixing, and media exploration.
	• Quizzes – vocabulary, techniques, Elements of Art, Principles of Design, and artistic concepts
	• Participation in classroom discussions and critiques
	• Sketchbook/journal activities
	• Teacher feedback throughout the planning and creative process
	• In-progress critiques and midpoint check-ins
	• Media exploration and technique practice
	• Self, peer, and teacher critiques
	• Artist reflection statements and/or journals
	• Teacher observation of studio habits, craftsmanship, safe use of materials, organization, and participation
	• Rubrics – self-assessment and teacher assessment

○ demonstrate an understanding of color theory by creating a full range of colors using a limited palette. ○ demonstrate experimentation, craftsmanship, and artistic decision-making throughout the acrylic painting process. ● Acrylic Painting Composition ○ create an original acrylic painting that demonstrates effective composition, underpainting, color relationships, value, texture, and artistic intent. ○ demonstrate technical proficiency through the application of layering, brushwork, and a full range of color and value.	

Learning Plan

- Explore watercolor techniques through teacher demonstrations, guided practice, and technique studies, including washes, glazing, lifting out, and color layering. **(TCC3)**
- Explore acrylic painting techniques through guided practice, including color mixing, underpainting, and layering using a limited palette. **(AA1)**
- Practice painting techniques through media exploration before applying skills to original works of art. **(AA1)**
- Use planning sketches, compositional studies, and reference materials to develop original painting compositions. **(TCC3)**
- Experiment with color theory, value, texture, brushwork, and painting techniques to strengthen artistic decision-making and personal expression. **(AA1)**
- Participate in critiques and discussions to communicate artistic ideas and receive constructive feedback. **(CCE4)**
- Analyze, revise, and refine paintings based on teacher, peer, and self-assessment. **(P3)**
- Demonstrate responsible studio habits through the safe use, organization, care, and cleanup of painting materials and equipment. **(P3)**

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and gallery resources; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Unit 3 - 3D Design/ Sculpture

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

[National Core Arts Standards]

Create
VA:Cr1.1.Ia - Use multiple approaches to begin creative endeavors.
VA:Cr2.1.Ia - Engage in making a work of art or design without having a preconceived plan.
VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.Ia - Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Cr3.1.IIa - 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.
Present:
VA:Pr4.1.IIa - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
VA:Pr5.1.IIa - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
Respond:
VA:Re7.1.IIa - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.
VA:Cn10.1.IIa - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.
- P3 (9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.

Understandings: Students will understand that...

- creativity and innovative thinking are essential life skills that can be developed.
- artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Questions:

- How can artists use three-dimensional forms to communicate ideas, emotions, and personal expression?
- How do form, function, and craftsmanship influence the success of a three-dimensional work of art?

• artists and designers balance experimentation with safety, and freedom with responsibility, while developing and creating artworks. • artists and designers develop excellence through practice and constructive critique by reflecting on, revising, and refining their work over time. • artists and presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating artworks for preservation and presentation. • individual aesthetic and empathetic awareness developed through engagement with art can lead to a greater understanding and appreciation of oneself, others, the natural world, and constructed environments. • through art-making, people make meaning by investigating and developing awareness of their perceptions, knowledge, and experiences.	• How do experimentation, problem-solving, and revision strengthen three-dimensional design? • How do artists make intentional decisions about materials, construction techniques, and design to solve creative challenges? • How do artists balance creativity, structural integrity, and craftsmanship when creating three-dimensional artwork?
Students will know… • the relationship between proportion, form, and functionality in three-dimensional design. • how to think, design, and create in the round. • the characteristics and appropriate use of wire, paper, clay, and mixed-media materials. • how mixed media can be used to strengthen the design and communication of three-dimensional artwork. • the proper use of tools, materials, and safe studio practices. • the importance of craftsmanship and structural integrity. • the qualities of effective composition in three-dimensional design. • why a well-planned, balanced, and dynamic composition is important. • the relationship between line, shape, form, and space. • the difference between open and closed forms. • how positive and negative space contribute to the success of a three-dimensional work of art.	**<u>National Core Arts Standards Skills</u>** **Students will be able to…** • Generate and conceptualize artistic ideas and work. • Organize and develop artistic ideas and work. • Refine and complete artistic work. • Select, analyze, and interpret artistic work for presentation. • Develop and refine artistic techniques and work for presentation. • Perceive and analyze artistic work. • Synthesize and relate knowledge and personal experiences to make art. **<u>3D/Sculpture Skills</u>** **Students will be able to…** • create proportionally accurate human, animal, or abstract forms. • construct stable, freestanding three-dimensional sculptures. • select and safely use appropriate tools, materials, and construction techniques. • transform line into shape and form through three-dimensional design. • apply the Elements of Art and Principles of Design to three-dimensional artwork.

	• utilize positive and negative space intentionally. • evaluate and apply open and closed forms within sculpture. • solve structural and design problems through experimentation, revision, and refinement. • demonstrate craftsmanship and structural integrity throughout the construction process. • communicate ideas through functional and sculptural three-dimensional forms.

Key Vocabulary:
3D Design Vocabulary - free-standing, in the round, open form, closed form, positive space, negative space, armature, structural integrity, additive sculpture, subtractive sculpture, spatial relationships, three-dimensional composition, asymmetrical balance, symmetrical balance, manipulation
3D Materials, Tools & Processes - wire, clay, mixed media, handbuilding, pinch, coil, slab, slip, score, leather hard, bone dry, greenware, bisque, glaze, wire cutter, loop tool, needle tool, fettling knife, ribs/kidneys (wooden, metal, rubber), elephant ear sponge, slab roller, extruder
NCCAS Glossary Terms - materials, critique, portfolio

Assessment Evidence

Performance Tasks:

- 3D Design/Sculpture Exploration
  - investigate three-dimensional materials and construction techniques through guided practice and experimentation.
  - manipulate materials to create expressive forms, explore open and closed space, and solve structural challenges.
  - demonstrate craftsmanship, safe studio practices, and artistic decision-making throughout the creative process.

- 3D Design/Sculpture Composition
  - develop an original three-dimensional work of art that demonstrates effective composition, craftsmanship, structural integrity, and artistic intent.
  - intentionally utilize line, shape, form, positive and negative space, balance, and proportion to communicate an idea or solve a design challenge.
  - apply appropriate materials, techniques, and processes to strengthen the final work of art.

