

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Art	Grade Level(s): 2
Department: Humanities	Credits: N/A
BOE Adoption Date: 9/17/2020	Revision Date(s): 6/18/2020

Course Description

Students will identify the basic elements of art and principles of design in diverse types of artwork. They will explain how they are used. The Elements of Art are line, shape, form, space, color, value, and texture. Students will identify characteristics of themes in art and how this affects an artists work; such as family, community, and from different historical periods and from different world cultures. Students will be exposed to different mediums and materials, each with their own unique processes, skills, and techniques for application. They will use these supplies in a safe, appropriate manner, learning the use and care of art materials. They will create two and three dimensional works using the basic elements of art and principles of design. They will use symbols to create their own personal works of art based on age-appropriate themes, and using oral stories as a basis for pictures. They will use art vocabulary to demonstrate the knowledge of art materials, tools, and methodologies used to create and tell visual stories. Their work will be based on observations of the physical world. They will see that art is part of our everyday life. They will develop a vocabulary to describe art forms, artists, and elements and principles used in art. Students will learn that different art has different aesthetic qualities. They will begin to develop a vocabulary to describe these different aesthetic qualities, like style. gender of artist, age, or absence or presence of training. They will compare and contrast culturally and historically diverse works of art that evoke emotion and communicate cultural meaning. Students will use their imagination to create a story based on an art experience. They will show this visually. Students will distinguish patterns found in art. Students will observe the basic art elements in exhibitions and form their own assessment of the art. They will critique art, give and receive critiques, and recognize the subject or theme in art.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to

highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust + =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Owls using a variety of lines	4 days September	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects 	Students will be able to: -draw an animal (owl) -use a variety of lines to create aboriginal patterns.any kinds of lines to make patterns.	<p>How do artists use lines, shapes, limited color, and variety to express their ideas?</p> <p>1.-Intro to art. Observe, Describe, and Analyze art. Discuss elements and principles used. Why did the artist choose the subject matter (it’s what they know, their culture).</p> <p>2.Exercise. Draw a variety of lines in folded paper as a warm up. Thick, thin, slanted, lines that cross, wavy, zig zaggy, dotted. Draw simple shapes in a pattern and add lines to them. circles, leaves, petals, rectangles, triangles.</p> <p>3.View different kinds of Owls. Use powerpoint for examples.</p> <p>4. Draw animal. Divide the animal up into parts and add a variety of lined patterns with simple shapes. Use sharpie marker.</p> <p>5. Assess and critique with gallery walk, praise cards, and subject matter/theme of art. African or Aboriginal art</p>

		<p>through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <ul style="list-style-type: none"> ● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. <p>Categorize artwork based on a theme or concept for an exhibit.</p> <ul style="list-style-type: none"> ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. 		
Unit 2: Blue Dog Tints & Shades	4 days October	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Paint an animal portrait (George Rodriquez style) using tints and shades. - 	<p>How do artists use color, lines, shapes, and patterns to express their ideas?</p> <p>1.-Intro to George Rodriquez with the book Blue Dog. Observe, Describe, Analyze art. Why did he choose to do this kind of art? (His American culture) ID how to make a</p>

		<p>to brainstorming, to solve art and design problems.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Pr4a: Select artwork for display, and explain why some 		<p>flat dog look 3-D. (tints and shades). Theme-animal portrait ID symbols and patterns. 2.Draw a dog, in the style of Blue Dog. 3.-Paint Dog with tints and shades. Time permits, draw background of patterns with oil pastels. 4. -Cut out Blue Dog, glue on background, add patterns with oil pastels on background paper.. 5. -Assess, critique with gallery walk, praise cards, subject matter/theme cards for art (animal portrait, American Modern Art)</p>
--	--	--	--	---

		<p>work, objects and artifacts are valued over others.</p> <p>Categorize artwork based on a theme or concept for an exhibit.</p> <ul style="list-style-type: none"> ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. ● 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. 		
<p>Unit 3: Aliens Love Underpants</p> <p>INTRO-TINTS & SHADES TO LOOK 3-D</p>	<p>4 Days November-December</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to 	<p>Students will be able to:</p> <p>-Paint using tints & shades to make an alien look 3-D</p>	<p>How do artists use color, lines, shapes, and patterns to express their ideas?</p> <p>How do artists use color to make things look 3-D?</p> <p>1. Listen to story Aliens Love Underpants. Observe, describe, and analyze art in book. Discuss aliens,</p>

