



Art K-5

CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Born on: August 2022

Primary Content - Visual and Performing Arts
Embedded Content - Career Readiness, Life Literacies and Key Skills
Embedded Content - Computer Science and Design Thinking

Art Grades K-5

I. Introduction/Overview/Philosophy

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which is essential to prepare students for post-secondary success.

This course adheres to The New Jersey Student Learning Standards – Visual and Performing Arts which are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of different ethnic, racial, and cultural perspectives;
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Philosophically speaking, the arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and mechanism for problem solving universal, global issues including climate change.

Within the broad lifetime goal of preparing artistically literate individuals, learning experiences that engage students with a variety of artistic media, symbols, and metaphors for the purpose of creating and performing in ways that express and communicate their own

ideas are essential. Additionally, to become artistically literate, students need opportunities to respond to the arts through analyzing and interpreting the artistic communications of others.

All lessons in this course will follow the NJSLS that allow students to CREATE by:

- Exploring
- Investigating
- Reflecting, Refining, Continuing

All lessons in this course will follow the NJSLS that allow students to PRESENT by:

- Analyzing
- Selecting
- Sharing

All lessons in this course will follow the NJSLS that allow students to RESPOND by:

- Perceiving
- Interpreting
- Analyzing

All lessons in this course will follow the NJSLS that allow students to CONNECT by:

- Synthesizing
- Relating

The curriculum is designed to cultivate within the student an appreciation of art, an active experience in creative development, a means of self-expression and the appreciation of art of other cultures. An environment is provided to foster creative and aesthetic growth within a program that allows for flexibility.

The art program recognizes art as a creative, individual discipline which is an integral part of any academic curriculum in the humanities. This program is also based on a process that focuses on art activities, appreciation, experimentation, motivation and art history that teaches the basic fundamentals of art.

Art is a universal expression of human behavior. The program offers a student the opportunity to express oneself creatively through a wide variety of art experiences. It serves as both balance and contrast to the more formal curriculum areas. Lessons will contain

content drawn from the four foundational art disciplines: production, criticism, history and aesthetics. These build a body of cumulative knowledge and skills in art and can be appropriately evaluated.

II. Objectives

Course Outline: Grade K-2

1. Painting Activities

1. Animals

1. pets
2. dinosaurs
3. birds

2. Landscapes

1. realistic-seasonal
2. fantasy

3. Observations

1. still life
2. trees
3. flowers, fruits, etc.

4. Self-Awareness

1. home
2. school
3. activities
4. community

2. Drawing/Design

1. Figure Drawings

1. human
2. posed
3. gesture

2. Portraits

1. full face
2. profile
3. expressive

3. Elements of Composition

1. focal point
2. near/far
3. background/foreground
4. horizontal, vertical, diagonal

3. Printing

1. Styrofoam
2. cardboard
3. glue and string
4. clay stamps
5. sandpaper
6. monoprinting
7. fabric

4. 3-D/Sculpture

1. paper sculpture
2. puppets
3. weaving
4. found objects
5. wood
6. clay

5. General

1. school community projects
2. local community projects
3. work on computers
4. art displays of finished artwork
5. Students will distinguish the subject matter and/or theme of a piece of art.
6. Students will realize and appreciate the value of critique.

6. Art Safety & Appreciation

1. Students will learn how to respect and safely use a variety of art tools and materials.
2. Students will discover that art is all around us.
3. Students will develop respect for their work and others.
4. Students will develop personal feelings and opinions about various artworks.

Course Outline: Grade 3

1. Painting Activities

1. Animals

1. pets
2. dinosaurs
3. birds

2. Landscapes

1. realistic-seasonal
2. fantasy

3. Observations

1. still life
2. trees
3. flowers, fruits, etc.

4. Self-Awareness

1. home
2. school
3. activities
4. community

2. Drawing/Design

1. Figure Drawings

1. human
2. posed
3. gesture

2. Portraits

1. full face
2. profile
3. expressive

3. Elements of Composition

1. focal point
2. near/far
3. background/foreground
4. horizontal, vertical, diagonal

3. Printing

1. Styrofoam
2. cardboard
3. glue and string
4. clay stamps
5. sandpaper
6. monoprinting
7. fabric

4. 3-D/Sculpture

1. paper sculpture
2. puppets
3. weaving
4. found objects
5. wood
6. clay

5. General

1. school community projects
2. local community projects
3. work on computers
4. art displays of finished artwork
5. Students will distinguish the subject matter and/or theme of a piece of art.
6. Students will realize and appreciate the value of critique.

6. Art Safety & Appreciation

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4. Students will develop personal feelings and opinions about various artworks.

Course Outline: Grade 4-5

1. Drawing and Design

1. landscapes
2. portraits
3. figures
4. animals
5. still life
6. nature

2. Elements of Composition

1. background/middle ground/foreground
2. focal point / 1pt. perspective
3. positive/negative
4. line-rhythm, movement, variations

3. 3D – Sculpture

1. wire work
2. cardboard
3. Pariscraft
4. paper

4. Textiles

1. weaving

5. Painting

1. color theory
2. monochromatic
3. cool and warm colors
4. watercolor techniques

Student Outcomes:

After successfully completing this course, the student will be able to:

- Drawing & Design
 - Students will learn and apply basic drawing skills and techniques.
 - Students will learn how to use a variety of drawing and coloring tools and materials.
 - Students will understand and apply the elements of art and the principles of design to drawings/designs.
- Painting & Printing
 - Students will learn and apply basic painting and printing skills along with techniques.
 - Students will learn how to use a variety of painting and printing tools and materials.
 - Students will understand and apply the elements of art and the principles of design to paintings and prints.
 - Students will learn the basics of color theory.
- 3-D/Sculpture
 - Students will learn and apply basic 3-D sculpture assembling skills and techniques.
 - Students will learn how to use a variety of 3-D tools and materials.
 - Students will understand and apply the elements of art and the principles of design to 3-D sculptures.
- Compose Artworks

- Students will understand how to follow and apply multiple step directions in creating 2-D and 3-D artworks.
 - There will be an ongoing use of the basic elements of art and principles of design displayed in the student's projects.
 - Students will explore the use of different media and techniques in the creation of various artworks.
 - Students will create art in response to selected themes.
- Art History/Culture
 - Students will communicate and respond to various works of art from different cultures and time periods.
 - Students will create art based on different cultures/time periods.
 - Students will be able to identify, recognize and describe characteristics of art from different world cultures and historical periods.
 - Students will be able to identify the community and family as a theme used to create art.
 - Students will examine the relationship between art and the society it comes from.
- Art Displays & Critique
 - Students will learn how to apply basic framing techniques to their artworks, which will be displayed throughout the school year.
 - Students will talk about all types of artwork.
 - Students will critique artwork through the use of the elements of art and principles of design in student and famous artworks.
 - Students will develop use of artistic vocabulary in relation to the world around them and when expressing one's opinion about art.
 - Students will distinguish the subject matter and/or theme of a piece of art.
 - Students will realize and appreciate the value of critique.
- Art Safety & Appreciation
 - Students will learn how to respect and safely use a variety of art tools and materials.
 - Students will discover that art is all around us.
 - Students will develop respect for their work and others.
 - Students will develop personal feelings and opinions about various artworks.