Other Evidence:

- Quizzes – vocabulary, three-dimensional design concepts, Elements of Art, Principles of Design, and artistic concepts
- Participation in classroom discussions and critiques
- Sketchbook/journal activities
- Teacher feedback throughout the planning and creative process
- In-progress critiques and midpoint check-ins
- Exploration and practice with three-dimensional materials, tools, and techniques
- Self, peer, and teacher critiques
- Artist reflection statements and/or journals
- Teacher observation of studio habits, craftsmanship, safe use of materials, organization, and participation
- Rubrics – self-assessment and teacher assessment

Learning Plan

- Demonstrate safe use of three-dimensional materials, tools, and equipment. **(TCC3)**
- Explore a variety of three-dimensional materials, techniques, and construction methods through guided practice and experimentation. **(AA1)**
- Investigate how line, shape, form, and space contribute to successful three-dimensional design. **(TCC3)**
- Develop planning sketches, maquettes, or preliminary studies before creating a final three-dimensional work of art. **(P3)**
- Apply the Elements of Art and Principles of Design to create original three-dimensional compositions. **(AA1)**
- Solve structural and design challenges through experimentation, revision, and creative problem-solving. **(TCC3)**
- Collaborate during critiques to evaluate craftsmanship, composition, and structural solutions. **(P3)**
- Analyze, revise, and refine three-dimensional artwork based on teacher, peer, and self-assessment. **(P3)**
- Demonstrate responsible studio habits through the safe use, organization, care, and cleanup of three-dimensional materials, tools, and equipment. **(P3)**

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and gallery resources; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Unit 4 - Printmaking

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

[National Core Arts Standards]

Create
VA:Cr1.1.Ia - Use multiple approaches to begin creative endeavors.
VA:Cr2.1.Ia - Engage in making a work of art or design without having a preconceived plan.
VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.Ia - Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Cr3.1.IIa - 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.
Present:
VA:Pr4.1.IIa - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
VA:Pr5.1.IIa - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
Respond:
VA:Re7.1.IIa - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re9.1.Ia - Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

Understandings: Students will understand that…	**Essential Questions:**
• creativity and innovative thinking are essential life skills that can	• What factors prevent or encourage people to take creative

be developed. ● artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. ● artists and designers balance experimentation with safety, and freedom with responsibility, while developing and creating artworks. ● people create and interact with objects, places, and designs that define, shape, enhance, and empower their lives. ● artists and designers develop excellence through practice and constructive critique by reflecting on, revising, and refining their work over time. ● artists and presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for presentation. ● individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. ● people evaluate art based on various criteria. ● through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	risks? ● How do artists and designers learn from trial and error? ● How do artists and designers care for and maintain materials, tools, and equipment? ● Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? ● How do artists and designers create works of art or designs that effectively communicate? ● What role does persistence play in revising, refining, and developing work? ● How does collaboratively reflecting on a work help us experience it more completely? ● How do life experiences influence the way you relate to art? ● How does one determine criteria to evaluate a work of art? ● How does making art attune people to their surroundings? ● How can repetition, layering, texture, and multiple impressions be used to communicate ideas in printmaking? ● How does experimentation with materials and processes influence the final printed image?
Students will know... ● the safe handling and proper use of printmaking tools, including carving tools with interchangeable blades. ● the characteristics of the major printmaking processes. ● the differences between monotype, monoprint, and relief printmaking. ● that a monotype is created by making a unique image on a clean plate. ● that a monoprint incorporates repeatable elements while producing a unique final image. ● that relief printmaking is a subtractive process in which the image is carved from a printing surface such as linoleum. ● how to transfer an image successfully to a printing surface. ● the importance of planning, composition, and craftsmanship in	**<u>National Core Arts Standards Skills</u>** **Students will be able to…** ● Generate and conceptualize artistic ideas and work. ● Organize and develop artistic ideas and work. ● Refine and complete artistic work. ● Select, analyze, and interpret artistic work for presentation. ● Develop and refine artistic techniques and work for presentation. ● Perceive and analyze artistic work. ● Apply criteria to evaluate artistic work. ● Synthesize and relate knowledge and personal experiences to make art. **<u>Printmaking Skills</u>** **Students will be able to…** ● identify and describe the major printmaking processes.

printmaking. ● how mark making, texture, repetition, and layering contribute to visual communication. ● how registration, pressure, and ink application affect the quality of a printed image. ● the importance of experimentation, revision, and problem-solving throughout the printmaking process.	● apply safe studio practices when using printmaking tools, materials, and equipment. ● experiment with a variety of traditional printmaking techniques and processes. ● plan and transfer imagery to an appropriate printing surface. ● apply ink and printmaking materials using appropriate techniques. ● produce successful printed images through experimentation, revision, and craftsmanship. ● demonstrate an understanding of positive and negative space in printmaking. ● create original printmaking compositions that apply the Elements of Art and Principles of Design.
Key Vocabulary: Printmaking Vocabulary - monotype, monoprint, relief print, ghost print, registration, pressure, opacity, transparency, positive space, negative space, layering, edition Printmaking Materials, Tools & Processes - ink, paper, palette, palette knife, brayer, printing plate, carving tools, linoleum block (when applicable) NCCAS Glossary Terms - materials, critique, portfolio, relevant criteria	
Assessment Evidence	
Performance Tasks: ● Printmaking Exploration ○ investigate traditional printmaking processes through guided experimentation and practice. ○ explore a variety of printmaking materials, tools, and techniques. ○ demonstrate safe studio practices and proper use of printmaking equipment. ○ experiment with image transfer, pressure, layering, and registration to create successful printed images. ● Printmaking Composition ○ create an original printmaking composition using one or more traditional printmaking processes. ○ demonstrate effective use of the Elements of Art and Principles of Design.	**Other Evidence:** ● Quizzes – vocabulary, Elements of Art, Principles of Design, and artistic concepts ● Participation in classroom discussions ● Journals/sketchbooks, teacher feedback throughout the planning and creative process, in-progress critiques, and midpoint check-ins ● "Playing" – practicing printmaking materials, tools, and techniques before the final project ● Critiques – self, peer, and teacher ● Rubrics – self-assessment and teacher assessment

○ apply craftsmanship, problem-solving, and revision throughout the printmaking process. ○ evaluate and refine printed images to communicate artistic intent.	