		<p>solve art and design problems.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and 		<p>shapes, how to make 3-D, space, patterns on undies.</p> <ol style="list-style-type: none"> 2. Draw an alien to paint next week. Time permits, work on background, done in oil pastels. 3. Paint alien, using tints and shades. Continue with background. 4. Cut out alien. Add details with oil pastels. 5. Assess, critique with student worksheet.
--	--	---	--	---

		<p>artifacts are valued over others.</p> <p>Categorize artwork based on a theme or concept for an exhibit.</p> <ul style="list-style-type: none"> ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. ● 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. 		
<p>Unit 4 Thumb-Print Cards</p>	<p>December</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 	<p>Students will be able to:</p> <p>Use their thumbprint to make holiday cards.</p>	<p>How do artists use color, lines, shapes, and patterns to express their ideas?</p> <p>1.View power point on ways to use thumb to make thumb print holiday cards. Create</p>

		<ul style="list-style-type: none"> ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. 		
Unit 5: Clay Sculptures	5 days December- January	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple 	Students will be able to: Use clay to make an alien.	<p>How do artists use color, lines, shapes, and patterns to express their ideas?</p> <p>How do artists make form & create sculptures?</p>

		<p>approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. 		<ol style="list-style-type: none"> 1. Introduce clay alien sculptures with power point. 2. Demonstrate how to. Discuss problems. Brainstorm, make. 3. After being fired, paint.
--	--	--	--	--

		<ul style="list-style-type: none"> ● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. ● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. ● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. 		
Unit 6: Jim Dine Inspired Mother's Day	February-April 3 days paint (2	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative 	Students will be able to: -Use hearts and brush strokes to	How do artists use color, lines, shapes, and patterns to express their ideas?

<p>Pillows</p>	<p>practice + 1 real) 3-4 days sew</p>	<p>exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing 	<p>make a painted design on fabric to show their love for their mothers.</p>	<ol style="list-style-type: none"> 1.Intro Jim Dine with power point of his work. ID use of hearts and mixing colors. 2.Two days for students to practice. Then paint on fabric. 3.Sew and stuff.
-----------------------	--	---	--	--

		<p>objects to make something new.</p> <ul style="list-style-type: none"> ● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. <p>Categorize artwork based on a theme or concept for an exhibit.</p> <ul style="list-style-type: none"> ● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. ● 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change. ● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. 		
--	--	---	--	--

<p>Unit 7: Peter Max Landscape Warm & Cool Colors</p>	<p>May 4 weeks</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, 	<p>Students will be able to:</p> <p>Use warm and cool colors to make a modern landscape that pops out.</p>	<p>How do artists use color (warm & cool) to make pictures pop?</p> <p>How can artists use lines to make their pictures pop?</p> <ol style="list-style-type: none"> 1. View Peter Max landscapes on teacher made power point. 2. Identify colors used, warm, then cool, then warm and cool. 3. Discuss foreground, midground, background & horizon line. 4. Draw. Start with sun, then up to rays, then down for midground and foreground. 5. Paint....start with sun (warm), then up and down for cool colors then warm colors. Alternate. 6. Outline all pencil lines & where 2 colors meet with a thin paint brush with black. 7. Share, assess.
--	------------------------	---	--	--

		<p>diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <ul style="list-style-type: none"> ● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. <p>Categorize artwork based on a theme or concept for an exhibit.</p> <ul style="list-style-type: none"> ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. ● 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics 		
--	--	--	--	--

<p>Unit 8: Folded paper relief</p>	<p>June 2 weeks</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, 	<p>Students will be able to:</p> <p>-Use warm color and cool color folded post it notes to create a relief sculpture.</p>	<p>How do artists use color, lines, shapes, and patterns to express their ideas?</p>
---	-------------------------	---	---	---

		<p>diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <ul style="list-style-type: none">● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.		
--	--	---	--	--

Instructional Unit Map

Course Title: Art - Grade 2

Unit Title	Unit - Variety of Lines		Start Date:	September
	Projects: Owls		Length of Unit:	4 Days/Classes
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in 	Learning Goals	Students will be able to: -draw an animal (owl) -use a variety of lines to create aboriginal patterns.	