VISUAL ARTS

CREATING	Anchor Standard 1: Generating and conceptualizing ideas. Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?					
	2nd 1.5.2.Cr1	5th 1.5.5.Cr1	8th 1.5.8.Cr1	HS Proficient 1.5.12prof.Cr1	HS Accomplished 1.5.12acc.Cr1	HS Advanced 1.5.12adv.Cr1
	a. Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.	a. Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.	a. Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.	a. Use multiple approaches to begin creative endeavors.	a. Individually or collaboratively formulate new creative problems based on student's existing artwork.	a. Visualize and generate art and design that can affect social change.
Explore	b. Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.	b. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.	b. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.	b. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	b. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	b. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

CREATING	Anchor Standard 2: Organizing and developing ideas. Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?					
	2nd 1.5.2.Cr2	5th 1.5.5.Cr2	8th 1.5.8.Cr2	HS Proficient 1.5.12prof.Cr2	HS Accomplished 1.5.12acc.Cr2	HS Advanced 1.5.12adv.Cr2
	a. Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	a. Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.	a. Demonstrate persistence and willingness to experiment and take risks during the artistic process.	a. Engage in making a work of art or design without having a preconceived plan.	a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
	b. Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.	b. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.	b. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.	b. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	b. Demonstrate awareness of ethical implications of making and distributing creative work.	b. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
Investigate	c. 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.	c. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.	c. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.	c. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	c. Redesign an object, system, place, or design in response to contemporary issues.	c. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
CREATING	Anchor Standard 3: Refining and completing products. Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?					
	2nd 1.5.2.Cr3	5th 1.5.5.Cr3	8th 1.5.8.Cr3	HS Proficient 1.5.12prof.Cr3	HS Accomplished 1.5.12acc.Cr3	HS Advanced 1.5.12adv.Cr3
	a. Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	a. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.	a. Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.	a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	a. Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
	Reflect, Refine, Continue					Reflect, Refine, Continue

VISUAL ARTS

PRESENTING	Anchor Standard 4: Selecting, analyzing, and interpreting work. Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?					
	2nd 1.5.2.Pr4	5th 1.5.5.Pr4	8th 1.5.8.Pr4	HS Proficient 1.5.12prof.Pr4	HS Accomplished 1.5.12acc.Pr4	HS Advanced 1.5.12adv.Pr4
Analyze	a. 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.	a. Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.	a. Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.	a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.	a. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
PRESENTING	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?					
	2nd 1.5.2.Pr5	5th 1.5.5.Pr5	8th 1.5.8.Pr5	HS Proficient 1.5.12prof.Pr5	HS Accomplished 1.5.12acc.Pr5	HS Advanced 1.5.12adv.Pr5
Select	a. Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.	a. Prepare and present artwork safely and effectively.	a. Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.	a. Analyze and evaluate the reasons and ways an exhibition is presented.	a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	a. Investigate, compare, and contrast methods for preserving and protecting art.
PRESENTING	Anchor Standard 6: Conveying meaning through art. Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?					
	2nd 1.5.2.Pr6	5th 1.5.5.Pr6	8th 1.5.8.Pr6	HS Proficient 1.5.12prof.Pr6	HS Accomplished 1.5.12acc.Pr6	HS Advanced 1.5.12adv.Pr6
Share	a. Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.	a. Discuss how exhibits and museums provide information and in person experiences about concepts and topics.	a. Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.	a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	a. Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

VISUAL ARTS							
RESPONDING	Anchor Standard 7: Perceiving and analyzing products. Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?						
	2nd 1.5.2.Re7	5th 1.5.5.Re7	8th 1.5.8.Re7	HS Proficient 1.5.12prof.Re7	HS Accomplished 1.5.12acc.Re7	HS Advanced 1.5.12adv.Re7	
	a. Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. b. Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.	a. Speculate about artistic processes, interpret, and compare works of art and other responses. b. Analyze visual arts including cultural associations.	a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. b. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.	a. Hypothesize ways in which art influences perception and understanding of human experiences. b. Analyze how one's understanding of the world is affected by experiencing visual arts.	a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. b. Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.	a. Analyze how responses to art develop over time based on knowledge of and experience with art and life. b. Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.	Perceive
RESPONDING	Anchor Standard 8: Interpreting intent and meaning. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?						
	2nd 1.5.2.Re8	5th 1.5.5.Re8	8th 1.5.8.Re8	HS Proficient 1.5.12prof.Re8	HS Accomplished 1.5.12acc.Re8	HS Advanced 1.5.12adv.Re8	
	a. Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	a. Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.	a. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	Interpret
RESPONDING	Anchor Standards 9: Applying criteria to evaluate products. Enduring Understanding: People evaluate art based on various criteria. Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?						
	2nd 1.5.2.Re9	5th 1.5.5.Re9	8th 1.5.8.Re9	HS Proficient 1.5.12prof.Re9	HS Accomplished 1.5.12acc.Re9	HS Advanced 1.5.12adv.Re9	
	a. Use art vocabulary to explain preferences in selecting and classifying artwork.	a. Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.	a. Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.	a. Establish relevant criteria in order to evaluate a work of art or collection of works.	a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.	Analyze

VISUAL ARTS

CONNECTING	Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?					
	2nd 1.5.2.Cn10	5th 1.5.5.Cn10	8th 1.5.8.Cn10	HS Proficient 1.5.12prof.Cn10	HS Accomplished 1.5.12acc.Cn10	HS Advanced 1.5.12adv.Cn10
Synthesize	a. Create art that tells a story or describes life events in home, school and community.	a. Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.	a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity.	a. Document the process of developing ideas from early stages to fully elaborated ideas.	a. Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.	a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
CONNECTING	Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?					
	2nd 1.5.2.Cn11	5th 1.5.5.Cn11	8th 1.5.8.Cn11	HS Proficient 1.5.12prof.Cn11	HS Accomplished 1.5.12acc.Cn11	HS Advanced 1.5.12adv.Cn11
Relate	a. Compare, contrast, and describe why people from different places and times make art.	a. Communicate how art is used to inform the values, beliefs and culture of an individual or society.	a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.	a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.	a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	a. Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
	b. Describe why people from different places and times make art about different issues, including climate change.	b. Communicate how art is used to inform others about global issues, including climate changes.	b. Analyze and contrast how art forms are used to reflect global issues, including climate change.	b. Describe how knowledge of global issues, including climate change may influence personal responses to art.	b. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.	b. Assess the impact of an artist or group of artists on global issues, including climate change.

Core Ideas	Performance Expectations
A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.	9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
Information is shared or conveyed in a variety of formats and sources.	9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Technology Literacy

Core Ideas	Performance Expectations
Digital tools have a purpose.	<ul style="list-style-type: none"> 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 9.4.2.TL.5: Describe the difference between real and virtual experiences. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
Collaboration can simplify the work an individual has to do and sometimes produce a better product.	9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Core Idea	Performance Expectations
<p>Distinguishing between public and private information is important for safe and secure online interactions.</p> <p>Information can be protected using various security measures (i.e., physical and digital).</p>	8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

Impacts of Computing

Core Idea	Performance Expectations
The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.	<ul style="list-style-type: none"> 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Data & Analysis

Core Idea	Performance Expectations
Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
The type of data being stored affects the storage requirements.	8.1.5.DA.2: Compare the amount of storage space required for different types of data.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	<ul style="list-style-type: none"> 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Algorithms & Programming

Core Idea	Performance Expectations
Different algorithms can achieve the same result. Some algorithms are more appropriate for a specific use than others.	8.1.5.AP.1: Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
Programming languages provide variables, which are used to store and modify data.	8.1.5.AP.2: Create programs that use clearly named variables to store and modify data.
A variety of control structures are used to change the flow of program execution (e.g., sequences, events, loops, conditionals).	8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
Programs can be broken down into smaller parts to facilitate their design, implementation, and review. Programs can also be created by incorporating smaller portions of programs that already exist.	<ul style="list-style-type: none">• 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.• 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.
Individuals develop programs using an iterative process involving design, implementation, testing, and review.	8.1.5.AP.6: Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.



2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.2 Design Thinking by the End of Grade 5

Engineering Design

Core Idea	Performance Expectations
<p>Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.</p> <p>Often, several design solutions exist, each better in some way than the others.</p>	<ul style="list-style-type: none"> • 8.2.5.ED.1: Explain the functions of a system and its subsystems. • 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. • 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
<p>Engineering design requirements include desired features and limitations that need to be considered.</p>	<ul style="list-style-type: none"> • 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints). • 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process. • 8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.

Interaction of Technology and Humans

Core Idea	Performance Expectations
<p>Societal needs and wants determine which new tools are developed to address real-world problems.</p>	<p>8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.</p>
<p>A new tool may have favorable or unfavorable results as well as both positive and negative effects on society.</p> <p>Technology spurs new businesses and careers.</p>	<ul style="list-style-type: none"> • 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have. • 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use. • 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Nature of Technology

Core Idea	Performance Expectations
Technology innovation and improvement may be influenced by a variety of factors. Engineers create and modify technologies to meet people's needs and wants; scientists ask questions about the natural world.	<ul style="list-style-type: none">• 8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.• 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.• 8.2.5.NT.3: Redesign an existing product for a different purpose in a collaborative team.• 8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies.

Effects of Technology on the Natural World

Core Idea	Performance Expectations
The technology developed for the human designed world can have unintended consequences for the environment. Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.	<ul style="list-style-type: none">• 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.• 8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.• 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.• 8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.• 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

Ethics & Culture

Core Idea	Performance Expectations
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.



