

BENWAY SCHOOL

Art Curriculum

Grade 8



Benway School

Unit 1

Content Area: Art

Unit Title: *Creative Process*

Grade Level: 8

Unit Overview: In this unit, the students will use the art of other cultures to influence projects. Additionally, they will use positive and negative space, collage, form and value within artwork. The students will also understand that symmetrical and asymmetrical balance and rhythm create dynamic works.

Recommended Pacing: 6-8 weeks (September-October)

Student Learning Objectives	NJSLS
Differentiate the expressive potential of line as visual communication that includes symbols, letters and numbers (e.g., Robert Smithson’s earthworks, the Lascaux cave paintings, Jean-Michel Basquiat’s paintings inspired by graffiti art, skywriting etc.). Create two and three-dimensional artworks using a variety of organic & geometric shapes, lines, and textures created from line, stemming from an examination of master works of art and their treatment of these same aspects of art making.	1.1.8.D.1 and 1.1.8.D.2
Distinguish among neutral tones (grey), shades (black) and tints(white) in varied visual art masterworks (e.g., Kasimir Malevich's <i>Morning in the Village After Snowstorm</i> , David Hockney's <i>Mist</i> , <i>The Magpie</i> by Claude Monet etc.) and create original artwork that requires an exploration of the temperature of the neutral palette related to shades, tone, and tint.	1.1.8.D.1 and 1.1.8.D.2
Differentiate form and value, and the relationship between positive & negative space in diverse master works of art and create two-dimensional artworks that focus on form and value.	1.1.8.D.1
Describe the use of variety in master works of art from diverse cultures and employ similar applications to the creation of original two-dimensional artworks (e.g., Andy Goldsworthy’s utilization of a variety of scales and many different natural materials, Gustav Klimt characteristic style of abstraction and stylization from mosaic patterns using assorted precious metals as surface materials etc.).	1.1.8.D.1 and 1.1.8.D.2
Differentiate among symmetrical and asymmetrical balance and radial balance in various masterworks of art from diverse cultures (e.g., Sculpture by George Rickey, kinetic sculpture by Marcel DuChamp, Martin Puryear weavings, Alexander Calder’s’ mobiles, Leonardo Da Vinci drawings etc.) and use contrasting approaches to balance as inspiration for original artwork.	1.1.8.D.1 and 1.1.8.D.2
Compare use of proportion in master works of art from diverse cultures (e.g., Henry Moore’s use of biomorphic forms that elude to the female figure, Swiss sculptor Alberto Giacometti’s elongated forms suggestive of human shadows, Egyptian pyramids as a symbol for ascension, etc.) and use proportion as the primary element driving the creation of original artwork.	1.1.8.D.1 and 1.1.8.D.2
Compare and contrast the use of emphasis as a compositional tool in masterworks of art from diverse cultures (e.g., Sandy Skoglund’s use of emphasis to create visual tension between unlikely images juxtaposed on a	1.1.8.D.1 and 1.1.8.D.2

