



**Totowa Public Schools**

**Art**

**Grade 6-8**

**Aligned to NJSL Standards**

**BOE Adopted: 8/31/2022**

**Revised 12/14/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Drawing	9 Weeks	
Print Making	9 Weeks	
Painting	9 Weeks	
Collage & Mixed Media	9 Weeks	

<b>Unit Title</b>	Drawing
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will make use of new and unique tools to investigate ways artists express themselves in the creation of art. They will also be made aware of modern art and the creation thereof. Students will utilize vocabulary to express their thoughts and ideas in the lesson review and class critique</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can you draw, color and construct an abstract image which encodes the elements of art?</li> <li>• Why is drawing universally appealing?</li> <li>• How do artists influence culture?</li> <li>• How do artists reflect culture?</li> <li>• How is technology incorporated into everyday art?</li> <li>• To what extent does choice of media impact emotional and intellectual significance?</li> <li>• How can the elements and principles of design be used to create emotional and intellectual impact?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Culture and artistic periods affects self-expression without our awareness.</li> <li>• We can find similarities throughout the ages. What is old and what is new in any work of art, from cavemen to abstract and everything in between.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</li> <li>• Draw, plan and create a scratchboard design incorporating the elements of art.</li> <li>• Students will analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture in Paris.</li> <li>• Use the elements of art to create meaningful art projects.</li> <li>• Individually create a 2-dimensional work of art.</li> </ul>

- Employ appropriate vocabulary for this unit.
- Describe, analyze, interpret and judge their abstract art, the art of master artists and their peers.
- Career Exploration – Students will examine careers in business which utilize art (, marketing, prop construction, advertising)

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
<b>Summative</b>	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources: Digital and Print</b>	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Elements and Principles of Design Posters, Internet Prints, Sample projects, Drawing for Older Children and Teens, Color Wheels, <a href="http://www.paintings.name">www.paintings.name</a> <a href="http://www.brainpop.com">www.brainpop.com</a> <a href="http://school.nettrekker.com/visualarts">http://school.nettrekker.com/visualarts</a> , <a href="#">Artists &amp; Art</a> , <a href="#">Approved Class Resource List</a>
<b>Equipment needed</b>	Scratchboard, Scratching sticks, Picture files, Colored pencils, Sample “Food” tracers, Markers, White 12”x18” drawing paper, Pencils, French Curves, Templates, Rulers, Computers, Printer, Projector/SmartBoard, Internet
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Visual and Performing Arts</b>	
<b>NJSLS Performance Expectations</b>	<b>Anchor Standard, Enduring Understanding, Essential Questions, &amp; Practice</b>
1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take	Anchor Standard 1: Generating and conceptualizing ideas. Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

<p>creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p>	<p>Essential Questions: What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>Practice: Explore</p>
<p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p>	<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</p> <p>Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? 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? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p>Practice: Investigate</p>
<p>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</p>	<p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the</p>

	viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? Practice: Select
1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.	Anchor Standard 7: Perceiving and analyzing products. Enduring Understandings: 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 arts influences understanding of and responses to the world. Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? Practice: Perceive
1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	Anchor Standard 8: Interpreting intent and meaning. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art? Practice: Interpret Performance Expectations:
<b>Visual and Performing Art Artistic Processes and Practices</b>	
The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. There are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.	
Visual and Performing Art Artistic Processes and Practices	<ul style="list-style-type: none"> <li>● Creating</li> <li>● Performing (dance, music, theatre)/Presenting (visual arts)/Producing (media arts)</li> <li>● Responding</li> </ul>

- Connecting

### **NJ: 2016 SLS: English Language Arts**

- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**2020 SLS: Computer Science & Design Thinking**

<b>Core Ideas</b>	<b>NJSLS Performance Expectations (By the end of 8th Grade)</b>
Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.	<ul style="list-style-type: none"> <li>• 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.</li> </ul>

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

<b>Core Ideas</b>	<b>NJSLS Performance Expectations (By the end of 8th Grade)</b>
Multiple solutions often exist to solve a problem.	<ul style="list-style-type: none"> <li>• 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</li> </ul>



	<ul style="list-style-type: none"> <li>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</li> <li>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/TV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</li> <li>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</li> </ul>
<b>Interdisciplinary 21st Century Connections</b>	
<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Collaboration and Teamwork</li> <li>Information and Media Literacy</li> <li>Career Awareness and Planning</li> </ul>
<b>Discipline</b>	<b>Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)</b>
Science	<ul style="list-style-type: none"> <li>MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</li> </ul>