2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills
9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5

Career Awareness and Planning

Core Idea	Performance Expectations
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<ul style="list-style-type: none"> • 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. • 9.2.5.CAP.2: Identify how you might like to earn an income. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. • 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
Income and benefits can vary depending on the employer and type of job or career.	9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
There are a variety of factors to consider before starting a business.	<ul style="list-style-type: none"> • 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. • 9.2.5.CAP.7: Identify factors to consider before starting a business.
Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	<ul style="list-style-type: none"> • 9.2.5.CAP.8: Identify risks that individuals and households face. • 9.2.5.CAP.9: Justify reasons to have insurance.



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.4 Life Literacies and Key Skills by the End of Grade 5

Creativity and Innovation

Core Ideas	Performance Expectations
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	<ul style="list-style-type: none">9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	<ul style="list-style-type: none">9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Critical Thinking and Problem-solving

Core Ideas	Performance Expectations
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	<ul style="list-style-type: none">9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Digital Citizenship

Core Ideas	Performance Expectations
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.	<ul style="list-style-type: none"> 9.4.5.DC.1: Explain the need for and use of copyrights. 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
Digital identities must be managed in order to create a positive digital footprint.	9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
Digital tools have positively and negatively changed the way people interact socially.	<ul style="list-style-type: none"> 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
Digital engagement can improve the planning and delivery of climate change actions.	9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

Global and Cultural Awareness

Core Ideas	Performance Expectations
Culture and geography can shape an individual's experiences and perspectives.	9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Information and Media Literacy

Core Ideas	Performance Expectations
Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., <i>Social Studies Practice</i> - Gathering and Evaluating Sources).
Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	<ul style="list-style-type: none"> 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	<ul style="list-style-type: none"> 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
Specific situations require the use of relevant sources of information.	<ul style="list-style-type: none"> 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5). 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Technology Literacy

Core Ideas	Performance Expectations
Different digital tools have different purposes.	<ul style="list-style-type: none"> 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	<ul style="list-style-type: none"> 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).



2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.1 Computer Science by the End of Grade 5

Computing Systems

Core Idea	Performance Expectations
Computing devices may be connected to other devices to form a system as a way to extend their capabilities.	8.1.5.CS.1: Model how computing devices connect to other components to form a system.
Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
Shared features allow for common troubleshooting strategies that can be effective for many systems.	8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Networks and the Internet

Core Idea	Performance Expectations
Information needs a physical or wireless path to travel to be sent and received.	8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

Core Idea	Performance Expectations
<p>Distinguishing between public and private information is important for safe and secure online interactions.</p> <p>Information can be protected using various security measures (i.e., physical and digital).</p>	<p>8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.</p>

Impacts of Computing

Core Idea	Performance Expectations
<p>The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.</p>	<ul style="list-style-type: none"> • 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. • 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Data & Analysis

Core Idea	Performance Expectations
<p>Data can be organized, displayed, and presented to highlight relationships.</p>	<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p>
<p>The type of data being stored affects the storage requirements.</p>	<p>8.1.5.DA.2: Compare the amount of storage space required for different types of data.</p>
<p>Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.</p>	<ul style="list-style-type: none"> • 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. • 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
<p>Many factors influence the accuracy of inferences and predictions.</p>	<p>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</p>

Algorithms & Programming

Core Idea	Performance Expectations
<p>Different algorithms can achieve the same result.</p> <p>Some algorithms are more appropriate for a specific use than others.</p>	8.1.5.AP.1: Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
Programming languages provide variables, which are used to store and modify data.	8.1.5.AP.2: Create programs that use clearly named variables to store and modify data.
A variety of control structures are used to change the flow of program execution (e.g., sequences, events, loops, conditionals).	8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
Programs can be broken down into smaller parts to facilitate their design, implementation, and review. Programs can also be created by incorporating smaller portions of programs that already exist.	<ul style="list-style-type: none"> • 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development. • 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.
Individuals develop programs using an iterative process involving design, implementation, testing, and review.	8.1.5.AP.6: Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.



2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.2 Design Thinking by the End of Grade 5

Engineering Design

Core Idea	Performance Expectations
<p>Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.</p> <p>Often, several design solutions exist, each better in some way than the others.</p>	<ul style="list-style-type: none"> • 8.2.5.ED.1: Explain the functions of a system and its subsystems. • 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. • 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
<p>Engineering design requirements include desired features and limitations that need to be considered.</p>	<ul style="list-style-type: none"> • 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints). • 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process. • 8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.

Interaction of Technology and Humans

Core Idea	Performance Expectations
<p>Societal needs and wants determine which new tools are developed to address real-world problems.</p>	<p>8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.</p>
<p>A new tool may have favorable or unfavorable results as well as both positive and negative effects on society.</p> <p>Technology spurs new businesses and careers.</p>	<ul style="list-style-type: none"> • 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have. • 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use. • 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Nature of Technology

Core Idea	Performance Expectations
<p>Technology innovation and improvement may be influenced by a variety of factors.</p> <p>Engineers create and modify technologies to meet people's needs and wants; scientists ask questions about the natural world.</p>	<ul style="list-style-type: none">• 8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.• 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.• 8.2.5.NT.3: Redesign an existing product for a different purpose in a collaborative team.• 8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies.

Effects of Technology on the Natural World

Core Idea	Performance Expectations
<p>The technology developed for the human designed world can have unintended consequences for the environment.</p> <p>Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.</p>	<ul style="list-style-type: none">• 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.• 8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.• 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.• 8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.• 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

Ethics & Culture

Core Idea	Performance Expectations
<p>Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.</p>	<p>8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.</p>



2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills
9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5

Career Awareness and Planning

Core Idea	Performance Expectations
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<ul style="list-style-type: none"> • 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. • 9.2.5.CAP.2: Identify how you might like to earn an income. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. • 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
Income and benefits can vary depending on the employer and type of job or career.	9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
There are a variety of factors to consider before starting a business.	<ul style="list-style-type: none"> • 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. • 9.2.5.CAP.7: Identify factors to consider before starting a business.
Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	<ul style="list-style-type: none"> • 9.2.5.CAP.8: Identify risks that individuals and households face. • 9.2.5.CAP.9: Justify reasons to have insurance.



2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.4 Life Literacies and Key Skills by the End of Grade 5

Creativity and Innovation

Core Ideas	Performance Expectations
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	<ul style="list-style-type: none"> 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	<ul style="list-style-type: none"> 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Critical Thinking and Problem-solving

Core Ideas	Performance Expectations
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	<ul style="list-style-type: none"> 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Digital Citizenship

Core Ideas	Performance Expectations
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.	<ul style="list-style-type: none"> 9.4.5.DC.1: Explain the need for and use of copyrights. 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
Digital identities must be managed in order to create a positive digital footprint.	9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
Digital tools have positively and negatively changed the way people interact socially.	<ul style="list-style-type: none"> 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
Digital engagement can improve the planning and delivery of climate change actions.	9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

Global and Cultural Awareness

Core Ideas	Performance Expectations
Culture and geography can shape an individual's experiences and perspectives.	9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Information and Media Literacy

Core Ideas	Performance Expectations
Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., <i>Social Studies Practice</i> - Gathering and Evaluating Sources).
Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	<ul style="list-style-type: none"> 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	<ul style="list-style-type: none"> 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
Specific situations require the use of relevant sources of information.	<ul style="list-style-type: none"> 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5). 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Technology Literacy

Core Ideas	Performance Expectations
Different digital tools have different purposes.	<ul style="list-style-type: none"> 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	<ul style="list-style-type: none"> 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

III. Proficiency Levels

The student builds upon previous knowledge of basic art concepts each year. His/her appreciation of art broadens to include respect for such things as technique, originality, imagination, symbolism, and the importance of the total visual effect. The grade level skills continue to develop with the manipulation of materials and an understanding of art techniques.

IV. Methods of Assessment

Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
 - Tests
 - Quizzes
 - Homework
 - Classwork
 - Class Participation
 - Writing Assignments
 - Oral Presentations
 - Individual Projects, Presentations and Reports
 - Group Projects, Presentations and Reports
 - Technology Projects
 - Journals
 - Critique

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V. Grouping

Art is part of the standard curriculum for all students in grades K-5.

VI. Articulation/Scope & Sequence/Time Frame

All students receive instruction in art during grades K-5.