monochromatic background, paintings by Norman Rockwell, Pieter Bruegel the Elder and Salvador Dali whose placement (and scale) of objects in the foreground, middle ground and background create emphasis etc.). Use emphasis as the basis for the creation of original artwork.	
Evaluate ways in which the design principle of Harmony/unity has been used in various cultures and eras, and describe the intellectual and emotional significance conveyed by the application of Harmony and Unity (e.g., the Art Nouveau Movement - an ornate, elaborate style of art characterized by long twisted and flowing lines that strived to unify all forms of art by providing a physical and emotional connection to music, literature, architecture and design; Installation artist Sara Sze attempts to find harmony in contrasting opposites of floating/sinking, rising/drift by blurring the boundaries between drawing and sculptural objects; Jakuch0's 18 th century Japanese scroll paintings that combine fluidity of composition, imagery, pristine geometry and harmony of color to achieve unity etc.).	1.1.8.D.1 and 1.1.8.D.2
Determine ways Rhythm is derived from repetition in masterworks from diverse cultures and historical eras (e.g., See: Braque's Cubist paintings, Amish decorative quilting patterns. Louise Nevelson assemblages emphasizing rhythm and movement etc.). Create original works of art utilizing rhythm as the primary design element.	1.1.8.D.1 and 1.1.8.D.2
Distinguish ways shape the principles of harmony and unity are achieved among artists from diverse cultures and historical eras (e.g., Joseph Cornell's boxes, Polly Apfelbaum's <i>Fallen Paintings</i> that exemplify the harmony created between accumulation, repetition of shapes and pattern, Isamu Noguchi sculptures, installations by Cai Guo-Quing or Josiah McElheny etc.). Design and create two or three-dimensional artwork emphasizing unity through line, shape, color or accumulation.	1.1.8.D.1 and 1.1.8.D.2
New Jersey Student Learning Standards	Progress Indicator
Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.	1.1.8.D.1
Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.	1.1.8.D.2
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Demonstrate knowledge of a real world problem using digital tools.	8.1.8.A.1
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	8.1.8.A.2
Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.	8.2.8.B.4

Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.	8.2.8.B.6
Create a technical sketch of a product with materials and measurements labeled.	8.2.8.C.5.a
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.1.8.A.2
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Relate earning power to quality of life across cultures.	9.1.8.A.4
Relate how the demand for certain skills determines an individual's earning power.	9.1.8.A.5
Evaluate the relationship of cultural traditions and historical influences on financial practice.	9.1.8.B.6
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Neutral tones/palette, radial balance, shades, tints, unity, Art Nouveau	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Art exhibition ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
Learning Activities:	

<ul style="list-style-type: none"> ● Create original works for art ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks ● Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/ how it is utilized, different time periods and usage) ● Elements of Art: Line, shape, color, value, form, texture, space ● Principles of Art: Balance, contrast, rhythm, movement, unity, emphasis, pattern <p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Through observation and study of collage artworks from diverse cultures and historical eras, explore ways in which the principle of unity is used to design and create collage. 	
<p>Instructional Materials:</p> <ul style="list-style-type: none"> ● Laptop cart ● Smartboard 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ● <u>Composition and Design: Elements, Principles, and Visual Effects</u> 	
<p>Modifications & Accommodations:</p> <p><i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i></p>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments

- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres

- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
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Modifications for Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests

- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

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Benway School

Unit 2

Content Area: Art

Unit Title: *Performing*

Grade Level: 8

Unit Overview: In this unit, the students will explore art history and review the techniques of perspective, creation of pastel works, color theory, and multicultural art. Then, the students will create works of art representing these techniques.

Recommended Pacing: 6-8 weeks (October-December)

Student Learning Objectives	NJSLS
Apply the principles of balance to the creation of gesture drawings using the figure in action poses to enhance the expression of creative ideas (e.g., perspective, implied space, and illusionary depth) exemplified in masterworks of art (e.g., Peter Paul Rubens, studies for “ <i>The Presentation in the Temple</i> ”, 1577-1640 and Jacob da Pontormo, <i>Dancing Figure</i> , 1494-1556).	1.3.8.D.1
Create a series of pastel drawings that demonstrate the principle of harmony through the utilization of color schemes (e.g., complementary and split complementary – Edgar Degas, <i>Before the Mirror</i> , 1885-86, and Paul Cezanne, <i>Basket of Apples</i> , 1895).	1.3.8.D.1
Utilize the principle of unity in the creation of an original two-dimensional mixed-media artwork (e.g., Anny Warhol, <i>Four Marilyns</i> , 1962, and Romare Bearden, <i>Family Dinner</i> , 1968).	1.3.8.D.1
Create works of art inspired by literary works based in allegory to create surrealist mixed media art (i.e., Using Edgar Allen Poe's writing to create a surrealist collage).	1.3.8.D.2
Identify and describe the work of a prominent Abstract Expressionist (e.g., Jackson Pollack and Franz Kline), conceptual artist (e.g., Anne Hamilton, Joseph Beuys, Sol LeWitt) surrealist (e.g. Marcel Duchamp, Salvador Dali) or realist (e.g. Duane Hansen, Sidney Goodman, Andrew Wyeth) and create a work of art that emulates that tradition.	1.3.8.D.3
Identify the thematic and stylistic content of a known representative multicultural artwork and create a two or three-dimensional work expressing similar thematic content.	1.3.8.D.4
Use computer graphic art programs such as painter or Illustrator to plan, design, and execute multiple solutions to the creations of non-objective patterned artwork stemming from or inspired by masterworks of visual culture (e.g., work of Andy Warhol/ Pop Art Movement, Nam Jun Paik, Tony Oursler etc.).	1.3.8.D.4
New Jersey Student Learning Standards	Progress Indicator
Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	1.3.8.D.1