Learning Plan

- Demonstrate safe use of printmaking materials, tools, and equipment. **(TCC3)**
- Explore a variety of traditional printmaking materials, techniques, and processes through guided experimentation and practice. **(TCC3)**
- Practice image transfer, layering, registration, and ink application to create successful printed images. **(TCC3)**
- Develop planning sketches, preliminary studies, or print proofs before creating a final printmaking composition. **(P2)**
- Apply the Elements of Art and Principles of Design to create original printmaking compositions. **(CCE4)**
- Revise and refine printed images through experimentation, critique, and problem-solving. **(P2)**
- Participate in formal and informal critiques to evaluate craftsmanship, composition, and artistic intent. **(CCE4)**
- Analyze, revise, and refine artwork based on teacher, peer, and self-assessment. **(P2)**
- Demonstrate responsible studio habits through the safe use, organization, care, and cleanup of printmaking materials, tools, and equipment. **(TCC3)**

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and gallery resources; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Unit 5 - Collage

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
National Core Arts Standards

Create
VA:Cr1.1.Ia - Use multiple approaches to begin creative endeavors.
VA:Cr1.2.IIa - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.Ia - Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Cr3.1.IIa – 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.
Present:
VA:Pr4.1.IIa - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
Respond:
VA:Re7.1.IIa - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re9.1.Ia - Establish relevant criteria in order to evaluate a work of art or collection of works
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
  listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

Understandings: Students will understand that…

- creativity and innovative thinking are essential life skills that can be developed.

Essential Questions:

- What factors prevent or encourage people to take creative risks?

• artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • artists and designers balance experimentation with safety, and freedom with responsibility, while developing and creating artworks. • artists and designers develop excellence through practice and constructive critique by reflecting on, revising, and refining their work over time. • artists and presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for presentation. • individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • people evaluate art based on various criteria. • through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	• How do artists determine what resources and criteria are needed to formulate artistic investigations? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? • What role does persistence play in revising, refining, and developing work? • How does collaboratively reflecting on a work help us experience it more completely? • What can we learn from our responses to art? • How and why might criteria vary? • How does engaging in creating art enrich people's lives? • What are the characteristics of collage? • How does composition influence the success of a collage? • Why is a well-planned and dynamic composition important? • How does value contribute to the effectiveness of a collage? • How do actual and implied texture contribute to visual interest in collage?
Students will know… • the characteristics of collage. • the qualities of composition. • why a well-planned and dynamic composition is important. • the significance of value in collage. • the difference between actual and implied texture. • the importance of layering and overlapping to create depth and visual interest. • how positive and negative space contribute to a successful composition. • how to simplify shapes and values to strengthen a collage. • how the thoughtful selection and arrangement of materials can communicate ideas and create unity.	**<u>National Core Arts Standards Skills</u>** **Students will be able to…** • Generate and conceptualize artistic ideas and work. • Organize and develop artistic ideas and work. • Refine and complete artistic work. • Select, analyze, and interpret artistic work for presentation. • Perceive and analyze artistic work • Apply criteria to evaluate artistic work. • Synthesize and relate knowledge and personal experiences to make art. **<u>Collage Skills</u>** **Students will be able to…** • apply the Elements of Art and Principles of Design.

	• create texture, value, and depth through layering and overlapping. • interpret value using a limited value palette. • analyze grayscale values in an image and match those values using collage materials. • simplify complex forms into organized value shapes. • arrange and manipulate materials to create unity, emphasis, and visual interest. • demonstrate craftsmanship through the thoughtful selection, cutting, and placement of collage materials.

Key Vocabulary:
Collage Vocabulary - collage, assemblage, photomontage, overlapping, layering, value, actual texture, implied texture
Collage Materials, Tools & Processes - paper, adhesives, cutting tools, mixed media, transparency, opacity
NCCAS Glossary Terms - artistic investigation, materials, relevant criteria, cultural contexts, critique, portfolio

Assessment Evidence

Performance Tasks:	**Other Evidence:**

• Collage Exploration
  ○ investigate a variety of collage materials, techniques, and processes.
  ○ experiment with layering, overlapping, texture, and composition.
  ○ explore value relationships and material choices to create visual interest.
  ○ demonstrate safe and effective use of collage materials and tools.
• Original Collage Composition
  ○ develop an original composition from direct observation, photography, or personal imagery.
  ○ demonstrate effective use of the Elements of Art and Principles of Design.
  ○ apply value, texture, layering, and craftsmanship to create a cohesive composition.
	• Quizzes – vocabulary, Elements of Art, Principles of Design, and artistic concepts
	• Participation in classroom discussions
	• Journals/sketchbooks, teacher feedback throughout the planning and creative process, in-progress critiques, and midpoint check-ins
	• "Playing" – practicing collage materials, techniques, and processes before the final project
	• Critiques – self, peer, and teacher
	• Rubrics – self-assessment and teacher assessment

○ revise and refine the composition through experimentation, critique, and reflection.	

Learning Plan

- Explore a variety of collage materials, techniques, and processes through guided experimentation and practice. **(TCC3)**
- Investigate composition, value, texture, layering, and overlapping through preliminary studies and experimentation. **(TCC3)**
- Develop planning sketches, value studies, photographs, or observational references before creating a final collage composition. **(P1)**
- Apply the Elements of Art and Principles of Design to create original collage compositions. **(CCE4)**
- Practice craftsmanship through the thoughtful selection, arrangement, and adhesion of collage materials. **(P1)**
- Revise and refine compositions through self-reflection, teacher feedback, and peer critiques. **(P1)**
- Participate in formal and informal critiques to evaluate composition, craftsmanship, and artistic intent. **(CCE4)**
- Demonstrate responsible studio habits through the safe use, organization, care, and cleanup of collage materials and tools. **(TCC3)**
- Complete content-based assessments on key vocabulary and artistic concepts. **(P1)**

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and gallery resources; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Unit 6 - Art History

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Core Arts Standards

Present:
VA:Pr6.1.Ia - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
VA:Pr6.1.IIa - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Respond:
VA:Re7.1.Ia - Hypothesize ways in which art influences perception and understanding of human experiences.