VII. Resources

Texts/Supplemental Reading/References

- References:
 - Art reference posters, art project reference books, art magazines, art prints, art inspired story books, art history books, computers, photographs
- Supplies/Materials:
 - Various weights & textures of paper, construction paper, scissors, glue, rulers, tape, paper punch, stapler, cardboard, pencils, paste, wallpaper, newspaper, felt, burlap, fabric, muslin, scraps, feathers, glitter, yarn, thread, large eyed needles, straws, wooden sticks, dowels, buttons, beads, trim, fabric crayons, cotton, pipe cleaners, craft sticks, crayons, pastels, scratch art sticks, colored markers, oil pastels, sponge, string, watercolors, art paste, ceramic tiles, modeling clay, Model Magic clay, water containers, palettes, tempera paint, brushes, sandpaper, brayers, acrylic paint
- Scrap materials:
 - Cardboard tubes, wood scraps, Styrofoam trays, corrugated cardboard
- Special papers:
 - Corrugated paper, watercolor paper, scratch boards, tissue, cellophane, fluorescent, metallic, oak tag, cardboard

VIII. Suggested Activities

- Introduction, including resources, upcoming projects and materials to be used.

- Discussion of artists, techniques, and materials used.
- Teacher demonstration of various techniques.
- Student procedure for completing various art projects.
- Critiquing previous students' projects for positive effects.
- Self-evaluation of completed projects.
- Teacher evaluation of completed projects.

IX. Methodologies

Career Readiness, Life Literacies, and Key Skills Mission: Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and successfully meet challenges and opportunities in an interconnected global economy.

Vision: An education in career readiness, life literacies and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success
- Uses effective communication and collaboration skills and resources to interact with a global society
- Possesses financial literacy and responsibility at home and in the broader community
- Plans, executes, and alters career goals in response to changing societal and economic conditions
- Seeks to attain skill and content mastery to achieve success in a chosen career path

Career Readiness, Life Literacies, and Key Skills are intended to:

- | |
|---|
| <ul style="list-style-type: none"> • Promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills • Foster greater coherence and appropriate progressions across grade bands • Establish meaning connections among the major areas of study • Prioritize the important ideas and core processes that are central and have lasting value beyond the classroom • Reflect the habits of mind central to Career Readiness, Life Literacies, and Key skills that lead to post-secondary success |
|---|

A wide variety of methodologies in this course will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated while paying special attention to the skills. Codes refer to the 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills.

- Cooperative learning groups CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Differentiated instruction methods CRLKSP2, CRLKSP6, CRLKSP8
- Workshop approach CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Individual assignments CRLKSP2, CRLKSP4
- Whole class instruction CRLKSP2, CRLKSP4
- Small group instruction CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Technology-aided instruction CRLKSP2, CRLKSP4, CRLKSP8
- Peer-to-peer instruction CRLKSP1, CRLKSP4, CRLKSP9

X. Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis.

The nature of the art discipline demands varied access to any of the following areas: social studies/history, music, science, mathematics, business, and/or technology.

This art course may reinforce concepts taught in:

- Social Studies/History
- English Language Arts
- Humanities
- Mathematics
- Psychology
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress
- Presentation and exploration of related career possibilities
- Working in teams to create group based learning activities and projects CRLKSP1
- Application of skills learned in class to project based activities CRLKSP2

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk, Students with 504 Plans)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modeling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding

- word walls
- sentence frames
- think-pair-share
- cooperative learning groups
- teacher think-alouds

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide - Kindergarten

Unit Topic	Time Allocated	Differentiating Instruction for Students with	Standards	Assessments

		Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students		
1. Rules and Regulations of the Art Room <ul style="list-style-type: none"> • Art classroom safety • Art materials safety • Art is all around us • Develop respect for all created artwork 2. Introduction to Drawing Skills <ul style="list-style-type: none"> • Step-by-step drawing activities • Community projects • Art elements line & shape in drawings 3. Introduction to Coloring skills <ul style="list-style-type: none"> • How to use coloring tools • Realistic coloring • Abstract coloring style 	12 weeks	For Support: Targeting Different Learning Styles: <ul style="list-style-type: none"> • Giving spoken and written instruction • Providing hands-on direction following • Provide completed examples • Group ELL and students with disabilities with higher- level students Computer-Based Instruction	NJSLS: <i>Visual Arts</i> 1.5.2.Cr1a 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr4a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re8a 1.5.2.Re9a 1.5.2.Cn10a 1.5.2.Cn11a 1.5.2.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.2.DA.2 8.2.2.ED.1 8.2.2.ITH.3 9.2 & 9.4 <i>Standards</i> 9.2.2.CAP.1	Formative Assessment: <ul style="list-style-type: none"> • Teacher observation of student progress. • Oral participation in activities (class discussion). • Student feedback.

4. Seasonal/Holiday Themed Projects <ul style="list-style-type: none"> • Multicultural arts focused projects • Realistic color theory 		<ul style="list-style-type: none"> • Using SMARTBoard to show examples, tutorials and art history 	9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6 CRLLKSPs CRLLKSP 1 CRLLSKP 3 CRLLSKP 4 CRLLSKP 5 CRLLSKP 9	
5. Famous Artist Inspiration <ul style="list-style-type: none"> • Art history experience • Learn and apply knowledge about different artistic styles 		<i>For Enhancement:</i> Provide opportunity for individual student creativity <ul style="list-style-type: none"> • Provide additional art supplies for enhancement • Explain higher level art techniques • Challenge students creatively 		
6. Tracing, Cutting & Gluing Skills <ul style="list-style-type: none"> • Focus on fine motor skills • organizing/using art materials 				
7. Art Elements: Line, Shape & Color <ul style="list-style-type: none"> • Recognize a variety of lines, shapes & colors • Create artworks focusing on line, shape & color 	13 weeks	<i>For Support:</i> Targeting Different Learning Styles: <ul style="list-style-type: none"> • Giving spoken and written instruction 	NJSLS: <i>Visual Arts</i> 1.5.2.Cr1a 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr4a	<i>Formative Assessment:</i> <ul style="list-style-type: none"> • Teacher observation of student progress. • Oral participation in activities (class discussion). • Student feedback.

<ul style="list-style-type: none"> Follow multiple step directions School community project Drawing & coloring skills applied 		<ul style="list-style-type: none"> Providing hands-on direction following Provide completed examples 	1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re8a 1.5.2.Re9a 1.5.2.Cn10a 1.5.2.Cn11a 1.5.2.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.2.DA.2 8.2.2.ED.1 8.2.2.ITH.3 9.2 & 9.4 <i>Standards</i> 9.2.2.CAP.1 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6 <i>CRLKSPs</i> CRLKSP 1 CRLSKP 3 CRLSKP 4	
8. Tracing, Cutting & Gluing Skills		Group ELL and students with disabilities with higher-level students		
<ul style="list-style-type: none"> Focus on fine motor skills organizing/using art materials 		Computer-Based Instruction		
9. 2-D & 3-D Art Differences		<ul style="list-style-type: none"> Using SMARTBoard to show examples, tutorials and art history 		
<ul style="list-style-type: none"> Introduction to assembling techniques Appreciation for different styles of art all around us 		<i>For Enhancement:</i>		
10. Painting/Printing Skills		Provide opportunity for individual student creativity		
<ul style="list-style-type: none"> Discuss tools used for painting Discuss tools used for printing Cross-curricular projects created with paints 		<ul style="list-style-type: none"> Provide additional art supplies for enhancement 		

1. Seasonal Themed Projects <ul style="list-style-type: none"> Kindergarten classroom collaboration Realistic color theory 		<ul style="list-style-type: none"> Explain higher level art techniques Challenge students creatively 	CRLLSKP 5 CRLLSKP 9	
12. Introduction to Critique <ul style="list-style-type: none"> In groups, critique in a positive manner Focus on respectful vocabulary Critique famous artworks and artworks created by students Usage of basic art vocabulary 	13 weeks	For Support: Targeting Different Learning Styles: <ul style="list-style-type: none"> Giving spoken and written instruction Providing hands-on direction following Provide completed examples 	NJSLS: <i>Visual Arts</i> 1.5.2.Cr1a 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr4a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re8a 1.5.2.Re9a 1.5.2.Cn10a 1.5.2.Cn11a 1.5.2.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.2.DA.2 8.2.2.ED.1 8.2.2.ITH.3 9.2 & 9.4 <i>Standards</i> 9.2.2.CAP.1	Formative Assessment: <ul style="list-style-type: none"> Teacher observation of student progress. Oral participation in activities (class discussion). Student feedback.
13. Introduction to Framing Techniques <ul style="list-style-type: none"> Display care for completed artworks Discuss appreciation for all artworks 		Group ELL and students with disabilities with higher-level students Computer-Based Instruction <ul style="list-style-type: none"> Using SMARTBoard to show 		
14. Famous Artist Inspiration <ul style="list-style-type: none"> Art history experience 				