Apply various <u>art media</u> , <u>art mediums</u> , technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.	1.3.8.D.2
Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.	1.3.8.D.3
Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.	1.3.8.D.4
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Demonstrate knowledge of a real world problem using digital tools.	8.1.8.A.1
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	8.1.8.A.2
Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.	8.2.8.B.4
Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.	8.2.8.B.6
Create a technical sketch of a product with materials and measurements labeled.	8.2.8.C.5.a
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.1.8.A.2
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Relate earning power to quality of life across cultures.	9.1.8.A.4
Relate how the demand for certain skills determines an individual's earning power.	9.1.8.A.5
Evaluate the relationship of cultural traditions and historical influences on financial practice.	9.1.8.B.6
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5

Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Allegory, gesture drawings, pastel drawings, perspective, implied space, figure drawing	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Art exhibition ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
Learning Activities:	
<ul style="list-style-type: none"> ● Create original works for art ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks ● Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/ how it is utilized, different time periods and usage) ● Elements of Art: Line, shape, color, value, form, texture, space ● Principles of Art: Balance, contrast, rhythm, movement, unity, emphasis, pattern 	
Instructional Materials:	
<ul style="list-style-type: none"> ● Laptop cart ● Smartboard 	
Teacher Resources:	
<ul style="list-style-type: none"> ● <u>Composition and Design: Elements, Principles, and Visual Effects</u> 	
Modifications & Accommodations:	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i>	<u>English Language Learners</u>
Extension Activities:	Modifications:
<ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. 	<ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers

<ul style="list-style-type: none"> ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
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- Establish procedures for accommodations/modifications for assessments

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Modifications for Assessments:

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Benway School

Unit 3

Content Area: Art

Unit Title: *Performing*

Grade Level: 8

Unit Overview: The students will create works of art by using natural materials, media, and software. They will also review the art career option of Graphic Design by exploring the opportunities, work, and education required.

Recommended Pacing: 6-8 weeks (December-February)

Student Learning Objectives	NJSLS
Create original three-dimensional artwork that demonstrates the principles of rhythm, pattern, and/or movement using direct observation (and preliminary sketches) of natural or man-made objects (e.g., Auguste Rodin, <i>Gates of Hell with Adam and Eve</i> , 1850-1917 and Felix W. de Weldon, <i>Marine Corps War Memorial</i> , Arlington Virginia, 1954).	1.3.8.D.1
Demonstrate an understanding of symmetrical, asymmetrical and/or radial balance by creating an original abstract or nonobjective three-dimensional sculpture (e.g., Louise Nevelson, <i>Wedding Chapel IV</i> , 1960 or Louis Sullivan's <i>Grille of Elevator Enclosure Cage of from the Chicago Stock Exchange Building 1893-94</i>).	1.3.8.D.1
Apply the principle of proportion in the creation of an original abstract or nonobjective three-dimensional sculpture in any media or mixed media (e.g., Zaire, Kuba Culture, <i>Mukenga Mask</i> , Alexander Calder, <i>La Grande Vitesse</i> , 1969, and Arthur Shaughnessy, Native American, Dzawada'enuxw, <i>Dla'ehl Interior House Post: Grizzly Bear Beneath Kolus</i> , 1907).	1.3.8.D.1
Create two and three-dimensional artworks that reflect thematic concepts in a variety of styles (e.g., War in diverse cultures and historical eras depicted in Picasso's, <i>Guernica</i> or Frank Gaylord's, <i>Korean War Memorial</i> ; Identity in diverse cultures and historical eras represented through works such as Grandma Moses's <i>Beautiful World</i> , Grant Wood's <i>American Gothic</i> , Purvis Young's <i>Boyz in the Hood</i> , early 1990's or Young's <i>Freedom Riders</i> , 2000).	1.3.8.D.5
Create three-dimensional artwork derived from direct observation of natural or man-made objects.	1.3.8.D.6
Create a series of commercial artworks in two and three-dimension from traditional and contemporary media which explore the global marketplace (e.g., advertising/graphic design, product design found in toys, clothing, accessories, home/housewares and/or packaging design).	1.3.8.D.1 and 1.3.8.D.6
New Jersey Student Learning Standards	Progress Indicator
Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	1.3.8.D.1

Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.	1.3.8.D.5
Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.	1.3.8.D.6
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Demonstrate knowledge of a real world problem using digital tools.	8.1.8.A.1
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	8.1.8.A.2
Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.	8.2.8.B.4
Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.	8.2.8.B.6
Create a technical sketch of a product with materials and measurements labeled.	8.2.8.C.5.a
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.1.8.A.2
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Relate earning power to quality of life across cultures.	9.1.8.A.4
Relate how the demand for certain skills determines an individual's earning power.	9.1.8.A.5
Evaluate the relationship of cultural traditions and historical influences on financial practice.	9.1.8.B.6
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7

Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12

Key Vocabulary Words

Radial balance

Evidence of Learning

- Additional Suggested Assessments:**
- Art exhibition
 - Classroom discussion
 - Individual conferencing
 - Participation in general classroom assignments
 - Portfolio
 - Teacher observations

- Learning Activities:**
- Create original works for art
 - Learning to talk and write about art (ELA connection)
 - Using the language of art to discuss artworks
 - Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/ how it is utilized, different time periods and usage)
 - Elements of Art: Line, shape, color, value, form, texture, space
 - Principles of Art: Balance, contrast, rhythm, movement, unity, emphasis, pattern
- Instructional Focus:**
- Identify the principles of rhythm, proportion, and balance inspired by natural and/or manmade objects

- Instructional Materials:**
- Laptop cart
 - Smartboard

- Teacher Resources:**
- Composition and Design: Elements, Principles, and Visual Effects

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i>	<u>English Language Learners</u>
<p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest/cultural importance. 	<p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed

<ul style="list-style-type: none"> ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<ul style="list-style-type: none"> ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

Benway School**Unit 4****Content Area:** Art**Unit Title:** *Aesthetic Response and Critique Methodologies***Grade Level:** 8**Unit Overview:** In this unit, the students will explore art that is outside of the traditional works and use specific techniques to create art.**Recommended Pacing:** 6-8 weeks (February-April)