VA:Re7.1.IIa - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re8.1.Ia - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.
VA:Cn11.1.IIa - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- P1 (9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

Understandings: Students will understand that...

- Objects, artifacts, and artworks collected, preserved, or presented by artists, museums, or other venues communicate meaning and provide a record of social, cultural, and political experiences, cultivating appreciation and understanding.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People gain insight into the meanings of artworks by engaging in the process of art criticism.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions:

- How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?
- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What is the value of engaging in the process of art criticism?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- How does engaging in creating art enrich people's lives?
- How do people contribute to awareness and understanding of their own lives and the lives of their communities through art-making?
- How does art help us understand the lives of people from different times, places, and cultures?
- How is art used to influence the views of a society?
- How does art preserve aspects of life?

Students will know... ● art history is the study and appreciation of art and artists within the context of past and present cultures. ● artists and the historical periods in which they worked. ● major artistic movements and styles. ● how individual artists develop and communicate ideas through their artwork. ● art is a universal visual language that communicates ideas, beliefs, emotions, and experiences. ● artists synthesize ideas from their own and other cultures to create meaningful works of art. ● artists have communicated ideas in different ways throughout history. ● works of art reflect the social, cultural, political, and historical contexts in which they were created. ● visual art vocabulary can be used to analyze, interpret, and discuss works of art.	**National Core Arts Standards Skills** **Students will be able to…** ● Convey meaning through the presentation of artistic work. ● Perceive and analyze artistic work. ● Interpret intent and meaning in artistic work. ● Synthesize and relate knowledge and personal experiences to make art. ● Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. **Art History Skills** **Students will be able to…** ● incorporate historical references into studio activities. ● recognize common characteristics among artists' work that define artistic movements and styles. ● make connections between their own heritage, social experiences, and environment to better understand themselves and appreciate the similarities and differences among cultures. ● make connections between art, culture, history, and society. ● develop an appreciation for cross-cultural influences in art. ● recognize that art and artists serve as connecting links between cultures. ● develop an understanding of how the ideas expressed in their own artwork relate to past and present art, artists, and cultures. ● analyze and interpret works of art using appropriate visual art vocabulary.
Key Vocabulary: Art History Vocabulary – art history, movement, style, culture, tradition, heritage, context, appreciation, critique, interpretation, relevance, aesthetics, symbolism Art History Resources – visual analysis, research, discussion, written reflection NCCAS Glossary Terms – contexts, critique, relevant criteria	
Assessment Evidence	

Performance Tasks:	**Other Evidence:**
● Art History Investigation ○ analyze and interpret works of art from a variety of historical periods and cultures. ○ compare and contrast artistic movements, styles, and individual artists. ○ evaluate how historical, social, cultural, and political contexts influence works of art. ○ communicate interpretations using appropriate visual art vocabulary and supporting evidence. ● Historical Connections ○ investigate artists, artistic movements, and historical periods through written, visual, and verbal responses. ○ make connections between historical artwork and contemporary artistic practices. ○ incorporate historical influences into studio artwork when appropriate. ○ connect personal experiences, heritage, culture, and environment to the study of art history.	● Quizzes – vocabulary, Elements of Art, Principles of Design, art history, and artistic concepts ● Participation in classroom discussions ● Journals/sketchbooks, written reflections, teacher feedback, and historical investigations ● Critiques – self, peer, and teacher ● Rubrics – self-assessment and teacher assessment

Learning Plan

- Read and analyze art history texts, articles, and primary sources to develop historical understanding. **(TCC1)**
- Complete content-based assessments on key vocabulary, artists, artistic movements, and historical concepts. **(P1)**
- Collaborate with classmates during discussions and critiques to examine works of art from multiple perspectives. **(TCC2, CCE1)**
- Participate in classroom discussions, critiques, and written reflections using appropriate visual art vocabulary and supporting evidence. **(CCE4)**
- Explore how artists communicate ideas, beliefs, and experiences through imagery across different cultures and time periods. **(CCE4)**
- Compare and interpret artworks from a variety of historical periods, cultures, and artistic movements. **(TCC2)**
- Reflect on personal responses to works of art and connect historical influences to contemporary artistic practices. **(P1)**
- Participate in classroom discussions, presentations, and historical investigations to strengthen understanding of art history concepts. **(CCE4)**

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Historical and contemporary artist resources; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and gallery resources; Virtual museum collections and exhibitions; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Unit 7 - The Etiquette of Art

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

[National Core Arts Standards]

Create:
VA:Cr2.2.Ia - Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Cr2.2.IIa - Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr3.1.IIa - 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.
Present:
VA:Pr4.1.IIa - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
Respond:
VA:Re7.1.IIa - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re7.2.IIa - Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
VA:Re9.1.Ia - Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting:
VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- DE4(9-12): I can work respectfully with all members of my community and support the needs of others.

Understandings: Students will understand that…

- Artists and designers balance experimentation with safety, and freedom with responsibility, while developing and creating artworks.

Essential Questions:

- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and

• Artists and designers develop excellence through practice and constructive critique by reflecting on, revising, and refining their work over time. • Artists and presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for presentation. • Objects, artifacts, and artworks collected, preserved, or presented by artists, museums, or other venues communicate meaning and provide a record of social, cultural, and political experiences, cultivating appreciation and understanding. • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • Visual imagery influences understanding of and responses to the world. • People evaluate art based on various criteria. • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? • How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? • How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding? • How does learning about art impact how we perceive the world? • How do images influence our views of the world? • How is a personal preference different from an evaluation? • How do people contribute to awareness and understanding of their own lives and the lives of their communities through art-making? • How does art preserve aspects of life?
Students will know… • art is a vehicle to express emotions, values, attitudes, and ideas • the process of critique • the appropriate vocabulary to describe and evaluate their own work and the work of others • how to evaluate, interpret and make personal statements about works of art • how to properly take care of not only their own artwork but the care and respect of others • how to communicate with appropriate artistic vocabulary when giving constructive criticism. • how to properly take care of the art room and all contents in the room.	**<u>National Core Arts Standards Skills</u>** **Students will be able to…** • Organize and develop artistic ideas and work. • Refine and complete artistic work. • Select, analyze, and interpret artistic work for presentation. • Convey meaning through the presentation of artistic work. • Perceive and analyze artistic work. • Apply criteria to evaluate artistic work. • Synthesize and relate knowledge and personal experiences to make art. • Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. **<u>The Etiquette of Art Skills</u>** **Students will be able to…**