	<p>response to personal interests and curiosity.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. ● 1.5.2.Cn11a: Compare, contrast 		
--	---	--	--

	and describe why people from different places and times make art.		
Essential Questions	1. How do artists and student artists use the elements of art, specifically lines and repetition to create a work of art of an animal that reflects the aboriginal culture?		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative Summative Alternative		
	Progress assessed during students working on projects.	Project: Owls	
Unit Pre-Assessment(s) <i>What do they already know?</i>	Pre-Assessment on kinds of lines. Students will draw basic kinds of lines they see and know from a piece of art on a powerpoint on a folded piece of paper: straight, curved, zig zag		
Instructional Strategies/Student Activities	<p>Describe art in powerpoint, Discuss what they see, Analyze elements and principles, Decide how they might use this information to create.</p> <ul style="list-style-type: none"> -Folded paper to draw different kinds of lines in each grid -Turn and talk to share answers to increase lines seen -Share and list/illustrate kinds of lines -Demonstration/Mini-Lesson on “how to draw” animal by breaking it up into shapes. Body, head, legs, other parts. -Guided practice 		

Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> -“Classroom Buddy” -Preferred Seating -Pictures of 2-3 animals to choose from that are copied on paper so students can outline shapes of each body part to then draw on their own paper. -Step by step directions showing the outline and then the drawing of each shape. -Visual on large paper grid of a variety of lines and how to repeat them -Samples in different stages of the drawings and project. -Finished samples 	<ul style="list-style-type: none"> -Pictures of 2-3 animals to choose from that are copied on paper so students can outline shapes of each body part to then draw on their own paper. -Step by step directions showing the outline and then the drawing of each shape. -Visual on large paper grid of a variety of lines and how to repeat them -Samples in different stages of the drawings and project. -Finished samples 	<p>Struggling Learners</p> <ul style="list-style-type: none"> Pictures of 2-3 animals to choose from that are copied on paper so students can outline shapes of each body part to then draw on their own paper. -Step by step directions showing the outline and then the drawing of each shape. -Visual on large paper grid of a variety of lines and how to repeat them -Samples in different stages of the drawings and project. -Finished samples <p>Advanced Learners</p> <ul style="list-style-type: none"> -Advanced pictures of animals to draw from -Lines-Repetition of lines in more advanced patterns 	

Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process) <ul style="list-style-type: none"> -Power point with animal pictures and a variety of lines - Charts with pictures of animals and variety of lines -Teacher samples of projects in different stages of development -Variety of drawing books for student use -Photocopied packet with animal pictures for student use, and a variety of lines and repeated lines -whole class demonstration, small group demos, individual 	Expression (Products and/or Performance) <ul style="list-style-type: none"> -Students choose animal picture/pose -Students choose kinds of lines to make patterns with -Students choose how to divide the animal for the variety of lines -Students decide when the project looks complete.
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: Shapes for animal (geometric, organic, oval, rectangular) Kinds of Lines: straight, curved, zig zag, jagged, perpendicular, diagonal, thick, thin, wavy, dotted, dashed. Patterns Tier 3: Aboriginal, Australia,	
Integration of Technology SAMR	Students could: <ul style="list-style-type: none"> -Use computer to research their own animal pictures -Have access to slide presentation and additional visuals in google slides. 	
Interdisciplinary Connections NJ Student Learning Standards	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a) 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 	

	<p>9.2 Career Awareness, Exploration, and Preparation</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p> <p>B. Global Awareness E. Environmental Literacy</p>	<p style="text-align: center;">Skills</p> <p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p>
<p>Resources/Materials</p>	<p>Teacher made powerpoint Drawing books, copied sheets with different kinds of lines and line patterns, 12 x 18 white paper, pencils, sharpie markers Computers if available</p>	

Instructional Unit Map

Course Title: Art- Grade 2					
Unit Title	Unit - Tints and Shades			Start Date:	October
	Projects: Blue Dog Aliens in Underpants			Length of Unit:	About 8 Days/Classes
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify 	Learning Goals		<p>Students will be able to:</p> <p>-Paint an animal portrait of a dog in the George Roriquez style using tints and shades.</p>	