<b>Unit Title</b>	Print Making
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	In this unit, students will explore printmaking, and apply the elements of art and design.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>To what extent do artists appropriate industrial and commercial technologies to create artwork?</li> <li>How has the use of technology expanded our understanding of what is art?</li> </ul>

	<ul style="list-style-type: none"> <li>• How does knowledge and understanding of a variety of artists, art genres, processes and materials allow for greater creative expression?</li> <li>• How does printmaking differ from other two dimensional artwork, such as drawing and painting?</li> <li>• To what extent does printmaking make artwork accessible to a wide audience?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Printmaking is an indirect method of creating artwork in multiples.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Utilize the principles of design and elements of art.</li> <li>• Incorporate different genres, processes, and skills to create art.</li> <li>• Demonstrate the art technique of printmaking.</li> <li>• Utilize all necessary tools and materials to create art.</li> <li>• Employ appropriate vocabulary for this unit.</li> <li>• Describe, analyze, interpret, and judge their abstract art, the art of master artists and their peers.</li> </ul>

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
<b>Summative</b>	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources: Digital and Print</b>	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Elements and Principles of Design Posters, Internet Prints, Sample projects, Drawing for Older Children and Teens, Color Wheels, <a href="http://www.paintings.name">www.paintings.name</a> <a href="http://www.brainpop.com">www.brainpop.com</a> <a href="http://school.nettrekker.com/visualarts">http://school.nettrekker.com/visualarts</a> <a href="#">Artists &amp; Art</a> , <a href="#">Approved Class Resource List</a>
<b>Equipment needed</b>	Stencils, Freezer paper, tape, waxed stencil paper or acetate, tempera paint, acrylic paint, or screen-printing ink, paint brushes, stencil brushes, sponges, scissors

**Content & Interdisciplinary Standards**

**NJ 2020 SLS: Visual and Performing Arts**

**NJSLS Performance Expectations**

**Anchor Standard, Enduring Understanding, Essential Questions, & Practice**

1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.  
1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 1: Generating and conceptualizing ideas.  
Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.  
Essential Questions: What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?  
Practice: Explore

1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.  
1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

Anchor Standard 2: Organizing and developing ideas.  
Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.  
Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? 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? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

	Practice: Investigate
1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.	Anchor Standard 3: Refining and completing products. Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. Essential Questions: What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? Practice: Reflect, Refine, Continue
1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.	Anchor Standard 4: Selecting, analyzing and interpreting work. Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation. Essential Questions: How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation? Practice: Analyze
1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.	Anchor Standard 7: Perceiving and analyzing products. Enduring Understandings: 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 arts influences understanding of and responses to the world. Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? Practice: Perceive
<b>Visual and Performing Art Artistic Processes and Practices</b>	
The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning	

experiences that will enable them to engage in these practices as part of their art making processes. There are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.

Visual and Performing Art Artistic Processes and Practices

- Creating
- Performing (dance, music, theatre)/Presenting (visual arts)/Producing (media arts)
- Responding
- Connecting

**NJ: 2016 SLS: English Language Arts**

**NJSLS Performance Expectations**

- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
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back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views.

- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**2020 SLS: Computer Science & Design Thinking**

<b>Core Ideas</b>	<b>NJSLS Performance Expectations (By the end of 8th Grade)</b>
<p>Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.</p>	<ul style="list-style-type: none"> <li>• 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.</li> <li>• 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).</li> </ul>

<p>Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.</p>	<ul style="list-style-type: none"> <li>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> </ul>
<p>Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.</p>	<ul style="list-style-type: none"> <li>8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> </ul>
<p><b>2020 SLS: Career Readiness, Life Literacies, and Key Skills</b></p>	
<p><b>Core Ideas</b></p>	<p><b>NJSLS Performance Expectations (By the end of 8th Grade)</b></p>
<p>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>	<ul style="list-style-type: none"> <li>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.</li> </ul>
<p>Multiple solutions often exist to solve a problem.</p>	<ul style="list-style-type: none"> <li>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</li> </ul>
<p><b>Interdisciplinary / 21st Century Connections</b></p>	
<p><b>Connections and Skills</b></p>	<ul style="list-style-type: none"> <li>Critical thinking</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaboration and Teamwork</li> <li>• Creativity and Innovation</li> </ul>
<b>Discipline</b>	<b>Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)</b>
Science	<ul style="list-style-type: none"> <li>• MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</li> </ul>