	• demonstrate responsibility and care in the use of art facilities, tools, materials, and equipment. • respond to the formal and sensory qualities of a work of art while recognizing the difference between personal preference and informed evaluation. • communicate constructive criticism through respectful peer and self-critiques. • participate professionally in classroom, school, and community art exhibitions. • work independently while respecting the ideas, artwork, and creative process of others. • select and present a body of work that reflects personal artistic growth and achievement. • maintain a portfolio as an ongoing record of artistic development. • apply an appropriate visual arts vocabulary in written and verbal discussions. • develop critical assessment skills to evaluate their own artwork and the work of others using appropriate vocabulary, openness, and respect. • recognize and appreciate how diverse cultures influence artistic expression and the variety of art forms throughout history.
Key Vocabulary: The Etiquette of Art Vocabulary – description, analysis, interpretation, judgment, critique, criteria, evaluation, image, contexts, professionalism, presentation The Etiquette of Art Materials, Tools & Processes – peer critique, self-assessment, reflection, portfolio development, presentation, exhibition, curation NCCAS Glossary Terms – materials, critique, portfolio, image, criteria, contexts	
Assessment Evidence	

Performance Tasks:
• Art Critique
  ○ participate in respectful peer, self, and teacher critiques.
  ○ apply the four steps of art criticism to analyze and evaluate works of art.
	Other Evidence:
	• Teacher observation of safe, responsible, and respectful studio practices
	• Teacher observation of appropriate use, care, organization, and cleanup of materials, tools, equipment, artwork, and shared studio spaces

○ communicate constructive feedback using appropriate visual arts vocabulary and established criteria. ● Professional Presentation ○ select, organize, and present artwork for display. ○ demonstrate professionalism through the preparation, installation, and removal of artwork for exhibitions. ○ demonstrate proper care, handling, and presentation of artwork. ● Studio & Art Room Etiquette ○ demonstrate responsibility in the use and care of art facilities, tools, materials, and equipment. ○ practice ethical decision-making, respect for others, and appropriate studio behavior. ○ maintain an organized workspace while contributing positively to the classroom community.	● Participation in classroom discussions, critiques, and collaborative activities ● Self, peer, and teacher critiques demonstrating appropriate artistic vocabulary and respectful, constructive feedback ● Student responses to feedback during the revision and refinement process ● Self-assessments and reflections on studio habits, participation, collaboration, and artistic responsibility ● Demonstration of respect for the artwork, ideas, materials, workspace, and creative processes of others ● Teacher observation of appropriate handling, preparation, and presentation of personal and peer artwork ● Participation in classroom displays, exhibitions, and/or presentation of completed artwork ● Rubrics – self-assessment and teacher assessment

Learning Plan

- Review and practice positive peer feedback strategies for formal and informal critiques, as well as collaborative group activities. **(DE4)**
- Participate in respectful peer, self, and teacher critiques using the four steps of art criticism and appropriate visual arts vocabulary. **(CCE2, CCE4)**
- Collaborate with classmates to analyze and evaluate works of art from multiple perspectives using established criteria. **(TCC2)**
- Demonstrate how to communicate constructive feedback in a respectful, supportive, and meaningful manner. **(CCE2)**
- Participate in classroom discussions and written reflections to support artistic interpretations and evaluations. **(CCE4)**
- Demonstrate proper care, handling, presentation, and display of artwork in preparation for exhibitions and portfolio development. **(DE4)**
- Facilitate collaborative discussions using guiding questions to analyze, interpret, and evaluate works of art. **(TCC2)**
- Teach and demonstrate an artistic skill or studio procedure while seeking and offering constructive feedback to classmates. **(CCE2)**
- Participate in classroom activities that promote professionalism, ethical decision-making, and respect for artists, artwork, and the studio community. **(DE4)**

Differentiation and modifications will be identified and implemented to address the individual learning needs of students.

Teacher Resources: Teacher-generated resources; **National Core Arts Standards**; GLOSSARY for National Core Arts: Visual Arts STANDARDS: Visual Arts Standards; Professional artist demonstrations and workshops; College workshops and studio visits; Museum and gallery resources; ASAP!; Annual Art Show; Local Art Shows; Scholastic Art Awards; Celebrating Art Contest.

Regional School District 14 New Course Proposal

Course Title: AP Cybersecurity

Grade Level(s): 10-12

Department: Math

Faculty Member(s) Submitting Course Proposal: Ray Robillard

Course Description: *(Please include a brief description of the course, the graduation requirements the course would help students meet (STEM/Humanities), and whether it is a year long or semester long course.)*

AP Cybersecurity trains students in the field and aligns closely with standard first-year collegiate cybersecurity courses. Students explore defense-in-depth strategies and learn to address specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains, including physical spaces, computer networks, devices, applications, and data. Developed in partnership with college faculty and industry leaders, this yearlong course aligns with the NICE Workforce Framework.(https://niccs.cisa.gov/tools/nice-framework)

STEM Credit - Year Long

Rationale for Offering this New Course: *(Please include the anticipated impact on students, how it complements existing course offerings, and the identified educational need this course would address.)*
Anticipated Impact on Students

- ***College & Career Readiness****: Students gain early exposure to one of the fastest-growing global industries, preparing them for higher education degree programs and high-demand careers in information security, technology, and policy.*
- ***Hands-on Technical Mastery****: Through practical lab environments, students develop critical thinking, problem-solving, and analytical skills by investigating real-world cyber threats and defensive strategies.*
- ***Digital Citizenship & Ethics****: The curriculum instills a deep understanding of legal frameworks, ethical responsibilities, and data privacy, empowering students to act as responsible digital citizens.*