<ul style="list-style-type: none"> Learn and apply knowledge about different artistic styles 		examples, tutorials and art history	9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6 CRLLKSPs CRLLKSP 1 CRLLSKP 3 CRLLSKP 4 CRLLSKP 5 CRLLSKP 9	
15. Seasonal Themed Projects		<i>For Enhancement:</i> Provide opportunity for individual student creativity		
<ul style="list-style-type: none"> Kindergarten classroom collaboration Realistic color theory 		<ul style="list-style-type: none"> Provide additional art supplies for enhancement Explain higher level art techniques Challenge students creatively 		
16. Tracing, Cutting & Gluing Skills				
<ul style="list-style-type: none"> Focus on fine motor skills organizing/using art materials 				
17. Year End Review				
<ul style="list-style-type: none"> Experience drawing, coloring and painting Create collage inspired designs Discuss artworks using art vocabulary 				

Curriculum Map/Pacing Guide - Grade 1

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
1. Rules and Regulations of the Art Room <ul style="list-style-type: none"> Art classroom safety Art materials safety Art is all around us Develop respect for all created artwork 2. Review of Drawing Skills <ul style="list-style-type: none"> Step-by-step drawing activities Community projects Art elements line, shape & color in drawings 3. Review of Coloring Skills <ul style="list-style-type: none"> How to use coloring tools Realistic coloring 	12 weeks	<i>For Support:</i> Targeting Different Learning Styles: <ul style="list-style-type: none"> Giving spoken and written instruction Providing hands-on direction following Provide completed examples Group ELL and students with disabilities with higher-level students Computer-Based Instruction	NJSLS: <i>Visual Arts</i> 1.5.2.Cr1a 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr4a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re8a 1.5.2.Re9a 1.5.2.Cn10a 1.5.2.Cn11a 1.5.2.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.2.DA.2 8.2.2.ED.1 8.2.2.ITH.3	<i>Formative Assessment:</i> <ul style="list-style-type: none"> Teacher observation of student progress. Oral participation in activities (class discussion). Student feedback. <i>Summative Assessment:</i> <ul style="list-style-type: none"> Color theory worksheets

<ul style="list-style-type: none"> • Abstract coloring style <p>4. Introduction to Color Theory</p> <ul style="list-style-type: none"> • Primary & secondary colors • Warm & cool colors • The color wheel <p>5. Seasonal/Holiday Themed Projects</p> <ul style="list-style-type: none"> • Multicultural arts focused projects • Cross-curricular art connections <p>6. Tracing, Cutting & Gluing Skills</p> <ul style="list-style-type: none"> • Focus on fine motor skills • organizing/using art materials <p>7. Review of Critique</p> <ul style="list-style-type: none"> • In groups, critique in a positive manner • Focus on respectful vocabulary 		<ul style="list-style-type: none"> • Using SMARTBoard to show examples, tutorials and art history • Independent & group experiences on SMARTBoard art activities <p><i>For Enhancement:</i> Provide opportunity for individual student creativity</p> <ul style="list-style-type: none"> • Provide additional art supplies for enhancement • Explain higher level art techniques • Challenge students creatively 	<p>9.2 & 9.4 <i>Standards</i> 9.2.2.CAP.1 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6 <i>CRLLKSPs</i> CRLLKSP 1 CRLLSKP 3 CRLLSKP 4 CRLLSKP 5 CRLLSKP 9</p>	
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<ul style="list-style-type: none"> • Critique famous artworks and artworks created by students • Usage of basic art vocabulary <p>8. Painting/Printing Skills</p> <ul style="list-style-type: none"> • Discuss tools used for painting • Discuss tools used for printing • Cross-curricular projects created with paints <p>9. Review of Framing Techniques</p> <ul style="list-style-type: none"> • Display care for completed artworks • Discuss appreciation for all artworks 				
<p>10. Art Elements: Line, Shape & Color</p> <ul style="list-style-type: none"> • Recognize a variety of lines, shapes & colors • Create artworks focusing on line, shape & color 	13 weeks	<p><i>For Support:</i></p> <p>Targeting Different Learning Styles:</p> <ul style="list-style-type: none"> • Giving spoken and written instruction • Providing hands-on 	<p>NJSLS:</p> <p><i>Visual Arts</i></p> <p>1.5.2.Cr1a 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr4a 1.5.2.Pr5a</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Teacher observation of student progress. • Oral participation in activities (class discussion). • Student feedback. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Color theory worksheets

<ul style="list-style-type: none"> Follow multiple step directions Drawing & coloring skills applied 		<ul style="list-style-type: none"> direction following Provide completed examples 	1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re8a 1.5.2.Re9a 1.5.2.Cn10a 1.5.2.Cn11a 1.5.2.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.2.DA.2 8.2.2.ED.1 8.2.2.ITH.3 9.2 & 9.4 <i>Standards</i> 9.2.2.CAP.1 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6 CRLKSPs CRLKSP 1 CRLSKP 3 CRLSKP 4 CRLSKP 5	
11. Famous Artist Inspiration <ul style="list-style-type: none"> Art history experience Learn and apply knowledge about different artistic styles 		Group ELL and students with disabilities with higher-level students Computer-Based Instruction		
12. 2-D & 3-D Art Differences <ul style="list-style-type: none"> Review and apply variety of assembling techniques Appreciation for different styles of art all around us Cross-curricular connections 		<ul style="list-style-type: none"> Using SMARTBoard to show examples, tutorials and art history Independent & group experiences on SMARTBoard art activities 		
13. Seasonal Themed Projects <ul style="list-style-type: none"> Apply color theory knowledge Apply art elements 		<i>For Enhancement:</i> Provide opportunity for individual student creativity <ul style="list-style-type: none"> Provide additional art 		

<ul style="list-style-type: none"> • Work as teams creating art 14. School Community Project <ul style="list-style-type: none"> • Focus on school character traits • Gain understanding and value of community projects • Apply a variety of art skills 15. Drawing & Coloring Skills <ul style="list-style-type: none"> • Realistic/Abstract drawing skills • Experience with a variety of drawing tools • Focus on coloring styles 		supplies for enhancement <ul style="list-style-type: none"> • Explain higher level art techniques • Challenge students creatively 	CRLLSKP 9	
16. Art Elements: Line, Shape & Color <ul style="list-style-type: none"> • Recognize a variety of lines, shapes & colors 	13 weeks	<i>For Support:</i> Targeting Different Learning Styles: <ul style="list-style-type: none"> • Giving spoken and written instruction 	NJSLS: <i>Visual Arts</i> 1.5.2.Cr1a 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr4a	<i>Formative Assessment:</i> <ul style="list-style-type: none"> • Teacher observation of student progress. • Oral participation in activities (class discussion). • Student feedback. <i>Summative Assessment:</i>

<ul style="list-style-type: none"> • Create artworks focusing on line, shape & color • Follow multiple step directions • Drawing & coloring skills applied <p>17. Famous Artist Inspiration</p> <ul style="list-style-type: none"> • Art history experience • Learn and apply knowledge about different artistic styles <p>18. Seasonal Themed Projects</p> <ul style="list-style-type: none"> • Apply color theory knowledge • Apply art elements • Apply individual Creative style <p>19. Art Show Preparation</p> <ul style="list-style-type: none"> • Framing techniques applied • Organizing artwork 		<ul style="list-style-type: none"> • Providing hands-on direction following • Provide completed examples <p>Group ELL and students with disabilities with higher-level students Computer-Based Instruction</p> <ul style="list-style-type: none"> • Using SMARTBoard to show examples, tutorials and art history • Independent & group experiences on SMARTBoard art activities <p><i>For Enhancement:</i> Provide opportunity for individual student creativity</p>	1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re8a 1.5.2.Re9a 1.5.2.Cn10a 1.5.2.Cn11a 1.5.2.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.2.DA.2 8.2.2.ED.1 8.2.2.ITH.3 9.2 & 9.4 <i>Standards</i> 9.2.2.CAP.1 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6 CRLKSPs CRLKSP 1 CRLSKP 3 CRLSKP 4	<ul style="list-style-type: none"> • Color theory worksheets
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<ul style="list-style-type: none"> • Art Show Night experience with community 		<ul style="list-style-type: none"> • Provide additional art supplies for enhancement • Explain higher level art techniques • Challenge students creatively 	CRLLSKP 5 CRLLSKP 9	
20. Year End Review <ul style="list-style-type: none"> • Experience drawing, coloring and painting • Create collage inspired designs • Discuss artworks using art vocabulary • Critique individual and famous artworks • Review “Art is All Around Us” 				

Curriculum Map/Pacing Guide - Grade 2

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
1. Rules and Regulations of the Art Room <ul style="list-style-type: none"> • Art classroom safety • Art materials safety 	12 weeks	<i>For Support:</i> Targeting Different Learning Styles:	NJSLS: <i>Visual Arts</i> 1.5.2.Cr1a 1.5.2.Cr2a 1.5.2.Cr2b	<i>Formative Assessment:</i> <ul style="list-style-type: none"> • Teacher observation of student progress. • Oral participation in activities (class discussion).