	<p>and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <ul style="list-style-type: none"> ● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. ● 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. 			
<p>Essential Questions</p>	<p>How can you as artists use the elements of art, specifically color & shapes to paint a 2-D work of art that looks 3-D?</p>			

Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		Summative		Alternative	
	Progress assessed during students working on projects.		Project: Painting of Animal Portrait		Project: Painting of Animal Portrait	
Unit Pre-Assessment(s) <i>What do they already know?</i>	Look at an images of Blue Dog and/or an alien (from books, Why is Blue Dog Blue & Aliens in Underpants) Class discussion: <ol style="list-style-type: none"> 1. How do you make a color lighter? (add white) 2. How do you make a color darker? (add back) 3. How do artists use color to make a picture/painting look 3-D 					
Instructional Strategies/Student Activities	Describe art of dogs and aliens in powerpoint, Discuss what they see, Analyze elements and principles (especially how they look 3-D) Decide how they might use this information to create.					
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners		Special Education Learners		Struggling Learners	
	-"Classroom Buddy" -Preferred Seating -Many visuals -Power Point presentation with many samples of artist work and student work samples of expectations -Step by step directions showing how to draw a		-Many visuals -Power Point presentation with many samples of artist work and student work samples of expectations -Step by step directions		-Many visuals -Power Point presentation with many samples of artist work and student work samples of expectations -Step by step directions showing how to draw a Rodrique dog and how to draw an alien.	
	Advanced Learners -Visual of exceptional use of tints and shades with an explanation of how to achieve -Pictures of aliens with more details					

	<p>Rodrique dog and how to draw an alien.</p> <ul style="list-style-type: none"> -Samples of work in different stages -Samples of the correct way to paint tints and shades and examples of incorrect way. 	<p>showing how to draw a Rodrique dog and how to draw an alien.</p> <ul style="list-style-type: none"> -Samples of work in different stages -Samples of the correct way to paint tints and shades and examples of incorrect way. 	<ul style="list-style-type: none"> -Samples of work in different stages -Samples of the correct way to paint tints and shades and examples of incorrect way. 	
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p> <ul style="list-style-type: none"> -Power point -Copy of presentation to refer to later if needed -Pictures of different kinds of Blue Dog and Aliens -whole class demonstration, small group demos, individual -project planned for puck water color, it could be done with tempera, chalks, or oil pastels. 		<p>Expression (Products and/or Performance)</p> <ul style="list-style-type: none"> -While samples are provided for how to draw a dog and alien, students can do the same project using something other than a dog and alien. -Color choice is student driven -Choice of composition 	
	<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p> <p>Tier 2: 3 dimensional shapes, sphere, cylinder, cone, cube,</p> <p>Tier 3: Tint, shade, shadow, gradient,</p>			

Integration of Technology SAMR	Students could: -Use computer to research their own animal pictures -Have access to slide presentation and additional visuals in google slides.					
Interdisciplinary Connections NJ Student Learning Standards	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a) • 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>					
21st Century Themes/Skills P21 Framework	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 50%; text-align: center;">Themes</th> <th style="width: 50%; text-align: center;">Skills</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> B. Global Awareness E. Environmental Literacy </td> <td style="vertical-align: top;"> A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills </td> </tr> </tbody> </table>		Themes	Skills	B. Global Awareness E. Environmental Literacy	A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills
Themes	Skills					
B. Global Awareness E. Environmental Literacy	A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills					

		Productivity and Accountability Responsibility B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Resources/Materials	Books: <i>Why is Blue Dog Blue? Aliens in Underpants</i> Teacher made power point, samples of projects, copied sheets of how to draw a Rodrique dog and an alien, white 12 x 18 paper, puck tempera paints, mugs of water, paint brushes, construction paper, oil pastels	

Instructional Unit Map				
Course Title: Art - Grade 2				
Unit Title	Unit - Introduction to Ceramics Project: Clay Aliens		Start Date:	January
			Length of Unit:	5 classes
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, 	Learning Goals	Students will be able to: -make a clay alien.	