Complementing Existing Course Offerings *AP Cybersecurity serves as a natural progression for students completing introductory computer science and technology courses, such as [AP Computer Science Principles / Intro to Computer Science / Web Development]. While existing coursework focuses primarily on software development and computational thinking, AP Cybersecurity expands this foundation into infrastructure, system defense, and operational security. It bridges STEM disciplines with real-world application, creating a comprehensive computer science pathway that appeals to both traditional coding students and those interested in systems engineering, law, and defense technology.*

Identified Educational Need *As digital infrastructure becomes critical to everyday life, cybersecurity has evolved from a niche technical field into a fundamental discipline. Currently, secondary education leaves a critical gap between foundational digital literacy and practical cyber defense. This course addresses that gap by introducing rigorous, industry-aligned principles—such as network security, cryptography, risk management, and ethical hacking—to high school students. Offering an AP-level pathway validates the academic rigor of computer science education and equips students with essential skills to navigate and safeguard an increasingly interconnected world.*

Prerequisites: *(Please list any prerequisite knowledge, skills, or coursework that must be completed in order for students to be prepared for the course.)*

None

Long-Term Course Outcomes: *(Please list the projected long-term student outcomes as a result of students being enrolled in the course.)*

As a result of enrolling in AP Cybersecurity, students will achieve the following long-term outcomes:

- ***Advanced Academic and Career Alignment****: Students will establish a strong foundational knowledge base that prepares them for post-secondary degree programs in Cybersecurity, Computer Science, Information Technology, and Systems Engineering, as well as industry-recognized certifications (e.g., CompTIA Security+, CEH).*
- ***Systems-Level Technical Problem Solving****: Students will retain a durable capability to analyze complex network architectures, evaluate potential security vulnerabilities, and design resilient defensive strategies using industry-standard tools and methodologies.*
- ***Ethical Framework & Legal Responsibility****: Students will internalize a permanent ethical framework regarding digital privacy, corporate security compliance, and lawful technology usage, enabling them to make responsible choices throughout their personal and professional lives.*
- ***Incident Response & Adaptability****: Students will develop critical-thinking patterns for responding to dynamic threat landscapes, learning how to assess risks, mitigate incidents, and adapt to emerging technologies and cyber threats over time.*
- ***Strategic Communication of Technical Risk****: Students will master the ability to communicate complex technical vulnerabilities and risk management strategies clearly to both technical and non-technical stakeholders—a vital skill across all modern industries.*

Scope and Sequence: *(Please provide a bulleted overview of the course content to include anticipated units, skills students will develop, Vision of A Learner attributes that will be practiced/demonstrated, and any resources that have already been identified for use)*

Unit 1: Fundamentals of Cybersecurity & Threats

- *Core principles: CIA Triad (Confidentiality, Integrity, Availability)*
- *Threat actors, attack vectors, and social engineering (phishing, spoofing, pretexting)*
- *Malware types (ransomware, trojans, worms, keyloggers) and attack lifecycles*

Unit 2: Network Security & Architecture

- *Fundamentals of OSI model and TCP/IP networking protocols*
- *Network security devices: Firewalls, Intrusion Detection/Prevention Systems (IDS/IPS), and Routers*
- *Wireless security, network segmentation, VPNs, and secure network design*

Unit 3: Cryptography & Data Protection

- *Symmetric vs. asymmetric encryption algorithms*
- *Public Key Infrastructure (PKI), digital certificates, and digital signatures*
- *Hashing functions, data integrity verification, and data at rest/in transit protection*

Unit 4: System Administration & Access Control

- *Identity and Access Management (IAM), Authentication, Authorization, and Accounting (AAA)*
- *Multi-Factor Authentication (MFA) and Least Privilege enforcement*
- *Operating system hardening (Linux/Windows), patch management, and endpoint security*

Unit 5: Application Security & Ethical Hacking

- *Common web application vulnerabilities (SQL injection, Cross-Site Scripting [XSS], buffer overflows)*
- *Secure coding principles and code auditing basics*
- *Penetration testing methodologies, vulnerability scanning, and threat modeling*

Unit 6: Incident Response, Forensics & Governance

- *Incident response planning, containment, eradication, and recovery strategies*
- *Digital forensics basics: log analysis, chain of custody, and evidence gathering*
- *Legal frameworks, privacy regulations (GDPR, HIPAA), compliance, and cyber ethics*

Required Resources and Projected Financial Needs: *(Please list any resources that would be required to teach the course and their projected cost.)*

Unlike the AP Computer Science Classes, for which I already was familiar with the content, I would need to learn all of the content for this class. That would encompass roughly 100 hours of self study, over the summer, using the AP Cybersecurity coursework at codehs.com. Furthermore, it would be beneficial to attend an AP workshop, like those offered at Taft, between year 1 and year 2 of teaching the class after getting the "lay of the land", to improve my teaching of the class.

Regional School District 14 New Course Proposal

Course Title: Sports Literature & Multimodal Composition

Grade Level(s): 11-12

Department: English/ELA

Faculty Member(s) Submitting Course Proposal: Conor Gereg

Course Description: *(Please include a brief description of the course, the graduation requirements the course would help students meet (STEM/Humanities), and whether it is a year long or semester long course.)*

Sports Literature and Multimodal Composition serves as an introductory literature course that examines writing as a cultural power and verbal art form, specifically through the perspective of athletic competition. Students will engage with diverse readings spanning various traditions and eras, all united by the central theme of sports as a medium for uncovering narratives that make us unmistakably human. The curriculum prioritizes the close analysis of sophisticated texts and requires students to formulate thoughtful responses through written assignments, creative projects, and collaborative discussions.

The course will serve a year-long English/humanities credit for 11th or 12th graders.

*Note: This June I received my instructor certification via CT State Community Colleges with the intention of possibly marrying this course to CT State's ENG 1010 course. This would allow students a dual-enrollment enrichment option to earn three college credits through the class.

Rationale for Offering this New Course: *(Please include the anticipated impact on students, how it complements existing course offerings, and the identified educational need this course would address.)*

This proposed course invites students to explore a diverse array of literary forms—ranging from poetry and short fiction to investigative non-fiction—all unified through the thematic lens of sports and competition. By interacting with challenging texts, learners will participate in analytical writing, collaborative group work, and research-based presentations. Ultimately, this curriculum is designed to captivate students by demonstrating how the complexities of the human experience are often poignantly reflected through the world of athletics.