<b>Unit Title</b>	Painting
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	In this unit, students will use paint and other mediums to create art.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• In what ways does the understanding and application of the elements and principles of design develop creativity?</li> <li>• How can technique and materials convey meaning in work?</li> <li>• How does our culture and history influence our artistic choices?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Artists use their understanding of the elements and principles of design to express their feelings, emotions, and creativity.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Create landscapes using various media.</li> <li>• Students will discuss and understand Impressionism in terms of art history, the idea of a fleeting moment or that visual rush of movement. (i.e. spinning round in a field).</li> <li>• Demonstrate appropriate brush stroke techniques.</li> <li>• Define positive and negative space in terms of art.</li> <li>• Experiment with the use of color to make objects advance or recede in their design.</li> </ul>



- Use color to convey symbolic, emotional, and intellectual meaning.
- Apply style and technical skill in creating thematic content.
- Employ appropriate vocabulary for this unit.
- Study works of various artists from different countries and cultures.
- Use the necessary tools and materials to create their own landscapes.

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
<b>Summative</b>	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources: Digital and Print</b>	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Elements and Principles of Design Posters, Internet Prints, Sample projects, Drawing for Older Children and Teens, Color Wheels, <a href="http://www.paintings.name">www.paintings.name</a> <a href="http://www.brainpop.com">www.brainpop.com</a> <a href="http://school.nettrekker.com/visualarts">http://school.nettrekker.com/visualarts</a> <a href="#">Artists &amp; Art</a> , <a href="#">Approved Class Resource List</a>
<b>Equipment</b>	Paper: white drawing paper, colored construction paper, watercolor paper, pencils, permanent markers, Watercolor and/or tempera paint. Paper or plastic palettes.
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Visual and Performing Arts</b>	
<b>NJSLS Performance Expectations</b>	<b>Anchor Standard, Enduring Understanding, Essential Questions, &amp; Practice</b>
1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take	Anchor Standard 1: Generating and conceptualizing ideas. Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

<p>creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p>	<p>Essential Questions: What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>Practice: Explore</p>
<p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p>	<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</p> <p>Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? 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? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p>Practice: Investigate</p>
<p>1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</p>	<p>Anchor Standard 4: Selecting, analyzing and interpreting work.</p> <p>Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.</p> <p>Essential Questions: How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?</p> <p>Practice: Analyze</p> <p>Performance Expectations:</p>

<p>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</p>	<p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.  Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.  Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?  Practice: Select  Performance Expectations:</p>
<p>1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</p>	<p>Anchor Standard 7: Perceiving and analyzing products.  Enduring Understandings: 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 arts influences understanding of and responses to the world.  Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?  Practice: Perceive</p>
<p>1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p>	<p>Anchor Standard 8: Interpreting intent and meaning.  Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.  Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?  Practice: Interpret</p>
<p>1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the</p>	<p>Anchor Standard 9: Applying criteria to evaluate products.  Enduring Understanding: People evaluate art based on various criteria.</p>

<p>difference between personal and established criteria for evaluating artwork.</p>	<p>Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? Practice: Analyze</p>
<p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</p>	<p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Enduring Understanding: People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. Essential Questions: How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life? Practice: Relate</p>
<p><b>Visual and Performing Art Artistic Processes and Practices</b></p>	
<p>The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. There are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.</p>	
<p>Visual and Performing Art Artistic Processes and Practices</p>	<ul style="list-style-type: none"> <li>• Creating</li> <li>• Performing (dance, music, theatre)/Presenting (visual arts)/Producing (media arts)</li> <li>• Responding</li> <li>• Connecting</li> </ul>
<p><b>NJ: 2016 SLS: English Language Arts</b></p>	
<p><b>Grade 7 - NJSL Performance Expectations</b></p>	
<ul style="list-style-type: none"> <li>• NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>• SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the</li> <li>• topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and</li> </ul>	

detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**2020 SLS: Computer Science & Design Thinking**

<b>Core Ideas</b>	<b>NJSLS Performance Expectations (By the end of 8th Grade)</b>
Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

<b>Core Ideas</b>	<b>NJSLS Performance Expectations (By the end of 8th Grade)</b>
<p>Multiple solutions often exist to solve a problem.</p> <p>Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<ul style="list-style-type: none"> <li>• 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</li> <li>• 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</li> <li>• 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b)</li> <li>• 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</li> </ul>

**Interdisciplinary / 21st Century Connections**

<b>Connections and Skills</b>	
	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Information and Media Literacy</li> </ul>

Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)
Science	<ul style="list-style-type: none"> <li>• MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</li> <li>• MS-LS2-4 - Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.</li> <li>• MS-LS2-3 - Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body</li> </ul>