	<p>from imaginative play to brainstorming, to solve art and design problems.</p> <ul style="list-style-type: none">● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others.		
--	--	--	--

	<p>Categorize artwork based on a theme or concept for an exhibit.</p> <ul style="list-style-type: none"> ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. ● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. ● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. 		
Essential Questions	How do artists and student artists use clay to make 3 dimensional sculptures that will not break apart when they are dry?		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	Progress assessed during students working on projects.	Project: Clay Alien	Project: Clay Alien

Unit Pre-Assessment(s) <i>What do they already know?</i>	-Pre-Assessment with class discussion. What is clay? Where does it come from? How to attach pieces? How does clay get like a stone?			
Instructional Strategies/Student Activities	Describe art in powerpoint, Discuss what they see, Analyze elements and principles, Decide how they might use this information to create. -Students each hold a piece of clay while discussing attributes of clay.			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	-“Classroom Buddy” -Preferred Seating -Visuals -Samples of many kinds of ceramic aliens in different stages of production. -Chart showing how to score and slip and smooth to attach clay additions to their alien. -teach using step by step directions & have chart of the process	-Visuals -Samples of many kinds of ceramic aliens in different stages of production. -Chart showing how to score and slip and smooth to attach clay additions to their alien. -teach using step by step directions & have chart of the process	-Visuals -Samples of many kinds of ceramic aliens in different stages of production. -Chart showing how to score and slip and smooth to attach clay additions to their alien. -teach using step by step directions & have chart of the process	Visuals -Samples of more advanced aliens -Samples of more detailed painting of alien.
Differentiated Instructional Methods:	Access (Resources and/or Process)		Expression (Products and/or Performance)	

<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> -Power point -Copy of presentation to refer to later if needed -Pictures of different kinds of simple aliens -whole class demonstration, small group demos, individual 	<ul style="list-style-type: none"> -Students make their own rendition of an alien -Students paint it in their own way
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier 2: Smooth, ceramic Tier 3: kiln-oven to change clay from greenware to permanent hard clay, Score, slip, fired in a kiln, wet clay, evaporation, bone dry clay, bisque fired clay, chemical changes, evaporation of water,</p>	
<p>Integration of Technology SAMR</p>	<p>Presently no computer access in the art room. But if available, students could:</p> <ul style="list-style-type: none"> -Use computer to research their own alien pictures -Have access to slide presentation and additional visuals in google slides. 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a) • 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation.</p>	

	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
21 st Century Themes/Skills P21 Framework	Themes	
	B. Global Awareness E. Environmental Literacy	Skills A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Resources/Materials	Teacher made power-point on clay, kilns, aliens Clay Tempera paints - regular and metallic Teacher samples, "How To" charts	

Instructional Unit Map			
Course Title: Art - Grade 2			
	Unit - Mother's Day Pillows Project: Jim Dine & His Hearts	Start Date:	February

Unit Title			Length of Unit:	7-8 days/classes
<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or 	<p>Learning Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Use hearts and brush strokes to make a painted design on fabric to show their love for their mothers. 	

	<p>other visual means including repurposing objects to make something new.</p> <ul style="list-style-type: none"> ● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. ● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. ● 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change. ● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. 		
--	--	--	--

Essential Questions	<p>How do student artists take inspiration from modern day artists to create meaningful art? How do artists use symbols in their art? What are some symbols for love? How do artists use the elements of art (color, texture, kinds of lines, shapes & patterns)to create a fabric pillow that symbolizes their love and appreciation for their mother?</p>							
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:25%; text-align:center;">Formative</th> <th style="width:25%; text-align:center;">Summative</th> <th colspan="2" style="width:50%; text-align:center;">Alternative</th> </tr> </table>				Formative	Summative	Alternative	
	Formative	Summative	Alternative					
Progress assessed during students working on projects.	Project: Mother’s Day pillow	Project: Mother’s Day pillow						
Unit Pre-Assessment(s) <i>What do they already know?</i>	<p>Students know different kinds of lines (unit 1). Students know how to make secondary colors. (Grade 1) Through class discussion and viewing teacher made powerpoint students will discuss the above and what are some symbols that represent love? Then discussion on Jim Dine’s work by: see next box.</p>							
Instructional Strategies/Student Activities	<p>Describe art in powerpoint, Discuss what they see, Analyze elements and principles, Decide how they might use this information to create.</p>							
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:25%; text-align:center;">English Language Learners</th> <th style="width:25%; text-align:center;">Special Education Learners</th> <th style="width:25%; text-align:center;">Struggling Learners</th> <th style="width:25%; text-align:center;">Advanced Learners</th> </tr> </table>				English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners				
<ul style="list-style-type: none"> -“Classroom Buddy” -Preferred Seating -Many visuals -Power Point presentation with many samples of artist work 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation with many samples of artist work and student work 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation with many samples of artist work and student work -Step by step directions showing how to make a heart 	<ul style="list-style-type: none"> -Visuals with different ways to mix paints (tertiary colors, use of opposite colors, all warm colors all cool colors, intentionally 					