Prerequisites: *(Please list any prerequisite knowledge, skills, or coursework that must be completed in order for students to be prepared for the course.)*

None

Long-Term Course Outcomes: *(Please list the projected long-term student outcomes as a result of students being enrolled in the course.)*

Students will leave the course with authentic experiences that ask that they engage with research databases to defend ideas and also hone critical thinking skills that task students with presenting their ideas.

This course will explore how sports literature often tackles complex ethical dilemmas—such as the price of ambition, the pain of injury, cheating, and systemic inequality. Reading these narratives cultivates a lasting empathy, helping students view real-world issues from multiple perspectives and navigate ethical challenges in their own careers.

Sports intersect with history, politics, psychology, and economics (my plan is to do my best to address all of these components). A long-term outcome of this course is the ability to connect seemingly disparate fields. Students learn to apply "sports as a microcosm of society" thinking to other industries, making them more adaptable, holistic problem-solvers (these topics--and their corresponding skills--will be addressed through each unique unit of the course).

Through analyzing poetry, novels, biographies, and journalism, students sharpen their ability to identify subtext, metaphor, and rhetorical strategies (the course will integrate some of the writing skills expected within our AP Lang & AP Lit courses). This translates into lifelong communication skills, enabling them to articulate complex ideas clearly and craft compelling narratives in any professional field.

My hope is that students move away from viewing sports purely as mindless entertainment. Long after the course ends, they retain an appreciation for the historical context of athletic achievements and the artistic merit of sports storytelling, transforming how they engage with culture and community.

Scope and Sequence: *(Please provide a bulleted overview of the course content to include anticipated units, skills students will develop, Vision of A Learner attributes that will be practiced/demonstrated, and any resources that have already been identified for use)*

Unit 1 - Beyond the Field

Materials: August Wilson - *Fences (excerpts)* ; John Updike - *Rabbit (excerpts), Run;* Boys in a Boat (excerpts) ; Friday Night Lights (excerpts); short fiction, additional excerpts from texts, but not limited to: Bernard Malamud - *The Natural*; Richard Wagamese - *Indian Horse*; Tracy O'Neill - *The Hopeful*; Don DeLillo - *End Zone*

Multimedia sources: Woodrow Buddy Johnson & Count Basie (1949); Bob Dylan "Hurricane" (1975); "The Rookie" by Norman Rockwell (painting, 1957); "Gramps at the Plate" by Norman Rockwell (1916); "The Runaway" by Norman Rockwell (1958); "The Cheerleader" by Norman Rockwell (1952);

Summative Performance Task #1: Art of the Argument - (Example) How does August Wilson communicate his argument about the impact of failed dreams and expectations? How does the author within Source A communicate the social and cultural significance of (Insert Source A: i.e. - The Art of the Korean Bat Flip).

Summative Performance Task #2: Synthesis Response - How do the sources _____ and _____ argue for the purpose of athletics in American culture? Do not merely summarize the source. OR

"A Lost Voices Podcast" - Similar to Troy Maxson, a character who never had the opportunity to play at the highest level due to Major Baseball's racial barriers, research an athlete whose talents, and "voice," was lost. In your podcast, you and a partner will be role playing a mock interview with this athlete, noting the historical context of this athlete's plight.

VOL Attributes: I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

Essential Question: How does sports literature construct, reinforce, or deconstruct the archetype of the "hero"? (e.g. - This looks at how modern athletes are written as mythological figures, and what happens in a text when those heroes inevitably fail or display deep human flaws.)

Unit 2 - The Business Behind a Ballgame
Materials: *Moneyball*; *Moneyball* (film excerpts); *The Blind Side* (excerpts) (too much Michael Lewis?)
Summative Performance Task #1 - Free Response (Modelled after FRQ #3 of AP Lang prompts)
Summative Performance Task #2: Student presentations on a misevaluated idea, business, or concept akin to Michael Lewis' argument within Moneyball. Consider the central argument with Lewis' book as he explores hidden value in misevaluated places. On your own, or with a partner, identify an idea, an item, or system within our world that is misevaluated.

Multimedia sources: "A Stag at Sharkey's" – George Bellows (1909) (painting)

VOL Attributes: I can integrate my learning to adapt to experiences in the classroom, career and life.
Essential Questions: When is a game never just a game? How do writers use the specific rules, boundaries, and strategies of a sport as extended metaphors for life? (e.g. - How does Michael Lewis' *Moneyball* speak to macro trends in modern business, education, and technology that prioritize efficiency, pragmatic, data-driven solutions to modern problems?)
How do authors depict the tension between the pure, "sacred" joy of play and the corrupting influence of commercialism, media, and big business?

Unit 3 - The Chase, The Glory, and the Aftermath
Materials: *Old Man and the Sea; Shoe Dog*; More Than an Athlete: *Duty, Honor, Victory: America's Athletes in World War II by* Gary L. Bloomfield*; The Catcher Was a Spy* by Nicholas Dawidoff; *The Game Must Go On* by John Klima; *The Victory Season* by Robert Weintraub;
Summative Performance Task #1 - Creative Response: "Letter to My Younger Self" (Samples; Gereg Example)
Summative Performance Task #2 - Oratory Tradition: Athletics as a cultural story (audio narratives, podcasts)

Multimedia sources: "The Athletes Series" by Andy Warhol (1977-1979)

VOL Attributes: I can formulate and investigate probing questions to further my learning.
Essential Questions: Why does sports literature so frequently focus on loss, failure, and the "has-been" rather than the moment of victory?

Unit 4 - Arguments within Athletics
Letting Go: Mina Kimes Op-Ed - "The Art of the Korean Bat Flip" & Features ; Close reading of Stuart Dybek's "Death of a Right Fielder," Excerpts from Michael Leah's *When Nothing Else Matters;* "Enough" by Dave Zirin
Danny Chau Op-Ed
Summative Performance Task #1 - Op-Ed: (Best Op-Eds to be published via NHS Chief Advocate)
Examples: Example I, Example II, Example III, Example IV
Summative Performance Task #2 - Visual Response - Create a photo gallery, posters designs, social media posts advocating for an argument within athletics (i.e. - Name Image and Likeness for college athletes; Pay Equality for WNBA Players, etc.)