<ul style="list-style-type: none"> • Art is all around us • Develop respect for all created artwork • Developing usage of art vocabulary 		<ul style="list-style-type: none"> • Giving spoken and written instruction • Providing hands-on direction following • Provide completed examples 	1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr4a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re8a 1.5.2.Re9a 1.5.2.Cn10a 1.5.2.Cn11a 1.5.2.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.2.DA.2 8.2.2.ED.1 8.2.2.ITH.3 9.2 & 9.4 <i>Standards</i> 9.2.2.CAP.1 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6 <i>CRLKSPs</i>	<ul style="list-style-type: none"> • Student feedback.
2. Review of Drawing Skills				
<ul style="list-style-type: none"> • Multiple step drawing activities • Community projects 				
3. Review of Coloring skills		Group ELL and students with disabilities with higher-level students Computer-Based Instruction		
<ul style="list-style-type: none"> • How to use coloring tools correctly and artistically • Realistic coloring • Abstract coloring style 		<ul style="list-style-type: none"> • Using SMARTBoard to show examples, tutorials and art history • Independent & group experiences on SMARTBoard art activities 		
4. Seasonal/Holiday Themed Projects				
<ul style="list-style-type: none"> • Multicultural arts focused projects • Apply realistic & abstract color theory • Seasonal inspired art designs 				
5. Famous Artist Inspiration		<i>For Enhancement:</i> Provide opportunity for individual student creativity		

<ul style="list-style-type: none"> • Art history experience • Learn and apply knowledge about different artistic styles <p>6. Painting/Printing Skills</p> <ul style="list-style-type: none"> • Discuss tools used for painting • Discuss tools used for printing • Cross-curricular projects created with paints <p>7. Review of Critique</p> <ul style="list-style-type: none"> • In groups, critique in a positive manner • Focus on respectful vocabulary • Critique famous artworks and artworks created by students • Usage of basic art vocabulary 		<ul style="list-style-type: none"> • Provide additional art supplies for enhancement • Explain higher level art techniques • Challenge students creatively 	CRLKSP 1 CRLSKP 3 CRLSKP 4 CRLSKP 5 CRLSKP 9	
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8. Review of Framing Techniques <ul style="list-style-type: none"> • Display care for completed artworks • Discuss appreciation for all artworks 				
9. The 7 Elements of Art <ul style="list-style-type: none"> • Recognize art elements in artworks • Create art designs using the art elements 				
10. The 7 Elements of Art <ul style="list-style-type: none"> • Recognize art elements in artworks • Create art designs using the art elements 	13 weeks	<i>For Support:</i> Targeting Different Learning Styles: <ul style="list-style-type: none"> • Giving spoken and written instruction • Providing hands-on direction following • Provide completed examples 	NJSLS: <i>Visual Arts</i> 1.5.2.Cr1a 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr4a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re8a 1.5.2.Re9a 1.5.2.Cn10a 1.5.2.Cn11a	<i>Formative Assessment:</i> <ul style="list-style-type: none"> • Teacher observation of student progress. • Oral participation in activities (class discussion). • Student feedback.
11. 2-D & 3-D Art Differences <ul style="list-style-type: none"> • Review assembling techniques 		Group ELL and students with		

<ul style="list-style-type: none"> Appreciation for different styles of art all around us 		<p>disabilities with higher-level students</p> <p>Computer-Based Instruction</p> <ul style="list-style-type: none"> Using SMARTBoard to show examples, tutorials and art history Independent & group experiences on SMARTBoard art activities <p><i>For Enhancement:</i></p> <p>Provide opportunity for individual student creativity</p> <ul style="list-style-type: none"> Provide additional art supplies for enhancement Explain higher level art techniques Challenge students creatively 	<p>1.5.2.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.2.DA.2 8.2.2.ED.1 8.2.2.ITH.3 9.2 & 9.4 <i>Standards</i> 9.2.2.CAP.1 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6 <i>CRLKSPs</i> CRLKSP 1 CRLLSKP 3 CRLLSKP 4 CRLLSKP 5 CRLLSKP 9</p>	
<p>12. Drawing Portraits</p> <ul style="list-style-type: none"> Realistic Drawing Realistic coloring 				
<p>13. Critique</p> <ul style="list-style-type: none"> Personal responses to artworks Integrate cross-curricular vocabulary in critique expand on art vocabulary usage 				
<p>14. Famous Artist Inspiration</p> <ul style="list-style-type: none"> Art history experience Learn and apply knowledge about different artistic styles 				

15. School Community Project <ul style="list-style-type: none"> • Focus on school character traits • Gain understanding and value of community projects • Apply a variety of art skills 				
16. Seasonal Themed Projects <ul style="list-style-type: none"> • Apply color theory knowledge • Apply art elements • Apply individual Creative style 	13 weeks	For Support: Targeting Different Learning Styles: <ul style="list-style-type: none"> • Giving spoken and written instruction • Providing hands-on direction following • Provide completed examples 	NJSLS: Visual Arts 1.5.2.Cr1a 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr4a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re8a 1.5.2.Re9a 1.5.2.Cn10a 1.5.2.Cn11a 1.5.2.Cn11b 8.1 & 8.2 Standards 8.1.2.DA.2	Formative Assessment: <ul style="list-style-type: none"> • Teacher observation of student progress. • Oral participation in activities (class discussion). • Student feedback. Summative Assessment: <ul style="list-style-type: none"> • Art elements rubric to assess student created projects
17. The 7 Elements of Art <ul style="list-style-type: none"> • Recognize art elements in artworks • Create art designs using the art elements 		Group ELL and students with disabilities with higher-level students Computer-Based Instruction		

18. Introduction to 7 Art Principles <ul style="list-style-type: none"> • Class discussion on principles • Critique on how they are already used in student's artwork • Recognize in professional artworks 		<ul style="list-style-type: none"> • Using SMARTBoard to show examples, tutorials and art history • Independent & group experiences on SMARTBoard art activities 	8.2.2.ED.1 8.2.2.ITH.3 9.2 & 9.4 <i>Standards</i> 9.2.2.CAP.1 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6 <i>CRLKSPs</i> CRLKSP 1 CRLLSKP 3 CRLLSKP 4 CRLLSKP 5 CRLLSKP 9	
19. Art Show Preparation <ul style="list-style-type: none"> • Framing techniques applied • Organizing artwork • Art Show Night experience with community 		<i>For Enhancement:</i> Provide opportunity for individual student creativity <ul style="list-style-type: none"> • Provide additional art supplies for enhancement • Explain higher level art techniques • Challenge students creatively 		
20. Year End Review <ul style="list-style-type: none"> • Experience drawing, coloring and painting • Create collage inspired designs • Discuss artworks using art vocabulary 				

<ul style="list-style-type: none"> • Critique individual and famous artworks • Review “Art is All Around Us” 				
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Curriculum Map/Pacing Guide - Grade 3

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments
1. Rules and Regulations of the Art Room <ul style="list-style-type: none"> • Art classroom safety • Art materials safety • Art is all around us • Develop respect for all created artwork • Developing usage of art vocabulary 	12 weeks	<i>For Support:</i> Targeting Different Learning Styles: <ul style="list-style-type: none"> • Giving spoken and written instruction • Providing hands-on direction following 	NJSLS: Visual Arts 1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr4a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Re8a	<i>Formative Assessment:</i> <ul style="list-style-type: none"> • Teacher observation of student progress. • Oral participation in activities (class discussion). • Student feedback.