	<p>and student work samples of expectations</p> <ul style="list-style-type: none"> -Step by step directions showing how to make a heart pattern and how to trace on fabric (or practice paper) . -Samples of work in different stages -Chart on how to sew and running stitch 	<p>samples of expectations</p> <ul style="list-style-type: none"> -Step by step directions showing how to make a heart pattern and how to trace on fabric (or practice paper) . -Samples of work in different stages -Chart on how to sew and running stitch 	<p>pattern and how to trace on fabric (or practice paper) .</p> <ul style="list-style-type: none"> -Samples of work in different stages -Chart on how to sew and running stitch 	<p>using cool and warm colors.</p>
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p> <ul style="list-style-type: none"> -Power point -Copy of presentation to refer to later if needed -Patterns of hearts available for student use in different sizes -whole class demonstration, small group demos, individual 		<p>Expression (Products and/or Performance)</p> <ul style="list-style-type: none"> -Students choose placement of heart symbol -They choose colors used in heart -They choose kinds of lines and the color of the lines outside the heart -Choose color of yarn to sew with 	
	<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p> <p>Tier 2: use of symbols, sew, stitches, fabric Tier 3: running stitch, random patterns, regular patterns, warm colors, cool colors,</p>			

Integration of Technology SAMR	Students could: -Use computer to research their own images. -Have access to slide presentation and additional visuals in google slides.					
Interdisciplinary Connections NJ Student Learning Standards	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a) 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>					
21st Century Themes/Skills P21 Framework	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 50%; text-align: center;">Themes</th> <th style="width: 50%; text-align: center;">Skills</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • B. Global Awareness • E. Environmental Literacy </td> <td style="vertical-align: top;"> A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility B. Learning and Innovation Skills </td> </tr> </tbody> </table>		Themes	Skills	<ul style="list-style-type: none"> • B. Global Awareness • E. Environmental Literacy 	A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility B. Learning and Innovation Skills
Themes	Skills					
<ul style="list-style-type: none"> • B. Global Awareness • E. Environmental Literacy 	A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility B. Learning and Innovation Skills					

		Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Resources/Materials	Teacher made powerpoint presentation, images of Jim Dine, sewing chart, paper heart patterns made by students, scissors, pencils, tempera paints, practice paper and fabric with paper in between so paint doesn't bleed through, yarns, needles.	

Instructional Unit Map			
Course Title: Art - Grade 2			
Unit Title	Unit - Warm & Cool Colors Projects: Peter Max's Landscapes Folded Paper Reliefs		Start Date: May Length of Unit: 4-6 weeks/classes
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 	Learning Goals	Students will be able to: Students will be able to: Use warm and cool colors to make a modern landscape that pops out. -use warm and cool colored post it notes to

	<ul style="list-style-type: none"> ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. 		<p>create a relief sculpture.</p>			
Essential Questions	<p>How do artists and student artists use color to make their art pop? How do artists use paper to make a relief?</p>					
Assessments	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Formative</td> <td style="width: 33%;">Summative</td> <td style="width: 33%;">Alternative</td> </tr> </table>			Formative	Summative	Alternative
Formative	Summative	Alternative				