Student Learning Objectives	NJSLS
Analyze culturally and historically specific artworks and compare and contrast the treatment of archetypal subject matter in written essays. Cite contextual clues to the artistic intent of the artwork that supports and observational and emotional response to the work.	1.4.8.A.1 and 1.4.8.B.3
Describe how utilitarian objects are used as non-utilitarian works of art and compare and contrast how everyday objects have changed stylistically over time in accordance with societal and cultural trends (e.g., traditional vs. contemporary forms for porcelain pottery from Ming Dynasty, China; raku pottery from Japan; ceramic pottery from Britain; Italian ceramics from Tuscany; or Majorca, American Indian pottery from Maria Martinez, 1887).	1.4.8.A.2, 1.4.8.A.3
Compare and contrast the symbolic and metaphoric stylistic approach used by artists such as Pablo Picasso, Diego Rivera, Ben Shaun, and Jacob Lawrence in written critical essays. Discuss/identify ways universal themes, and the elements of art and principles of design apply equally to artwork across cultures and historical eras.	1.4.8.A.5, and 1.4.8.B.1
Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras and examine ways the accepted meanings of known artworks may shift over time, within the context of societal norms, beliefs, or values.	1.4.8.A.4
Differentiate between “traditional” works of art and non-traditional elements of style in works of art from varied cultures and socio-historical/political contexts and use both traditional and non-traditional art making methodologies and conventions to express new ideas.	1.4.8.A.6
Analyze the form, function, craftsmanship, and originality of representative works of visual art from diverse cultures and historical eras according to the cultural norms and art making conventions specific to the work.	1.4.8.A.7
Differentiate among levels of technical proficiency and basic formal structures employed by exemplary visual artists from a variety of cultural contexts and utilized observed practices of elements of style and use of formal structures to create original two and three-dimensional works of art .	1.4.8.B.2
New Jersey Student Learning Standards	Progress Indicator
Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.	1.4.8.A.1

Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	1.4.8.A.2
Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	1.4.8.A.3
Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	1.4.8.A.4
Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual.	1.4.8.A.5
Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.	1.4.8.A.6
Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.	1.4.8.A.7
Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.	1.4.8.B.1
Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	1.4.8.B.2
Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.	1.4.8.B.3
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Demonstrate knowledge of a real world problem using digital tools.	8.1.8.A.1
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	8.1.8.A.2
Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.	8.2.8.B.4
Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.	8.2.8.B.6
Create a technical sketch of a product with materials and measurements labeled.	8.2.8.C.5.a
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.1.8.A.2
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Relate earning power to quality of life across cultures.	9.1.8.A.4
Relate how the demand for certain skills determines an individual’s earning power.	9.1.8.A.5
Evaluate the relationship of cultural traditions and historical influences on financial practice.	9.1.8.B.6

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Non-utilitarian works of art, utilitarian objects	
Evidence of Learning	
<p>Additional Suggested Assessments:</p> <ul style="list-style-type: none"> ● Art exhibition ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Create original works for art ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks ● Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/ how it is utilized, different time periods and usage) ● Elements of Art: Line, shape, color, value, form, texture, space ● Principles of Art: Balance, contrast, rhythm, movement, unity, emphasis, pattern 	
<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● By studying examples of stained glass through many historical eras, students will learn to describe how utilitarian objects have changed over time and can be considered works of art. 	
<p>Instructional Materials:</p> <ul style="list-style-type: none"> ● Laptop cart ● Smartboard ● Examples of stained glass windows from historical/cultural eras and artists 	
Teacher Resources:	

<ul style="list-style-type: none"> ● <u>Composition and Design: Elements, Principles, and Visual Effects</u> 	
Modifications & Accommodations:	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time

- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed

- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

<ul style="list-style-type: none">● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments	
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Benway School

Unit 5

Content Area: Art

Unit Title: *History of the Arts and Culture*

Grade Level: 8

Unit Overview: In this unit the students will utilize contemporary works of art to create two- or three-dimensional works. They will also utilize satire, politics, and history within works of art and review the historical significance of works of art.

Recommended Pacing: 6-8 weeks (April-June)