<p>2. Review of Drawing Skills</p> <ul style="list-style-type: none"> Multiple step drawing activities Community projects <p>3. Review of Coloring skills</p> <ul style="list-style-type: none"> How to use coloring tools correctly and artistically Realistic coloring Abstract coloring style <p>4. Famous Artist Inspiration</p> <ul style="list-style-type: none"> Art history experience Learn and apply knowledge about different artistic styles <p>5. Painting/Printing Skills</p> <ul style="list-style-type: none"> Discuss tools used for painting Discuss tools used for printing 		<ul style="list-style-type: none"> Provide completed examples <p>Group ELL and students with disabilities with higher-level students Computer-Based Instruction</p> <ul style="list-style-type: none"> Using SMARTBoard to show examples, tutorials and art history Independent & group experiences on SMARTBoard art activities <p><i>For Enhancement:</i> Provide opportunity for individual student creativity</p> <ul style="list-style-type: none"> Provide additional art supplies for enhancement 	<p>1.5.5.Re9a 1.5.5.Cn10a 1.5.5.Cn11a 1.5.5.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4</p>	
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<ul style="list-style-type: none"> • Cross-curricular projects created with paints <p>6. Review of Framing Techniques</p> <ul style="list-style-type: none"> • Display care for completed artworks • Discuss appreciation for all artworks <p>7. The 7 Elements of Art</p> <ul style="list-style-type: none"> • Recognize art elements in artworks • Create art designs using the art elements <p>8. Review of the 7 Art Principles</p> <ul style="list-style-type: none"> • Class discussion on principles • Critique on how they are already used in student's artwork 		<ul style="list-style-type: none"> • Explain higher level art techniques • Challenge students creatively 	9.4.5.TL.5 <i>CRLLKSPs</i> CRLLKSP 3 CRLLKSP 4 CRLLKSP 5 CRLLKSP 7 CRLLKSP 8 CRLLKSP 9	
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<ul style="list-style-type: none"> • Recognize in professional artworks <p>9. Critique</p> <ul style="list-style-type: none"> • Personal responses to artworks • Integrate cross-curricular vocabulary in critique • expand on art vocabulary usage • Use art elements & principles <p>10. 2-D & 3-D Art Differences</p> <ul style="list-style-type: none"> • Review and apply variety of assembling techniques • Appreciation for different styles of art all around us • Cross-curricular connections 				
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<p>11. The 7 Elements of Art</p> <ul style="list-style-type: none"> Recognize art elements in artworks Create art designs using the art elements <p>12. Review of the 7 Art Principles</p> <ul style="list-style-type: none"> Class discussion on principles Critique on how they are already used in student's artwork Recognize in professional artworks <p>13. School/Grade Level Community Project</p> <ul style="list-style-type: none"> Focus on school character traits Gain understanding and value of community projects 	13 weeks	<p><i>For Support:</i></p> <p>Targeting Different Learning Styles:</p> <ul style="list-style-type: none"> Giving spoken and written instruction Providing hands-on direction following Provide completed examples <p>Group ELL and students with disabilities with higher-level students</p> <p>Computer-Based Instruction</p> <ul style="list-style-type: none"> Using SMARTBoard to show examples, tutorials and art history Independent & group experiences on SMARTBoard art activities <p><i>For Enhancement:</i></p>	<p>NJSLS:</p> <p>Visual Arts</p> <p>1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr4a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Re8a 1.5.5.Re9a 1.5.5.Cn10a 1.5.5.Cn11a 1.5.5.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Teacher observation of student progress. Oral participation in activities (class discussion). Student feedback.
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<ul style="list-style-type: none"> • Apply a variety of art skills <p>14. Famous Artist Inspiration</p> <ul style="list-style-type: none"> • Art history experience • Learn and apply knowledge about different artistic styles <p>15. Painting/Printing Skills</p> <ul style="list-style-type: none"> • Discuss tools used for painting • Discuss tools used for printing • Cross-curricular projects created with paints 		<p>Provide opportunity for individual student creativity</p> <ul style="list-style-type: none"> • Provide additional art supplies for enhancement • Explain higher level art techniques • Challenge students creatively 	9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 CRLLKSPs CRLLKSP 3 CRLLKSP 4 CRLLKSP 5 CRLLKSP 7 CRLLKSP 8 CRLLKSP 9	
<p>16. Seasonal Themed Projects</p> <ul style="list-style-type: none"> • Apply color theory knowledge • Apply art elements 	13 weeks	<p><i>For Support:</i></p> <p>Targeting Different Learning Styles:</p> <ul style="list-style-type: none"> • Giving spoken and written instruction 	<p>NJSLS:</p> <p>Visual Arts</p> 1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr4a 1.5.5.Pr5a	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Teacher observation of student progress. • Oral participation in activities (class discussion). • Student feedback.

<ul style="list-style-type: none"> • Apply individual creative style 		<ul style="list-style-type: none"> • Providing hands-on direction following • Provide completed examples 	1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Re8a 1.5.5.Re9a 1.5.5.Cn10a 1.5.5.Cn11a 1.5.5.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2	
17. Poems as an Artform				
<ul style="list-style-type: none"> • collaborate with librarian • school community project • apply designing knowledge 				
18. Manipulating a Medium to Create Something New		Group ELL and students with disabilities with higher-level students Computer-Based Instruction		
<ul style="list-style-type: none"> • create a variety of forms • art history • art elements/principles review 		<ul style="list-style-type: none"> • Using SMARTBoard to show examples, tutorials and art history • Independent & group experiences on SMARTBoard art activities 		
19. Art Show Preparation		<i>For Enhancement:</i> Provide opportunity for individual student creativity		
<ul style="list-style-type: none"> • Framing techniques applied • Organizing artwork • Art Show Night experience with community 		<ul style="list-style-type: none"> • Provide additional art 		

20. Year End Review <ul style="list-style-type: none"> • Experience drawing, coloring and painting • Create collage inspired designs • Discuss artworks using art vocabulary • Critique individual and famous artworks • Review “Art is All Around Us” 		supplies for enhancement <ul style="list-style-type: none"> • Explain higher level art techniques • Challenge students creatively 	9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 CRLKSPs CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	
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XIII. Curriculum Map/Pacing Guide Grade 4

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Unit Name <ul style="list-style-type: none"> • Introduction to Grade 4 Art 	Number of weeks <i>(This course meets for 40</i>	<i>For Support:</i> <ul style="list-style-type: none"> • Computer-Based Instruction: Use of chromebooks/com 	NJSLS: Visual Arts 1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b	<i>Formative Assessment:</i> <ul style="list-style-type: none"> • Oral participation in activities (class discussion) • Teacher observation of student progress