<p><i>How will we know they have gained the knowledge & skills?</i></p>	<p>Progress assessed during students working on projects.</p>	<p>Projects: Warm and Cool colored landscape Warm and Cool Colored Relief Sculpture</p>	<p>Projects: Warm and Cool colored landscape Warm and Cool Colored Relief Sculpture</p>	
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<p>Students know their Primary & secondary colors. Class discussion on colors, and looking at work that has warm colors next to cool colors. Method in the box below.</p>			
<p>Instructional Strategies/Student Activities</p>	<p>Describe art that has warm colors next to cool colors (Peter Max’s work) in powerpoint, Discuss what they see, Analyze elements of art (especially the use of color), Decide how they might use this information to create.</p>			
<p>Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i></p>	<p>English Language Learners Special Education Learners Struggling Learners Advanced Learners</p>			
	<p>-“Classroom Buddy” -Preferred Seating -Visuals -Samples of different ways to make a landscape. -Samples of different paper reliefs -Samples of different ways to paint, alternating warm and cool colors</p>	<p>-Visuals -Samples of different ways to make a landscape. -Samples of different paper reliefs -Samples of different ways to paint, alternating warm and cool colors</p>	<p>-Visuals -Samples of different ways to make a landscape. -Samples of different paper reliefs -Samples of different ways to paint, alternating warm and cool colors -Samples of different ways to fold paper and ways to layer paper. -Color wheel with warm and cool colors labeled.</p>	<p>-Visuals of landscapes with more details -Visuals of more complicated folds for the relief or more complicated patterns to glue paper in</p>

	<ul style="list-style-type: none"> -Samples of different ways to fold paper and ways to layer paper. -Color wheel with warm and cool colors labeled. -Power Point presentation with many samples of artist work and student work samples of expectations -Step by step directions showing: Drawing, painting, outlining. -Step by step directions of folding paper and constructing relief -Samples of work in different stages 	<ul style="list-style-type: none"> -Samples of different ways to fold paper and ways to layer paper. -Color wheel with warm and cool colors labeled. -Power Point presentation with many samples of artist work and student work samples of expectations -Step by step directions showing: Drawing, painting, outlining. -Step by step directions of folding paper and constructing relief -Samples of work in different stages 	<ul style="list-style-type: none"> -Power Point presentation with many samples of artist work and student work samples of expectations -Step by step directions showing: Drawing, painting, outlining. -Step by step directions of folding paper and constructing relief -Samples of work in different stages 	
--	---	---	---	--

Differentiated Instructional Methods:	Access (Resources and/or Process)		Expression (Products and/or Performance)	
<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> -Power point -Copy of presentation to refer to later if needed -Copies of samples of landscapes -Copies of “how to fold” to get different designs -whole class demonstration, small group demos, individual Idea sheet for details in the foreground Idea sheet for gluing patterns 		<ul style="list-style-type: none"> -Choose kind of landscape -Choose colors and how they will be alternated -Choose details in landscape -Choose colors for relief -Choose folds and ways to make design for relief 	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier 2: patterns using color or shapes, Tier 3: landscape, foreground, midground, background, warm colors, cool colors, relief.</p>			
<p>Integration of Technology SAMR</p>	<p>Students could:</p> <ul style="list-style-type: none"> -Use computer to research their own landscape examples -Have access to slide presentation and additional visuals in google slides. 			
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a) • 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 			

	<p>9.2 Career Awareness, Exploration, and Preparation</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="575 472 1234 545">Themes</th> <th data-bbox="1234 472 1944 545">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 545 1234 1024"> <p>B. Global Awareness E. Environment Literacy</p> </td> <td data-bbox="1234 545 1944 1024"> <p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p> </td> </tr> </tbody> </table>		Themes	Skills	<p>B. Global Awareness E. Environment Literacy</p>	<p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p>
Themes	Skills					
<p>B. Global Awareness E. Environment Literacy</p>	<p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p>					
<p>Resources/Materials</p>	<p>Teacher made powerpoint, color wheel, art samples by Peter Max, samples of teacher/students made landscapes, 12 x 18 paper, pencils, puck tempera paints, brushes, cups of water, black paint or black oil pastels.</p> <p>Teacher made powerpoint on paper reliefs, kinds of reliefs, samples by teacher/students, 12 x 12 black paper, brightly colored post its, glue</p>					