VOL Attributes:
I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
Essential Questions:
How is the concept of "belonging"—whether to a nation, a city, or a specific subculture—forged and contested through sports narratives?

Required Resources and Projected Financial Needs: *(Please list any resources that would be required to teach the course and their projected cost.)*

Moneyball by Michael Lewis
Fences by August Wilson
Old Man and the Sea by Ernest Hemingway
SNO Website Access (Chief Advocate - for publishing student op-eds from Unit IV)

Regional School District 14 New Course Proposal

Course Title:

She Said: Women's Voices in Literature

Grade Level(s): 11-12

Department: English

Faculty Member(s) Submitting Course Proposal: Kelly Nichols

Course Description: *(Please include a brief description of the course, the graduation requirements the course would help students meet (STEM/Humanities), and whether it is a year long or semester long course.)*

Women's Literature is a year-long writing and literature course that focuses on the diverse voices of women writers across cultures and over time. Students will read novels, poetry, short stories, and nonfiction by women while considering historical, psychological, sociological, and cultural contexts. Students will use literature as a catalyst for seminar discussion, close reading, inquiry, research, various modes of writing, and multimodal projects. This course will ask students to examine their own experiences, their place in society, and the connections between texts and their own lives.

Rationale for Offering this New Course: *(Please include the anticipated impact on students, how it complements existing course offerings, and the identified educational need this course would address.)*

The Women's Literature course provides opportunities for students to read an array of women's voices absent from curricula in other courses. Although all English courses at NHS offer authorial variety, it is not possible to cover the full gamut of women's literary voices to the degree that a women's literature course could offer. In this course, students will have the opportunity to study, in depth, the literary and cultural contributions of women over time and across cultures to enrich existing perspectives. Students deepen their thinking by asking good questions, collecting research, reading scholarly writing, then developing their own ideas in various modes of writing and media.

The Women's Literature course complements existing course offerings at the junior and senior level by incorporating similar close reading, research, discussion, and writing skills while providing additional opportunities to read women writers absent from other courses.

In an age of incessant social media messaging, students will learn to think deeply about the first person perspectives of women in different cultural and historical contexts to become aware of gender tropes and damaging messaging while celebrating the accomplishments and tenacity of women writers. Students will have the chance to consider how women show up in the world, and how societal and cultural expectations shape identity. The course also adds additional opportunities for students to improve SAT scores by

focusing on revising and editing (structure, complexity of ideas, grammar, syntax, and other conventions).

**The Women's Literature course also has the possibility to be an ECE course; other districts offer Women's Literature in tandem with ENGL 1007 at UCONN.

Prerequisites: *(Please list any prerequisite knowledge, skills, or coursework that must be completed in order for students to be prepared for the course.)*

This would be an elective course available as an English credit for students in grades 11 and 12.

Long-Term Course Outcomes: *(Please list the projected long-term student outcomes as a result of students being enrolled in the course.)*

The intention of this course is to provide students with additional academic choice that meets individualized student interest. Providing opportunities for students to read women's literature encourages the celebration of diverse voices and new perspectives. Please also see above.

Scope and Sequence: *(Please provide a bulleted overview of the course content to include anticipated units, skills students will develop, Vision of A Learner attributes that will be practiced/demonstrated, and any resources that have already been identified for use)*

Unit 1: Finding Your Voice
Summative: Autoethnography: Autoethnography is defined as "a qualitative research method where researchers use their own personal experiences ("auto") to systematically explore and analyze broader cultural or social phenomena (ethnography)." You will write a memoir-style autoethnography that teaches your audience about who you are and how you developed your identity and current perspectives. You will preface this assignment by creating an autobiographical timeline, self-reflecting on your experiences, and collecting interviews from your peers on their experiences. After noticing and discussing patterns, you will craft your own narrative to share in our class gallery.

- **VLA.912.P.1** - I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.
- **TI3(9-12)**: I can formulate and investigate probing questions to further my learning.

Possible Unit Texts/Media: *Persepolis*/Marjane Satrapi, *Educated*/Tara Westover, *The Glass Castle*/Jeanette Walls, *Woman Warrior*/Maxine Hong Kingston

Unit 2: The Rules and Who Makes Them
Summative: Literary Defense: Using our unit texts, identify a theme in multiple texts that pervades time, culture, or geography, and defend or refute this theme in an argument paper or oral speech.

- **CCE4 CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

Possible Unit Texts/Media: *Pachinko*/Min Jin Lee, *Pride and Prejudice*/Jane Austen,*The Awakening*/*Kate Chopin, Barbie*, Episodes of *The Queen's Gambit*, "The Yellow Wallpaper"

Unit 3: Challenge, Rebellion, and Resistance: Speaking Truth to Power

Inquiry Paper/Research Challenge: Identify a societal disconnect, inconsistency, or challenge for women in modern culture and propose a solution, an alternate perspective, or an original question that addresses that current issue.

- **TCC2(9-12)**: I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **TI3(9-12)**: I can formulate and investigate probing questions to further my learning.

Possible Unit Texts/Media: *The Handmaid's Tale*/*Maragaret Atwood*, "The Danger of a Single Story"/*Adichie*

Unit 4: The Female Hero's Journey: Women Who Changed the Story

Summative: Women's Voices Symposium: You will participate in a conference-style presentation by connecting course literature to a contemporary issue. You will choose your presentation mode while incorporating course texts and multimedia of your choice.

- **TCC4 (9-12):** I can integrate my learning to adapt to experiences in the classroom, career and life.
- **DE.4 (9-12):** I can work respectfully with all members of my community and support the needs of others.

Possible Unit Texts/Media:
Book Groups: *Kindred*/Octavia Butler, *I Know Why the Caged Bird Sings*/Maya Angelou, *The Bell Jar*/Sylvia Plath, *Lessons in Chemistry*/Bonnie Garmus, *&Juliet*

***Possible Final Exam or Alternate Summative: Comparative Canon Project*
Students argue whether a particular text should be added to, removed from, or elevated within the literary canon. Students can choose from the course lists of texts or select and read their own.

Required Resources and Projected Financial Needs: *(Please list any resources that would be required to teach the course and their projected cost.)*

Curriculum development over the summer
Copies of unit texts