<ul style="list-style-type: none"> Materials in Unit: Various art materials, including paper, pencils, sharpies, markers, crayons, paint, etc. Additional materials include computers, teacher created PowerPoints, visual aids and supporting literature/textual passages, etc. Objectives of Unit: Students are introduced to the rules, procedures and objectives of the classroom. This is reinforced 	<p><i>classes or sessions)</i></p> <p>Time allocated is approx. 10 classes or sessions. Time allocated is approx. 10 classes or sessions per project. Please note: Drawing & design are done both as individual lessons and routinely to enhance other units of study. Time allocated is approx. 10 classes or sessions per project. Please note: Painting & mixed</p>	<p>puters to follow drawing tutorials at student pace, use of Google image to enhance learning, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning</p> <ul style="list-style-type: none"> Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Interest driven Peer tutoring Higher order thinking skills <p><i>For Support:</i></p> <ul style="list-style-type: none"> Computer-Based Instruction: Use of chromebooks/computers to follow 	<p>1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr4a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Re8a 1.5.5.Re9a 1.5.5.Cn10a 1.5.5.Cn11a 1.5.5.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5</p>	<ul style="list-style-type: none"> Classwork Self-assessment Group and individual critique <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Rubric to assess student created projects <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Rubric to assess student created projects <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique <p><i>Summative Assessment:</i></p>
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<p>with an introductory lesson such as Square1 Art.</p> <ul style="list-style-type: none"> • Drawing & Design • Materials in Unit: Various art materials, including paper, pencils, sharpies, markers, crayons, paint, etc. Additional materials include computers, teacher created PowerPoints, visual aids and supporting literature/textual passages, etc. • Objectives of Unit: Students are 	<p>media are done both as individual lessons and routinely to enhance other units of study. Time allocated is approx. 10 classes or sessions per artist/project. Please note: the study of art history and cultural connections is done both as individual lessons and routinely to enhance other units of study.</p>	<p>drawing tutorials at student pace, use of Google image to enhance learning, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning</p> <ul style="list-style-type: none"> • Multi-media approach to accommodating various learning styles • Use of visual and multi-sensory formats <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Interest driven • Peer tutoring • Higher order thinking skills <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Computer-Based Instruction: Use of chromebooks/computers to follow drawing tutorials 	<p>9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9 NJSLS: Visual Arts 1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr4a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Re8a 1.5.5.Re9a 1.5.5.Cn10a 1.5.5.Cn11a 1.5.5.Cn11b</p>	<ul style="list-style-type: none"> • Rubric to assess student created projects <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Oral participation in activities (class discussion) • Teacher observation of student progress • Classwork • Self-assessment • Group and individual critique <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Rubric to assess student created projects
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<p>introduced to drawing and design through the completion of a variety of projects, including but not limited to: superheroes, Lichtenstein self-portraits, illustration, etc.</p> <ul style="list-style-type: none"> • Painting & Mixed Media • Materials in Unit: Various art materials, including paper, pencils, sharpies, markers, watercolor and acrylic paint, etc. Additional materials include computers, teacher 		<p>at student pace, use of Google image to enhance learning, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning</p> <ul style="list-style-type: none"> • Multi-media approach to accommodating various learning styles • Use of visual and multi-sensory formats <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Interest driven • Peer tutoring • Higher order thinking skills <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Computer-Based Instruction: Use of chromebooks/computers to follow drawing tutorials at student pace, 	<p>8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLLKSPs</i> CRLLKSP 3 CRLLKSP 4</p>	
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<p>created PowerPoints, visual aids and supporting literature/textual passages, etc.</p> <ul style="list-style-type: none"> Objectives of Unit: Students are introduced to a variety of artistic techniques as they explore painting and mixed media. Projects include but are not limited to: abstract painting, cityscapes, Picasso style portraits, etc. Art History & Cultural Connections Materials in Unit: Various art 		<p>use of Google image to enhance learning, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning</p> <ul style="list-style-type: none"> Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Interest driven Peer tutoring Higher order thinking skills 	<p>CRLLKSP 5 CRLLKSP 7 CRLLKSP 8 CRLLKSP 9 NJSLS: Visual Arts 1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr4a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Re8a 1.5.5.Re9a 1.5.5.Cn10a 1.5.5.Cn11a 1.5.5.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3</p>	
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<p>materials, including paper, pencils, sharpies, markers, crayons, paint, etc. Additional materials include computers, teacher created PowerPoints, visual aids and supporting literature/textual passages, etc.</p> <ul style="list-style-type: none"> Objectives of Unit: Students are introduced to historical and contemporary artists and movements, including but not limited to: abstract art, realistic 			<p>9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9 NJSLS: Visual Arts 1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr4a</p>	
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<p>art, Pablo Picasso, Lichtenstein, Kandinsky, Edward Hopper, etc. This introduction includes the investigation of these artists through hands-on projects in 2- d and 3-d form.</p>			<p>1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Re8a 1.5.5.Re9a 1.5.5.Cn10a 1.5.5.Cn11a 1.5.5.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1</p>	
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			9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	
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Curriculum Map/Pacing Guide- Grade 5

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Unit Name <ul style="list-style-type: none"> Introduction to Grade 5 Art Materials in Unit: 	Number of weeks <i>(This course meets for 40 classes or sessions)</i>	<i>For Support:</i> <ul style="list-style-type: none"> Computer-Based Instruction: Use of chromebooks/computers to follow 	NJSLS: Visual Arts 1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c	<i>Formative Assessment:</i> <ul style="list-style-type: none"> Oral participation in activities (class discussion) Teacher observation of student progress Classwork

<p>Various art materials, including paper, pencils, sharpies, markers, crayons, paint, etc. Additional materials include computers, teacher created PowerPoints, visual aids and supporting literature/textual passages, etc.</p> <ul style="list-style-type: none"> Objectives of Unit: Students are introduced to the rules, procedures and objectives of the classroom. This is reinforced with an introductory 	<p>Time allocated is approx. 10 classes or sessions.</p> <p>Time allocated is approx. 10 classes or sessions per project.</p> <p>Please note: Drawing & design are done both as individual lessons and routinely to enhance other units of study.</p> <p>Time allocated is approx. 10 classes or sessions per project.</p> <p>Please note: Painting & mixed media are done both</p>	<p>drawing tutorials at student pace, use of Google image to enhance learning, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning</p> <ul style="list-style-type: none"> Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Interest driven Peer tutoring Higher order thinking skills <p><i>For Support:</i></p> <ul style="list-style-type: none"> Computer-Based Instruction: Use of chromebooks/computers to follow drawing tutorials 	<p>1.5.5.Cr3a 1.5.5.Pr4a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Re8a 1.5.5.Re9a 1.5.5.Cn10a 1.5.5.Cn11a 1.5.5.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6</p>	<ul style="list-style-type: none"> Self-assessment Group and individual critique <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Rubric to assess student created projects <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Rubric to assess student created projects <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Rubric to assess student created projects
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<p>lesson such as Square1 Art.</p> <ul style="list-style-type: none"> Drawing & Design Materials in Unit: Various art materials, including paper, pencils, sharpies, markers, crayons, oil pastels, pastels, etc. Additional materials include computers, teacher created PowerPoints, visual aids and supporting literature/textual passages, etc. Objectives of Unit: Students are introduced to 	<p>as individual lessons and routinely to enhance other units of study. Time allocated is approx. 10 classes or sessions per artist/project. Please note: the study of art history and cultural connections is done both as individual lessons and routinely to enhance other units of study.</p>	<p>at student pace, use of Google image to enhance learning, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning</p> <ul style="list-style-type: none"> Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Interest driven Peer tutoring Higher order thinking skills <p><i>For Support:</i></p> <ul style="list-style-type: none"> Computer-Based Instruction: Use of chromebooks/computers to follow drawing tutorials at student pace, 	<p>9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9 NJSLS: Visual Arts 1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr4a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Re8a 1.5.5.Re9a 1.5.5.Cn10a 1.5.5.Cn11a 1.5.5.Cn11b</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Rubric to assess student created projects
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<p>drawing and design through the completion of a variety of projects, including but not limited to: compositiona l leaf drawings, illustration and product design.</p> <ul style="list-style-type: none"> • Painting & Mixed Media • Materials in Unit: Various art materials, including paper, pencils, sharpies, markers, watercolor and acrylic paint, etc. Additional materials include computers, teacher 		<p>use of Google image to enhance learning, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning</p> <ul style="list-style-type: none"> • Multi-media approach to accommodating various learning styles • Use of visual and multi-sensory formats <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Interest driven • Peer tutoring • Higher order thinking skills <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Computer-Based Instruction: Use of chromebooks/com puters to follow drawing tutorials at student pace, use of Google 	<p>8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4</p>	
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<p>created PowerPoints, visual aids and supporting literature/textual passages, etc.</p> <ul style="list-style-type: none"> Objectives of Unit: Students are introduced to a variety of artistic techniques as they explore painting and mixed media. Projects include but are not limited to: depictions of endangered animals, Kachina dolls, etc. Art History & Cultural Connections <ul style="list-style-type: none"> Materials in Unit: Various art 		<p>image to enhance learning, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning</p> <ul style="list-style-type: none"> Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Interest driven Peer tutoring Higher order thinking skills 	<p>CRLLKSP 5 CRLLKSP 7 CRLLKSP 8 CRLLKSP 9 NJSLS: Visual Arts 1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr4a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Re8a 1.5.5.Re9a 1.5.5.Cn10a 1.5.5.Cn11a 1.5.5.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3</p>	
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<p>materials, including paper, pencils, sharpies, markers, crayons, paint, etc. Additional materials include computers, teacher created PowerPoints, visual aids and supporting literature/textual passages, etc.</p> <ul style="list-style-type: none"> Objectives of Unit: Students are introduced to historical and contemporary artists and movements, including but not limited to: Native American 			<p>9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9 NJSLS: Visual Arts 1.5.5.Cr1a 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr4a</p>	
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<p>art, da Vinci, Van Gogh, realistic art, Edward Hopper and multicultural art forms such as papercutting, etc. This introduction includes the investigation of these artists through hands-on projects in 2-d and 3-d form.</p>			<p>1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Re8a 1.5.5.Re9a 1.5.5.Cn10a 1.5.5.Cn11a 1.5.5.Cn11b 8.1 & 8.2 <i>Standards</i> 8.1.5.DA.1 8.1.5.DA.2 8.1.5.DA.5 8.2.5.ED.2 8.2.5.ED.3 8.2.5.ITH.4 9.2 & 9.4 <i>Standards</i> 9.2.5.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.2 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1</p>	
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			9.4.5.IML.2 9.4.5.IML.6 9.4.5.TL.1 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	
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