Student Learning Objectives	NJSLS
Map the historical innovations in media in the visual arts that were caused by the creations of new technology through the ages (e.g., utilize a timeline of innovations in photography from the nineteenth through the twenty first century).	1.2.8.A.1
Differentiate the criteria, and create a work of art, reflecting the same social, historical and political ideas, issues and events that have an impact, and are chronicled, throughout the histories of diverse cultures (e.g., create a work of art based upon a universal theme such as, love, war, identity, environment which emphasis one of the pertinent social, historical and political issues impacting on a culture - <i>We Mourn Our Loss #3</i> by Kerry James Marshall, <i>The Making of a Fresco Showing the Building of a City</i> , Diego Rivera)	1.2.8.A.2 1.2.8.A.3
Differentiate past and contemporary works of art that use various types of line to represent important ideas, issues, or events chronicled in the histories of diverse cultures (e.g., Albrecht Durer, <i>An Oriental Ruler Seated on His Throne</i> , 1495 and Al Hirschfield, <i>Elvis Presley</i> , 1993).	1.2.8.A.2
Discern past and contemporary works of art that use shape to represent important ideas, issues, and events chronicled in the histories of diverse cultures in two and three-dimensional works of art (e.g., Unknown, India, Tamil Nadu, <i>Siva Lord of the Dance</i> , 950 and Tony Smith, <i>Grasshopper</i> , 1971).	1.2.8.A.2
Analyze how artists applied the use of value and form in two and three-dimensional works of art as it relates to the social, historical, and political impact of artists on culture and the impact of culture on the arts (e.g., Marie-Denise Villers, <i>Young Woman Drawing</i> , 1801 (value) and Auguste Rodin, <i>Burghers of Calais</i> , 1884-86 (form)).	1.2.8.A.3
Distinguish how artists applied the use of the various forms of balance in past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures (e.g., <i>Effigy Incense Burner</i> , Maya, Early Classic Period, 400-550, Guatemala, Southern Highlands (symmetrical), Edward Hopper, <i>Nighthawks</i> , 1942 (asymmetrical) and Dorothy Torivio, <i>Vase</i> , 1984 (radial)).	1.2.8.A.2
Analyze artists' use of proportion and the social, historical, and political impact of their artwork has on culture and the impact of culture on the arts (e.g., Rogier van der Wayden, <i>Portrait of a Lady</i> , 1460, and Greece, <i>Dancing Lady</i> . c. 50 B.C.).	1.2.8.A.3

Compare and contrast the use of emphasis in past and contemporary works of art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures (e.g., Anna Vallayer-Coster, <i>Still Life with Lobster</i> , 1781 as contrasted with Larry Poons, <i>Orange Crush</i> , 1963 (afocal).	1.2.8.A.2
Analyze how artists' use the design principle of harmony/unity and the social, historical, and political impact of their artwork has on culture and the impact of culture on the arts (e.g., Judy Chicago, <i>Pasadena Life Savers</i> , <i>Red Series#3</i> , or <i>Blue Series #4</i> , 1969 -1973 and Henri Matisse, <i>Harmony in Red (The Red Room)</i> , 1908-09).	1.2.8.A.3
Differentiate how artists applied the use of the principle of rhythm in past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures (e.g., Jacob Lawrence, <i>Barber Shop</i> , 1946, and Taj Mahal, Agra, India, 1631-48).	1.2.8.A.2
New Jersey Student Learning Standards	Progress Indicator
Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	1.2.8.A.1
Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	1.2.8.A.2
Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	1.2.8.A.3
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Demonstrate knowledge of a real world problem using digital tools.	8.1.8.A.1
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	8.1.8.A.2
Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.	8.2.8.B.4
Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.	8.2.8.B.6
Create a technical sketch of a product with materials and measurements labeled.	8.2.8.C.5.a
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.1.8.A.2
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Relate earning power to quality of life across cultures.	9.1.8.A.4

Relate how the demand for certain skills determines an individual’s earning power.	9.1.8.A.5
Evaluate the relationship of cultural traditions and historical influences on financial practice.	9.1.8.B.6
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Contemporary	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Art exhibition ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
Learning Activities:	
<ul style="list-style-type: none"> ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks ● Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/ how it is utilized, different time periods and usage) ● Elements of Art: Line, shape, color, value, form, texture, space ● Principles of Art: Balance, contrast, rhythm, movement, unity, emphasis, pattern 	
Instructional Materials:	
<ul style="list-style-type: none"> ● Laptop cart ● Smartboard 	
Teacher Resources:	
<ul style="list-style-type: none"> ● <u>Composition and Design: Elements, Principles, and Visual Effects</u> 	
Modifications & Accommodations:	

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed

- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

<ul style="list-style-type: none">● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments	
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