<b>Unit Title</b>	Collage and Mixed Media
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	Collage is a unique medium, utilizing elements and principles that differ from drawing and painting.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why is it important to have a historical and cultural context when viewing/critiquing/appreciating art.</li> <li>• In what ways does the understanding and application of the elements and principles of design develop creativity.</li> <li>• What is more important, skills or ideas? Why?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Artists use their understanding of the elements and principles of design to express their feelings, emotions, and creativity. Collage is a unique medium, utilizing elements and principles that differ from drawing and painting.</li> </ul>

<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</li> <li>• Define collage.</li> <li>• Explain how the elements of art (color, shape, space, form) are evident in collages.</li> <li>• Explain why collage is considered a non-traditional form of media.</li> <li>• Demonstrate art elements such as watercolor and tempera paint to show balance and unity.</li> <li>• Students will demonstrate persistence and willingness to experiment and take risks during the artistic process as they create the collage and use impressionism.</li> <li>• Students will take a creative risks by learning about how to make a collage.</li> <li>• Students will interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements, to make a multimedia collage.</li> <li>• Utilize techniques to create a collage.</li> </ul>
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<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
<b>Summative</b>	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources: Digital and Print</b>	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Elements and Principles of Design Posters, Internet Prints, Sample projects, Drawing for Older Children and Teens, Color Wheels, <a href="http://www.paintings.name">www.paintings.name</a> <a href="http://www.brainpop.com">www.brainpop.com</a> <a href="http://school.nettrekker.com/visualarts">http://school.nettrekker.com/visualarts</a> , <a href="#">Artists &amp; Art</a> , <a href="#">Approved Class Resource List</a>



<b>Equipment</b>	Paper (construction, newspaper, magazines, “found” papers, labels, cardboard, paints and drawing materials, embellishments (buttons, beads, sequins, string, yarn, feathers, etc.), “found” and recycled objects.
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Visual and Performing Arts</b>	
<b>NJSLS Performance Expectations</b>	<b>Anchor Standard, Enduring Understanding, Essential Questions, &amp; Practice</b>
<p>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p>	<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Essential Questions: What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>Practice: Explore</p>
<p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</p>	<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</p> <p>Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? 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? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or</p>

	<p>systems? How do artists and designers create works of art or design that effectively communicate?</p> <p>Practice: Investigate</p>
<p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p>	<p>Anchor Standard 3: Refining and completing products.  Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.  Essential Questions: What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?  Practice: Reflect, Refine, Continue  Performance Expectations:</p>
<p>1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.  1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</p>	<p>Anchor Standard 7: Perceiving and analyzing products.  Enduring Understandings: 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 arts influences understanding of and responses to the world.  Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?  Practice: Perceive</p>
<p>1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p>	<p>Anchor Standard 8: Interpreting intent and meaning.  Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.  Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?  Practice: Interpret</p>
<p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent,</p>	<p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p>

<p>establish, reinforce and reflect group identity and culture.</p>	<p>Enduring Understanding: People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.          Essential Questions: How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?          Practice: Relate</p>
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**Visual and Performing Art Artistic Processes and Practices**

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. There are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.

Visual and Performing Art Artistic Processes and Practices

- Creating
- Performing (dance, music, theatre)/Presenting (visual arts)/Producing (media arts)
- Responding
- Connecting

**NJ: 2016 SLS: English Language Arts**

**Grade - NJSLS Performance Expectations**

- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**2020 SLS: Computer Science & Design Thinking**

<b>Core Ideas</b>	<b>NJSLS Performance Expectations (By the end of 8th Grade)</b>
Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.	<ul style="list-style-type: none"> <li>• 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.</li> <li>• 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).</li> </ul>

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

<b>Core Ideas</b>	<b>NJSLS Performance Expectations (By the end of 8th Grade)</b>
Multiple solutions often exist to solve a problem.	<ul style="list-style-type: none"> <li>• 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</li> <li>• 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</li> </ul>

**Interdisciplinary / 21st Century Connections**

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
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<b>Discipline</b>	<b>Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)</b>
Science	<ul style="list-style-type: none"> <li>• MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body</li> </ul>

**Accommodations & Modifications**

**Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs**

<p align="center"><b>Time/General</b></p> <ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<p align="center"><b>Processing</b></p> <ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<p align="center"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<p align="center"><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<p align="center"><b>Behavior/Attention</b></p> <ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<p align="center"><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>

**ELL, Enrichment, Gifted & Talented Strategies**

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.

- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers

- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

#### Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials



- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.