

Centerville Senior High School Curriculum Mapping
AP 2D Art
11-12 Grade
Mr Chris Evrard

AP 2D Art Overview

The Indiana Academic Standards specify the core, fundamental skills students should learn, master, and apply at grade level beginning in kindergarten and continuing through grade twelve. These academic standards serve as the basis to our curriculum in Centerville-Abington Community Schools but do not serve as curriculum alone. The Indiana Academic Standards are supported through grade-level, content-specific curriculum maps and resources. These curriculum maps and resources are aligned to the Indiana Academic Standards and provide the tools which are necessary to meet the needs of all learners. As a result, the Centerville-Abington Community Schools' curriculum maps are examined regularly and undergo periodic revisions.

1. Introduction:

This course encourages and expects creative and systematic investigation of formal and conceptual issues in art-making. All students will develop a portfolio that contains 15 works of art to demonstrate inquiry of art and design and the development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. There are two sections: 5 selected works (40% of AP score) and sustained investigation (60% of AP score).

(SC 1) The teacher and students will have access to digital cameras (including cell phones) and computers equipped with image editing software and an internet connection, as well as a digital projector and screen for viewing and discussing works of art and design. **(Curricular Requirement 2)**

This college-level course is open to any Junior or Senior willing to do the work and who has already taken and *passed* the Advanced 2D Arts class and Visual Communications. Students must receive a letter of recommendation from the art teacher verifying that the particular student is willing to accept the challenge of the rigorous AP Studio Art course, as well as develop mastery in concept, composition, and execution of drawings (SC2). We are on block scheduling and meet for 90 minutes every other weekday.

2D Portfolio: (15 Works of Art) The 2D portfolio encompasses anything that happens on a 2D surface, regardless of media. Heavily judged according to the design elements (elements and principles of art) Students' application of the elements and principles of art judged with the utmost priority. Digital drawing and Photography IS acceptable as long as you effectively base and apply the work on the elements and principles of art. All works of art will be digitally submitted, so there are no size restrictions. (SC2)

2. Course Description:

The AP Studio Art Courses are designed for students who are seriously interested in the practical experience of art and developing high quality work that demonstrates their mastery of skill. (SC2) AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. Portfolios are graded from 1-5. A score of 3 or higher is considered passing.

The AP Art and Design course framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge statements.

Students will create at least **15 portfolio quality works** over the course of a year that excel in Concept, Composition, and Execution. (SC 2). To show mastery in “Concept,” works must show excellence in image, theme or idea (SC 2). To show mastery in “Composition,” works must show excellence in the application of the elements of art and principles of design associated with the arrangement of artistic parts in order to achieve an effect (SC 2). To show mastery in “Execution,” works must show excellence in the technical skills that develop a quality Drawing portfolio (SC 2). They will be pushed to work harder and faster than ever before as the work is equivalent to that of an introductory college level course in studio art (SC2). It is designed to match the rigor and pace typical of a good introductory level college foundations course. It is meant to address three big ideas: (1) Investigate materials, processes, and ideas; (2) make art and design; and (3) present art and design. **(SC 1) (SC 2) (SC3)**

Students must be highly motivated and seriously interested in the study of art. They must also be willing to accept the challenge of a rigorous academic curriculum and understand this program demands significant commitment. As in an introductory college course, students will need to work outside of the classroom, as well as in it, to be able to complete all of the required work. Students will have to complete summer projects before their submission year. Maintaining a sketchbook or journal is a necessary component of instruction and will be required as homework. **(SC 2)**

Textbook: There is no official textbook for this course, however students will be using a variety of online resources to guide their studies. Emphasis will be placed on the AP website for guidance and examples from former students around the world.

<p style="text-align: center;"><u>Unit 1 Theme</u></p> <ol style="list-style-type: none">1. Problem Solving2. Going Beyond Duplication3. Introduction to Elements and Principles<ol style="list-style-type: none">a. Lineb. Movementc. Rhythm/Pattern4. Developing a topic for Sustained investigation	<p style="text-align: center;"><u>Duration of Unit 1</u> 3 weeks</p>
<p style="text-align: center;"><u>Unit 1 Essential Questions</u></p> <ul style="list-style-type: none">• How can an artist draw focus to emphasize the elements and principles in this unit?• What is good art? Why?• Which 3 artists influence you as an artist? Why?	

- Who am I as an artist? Why?
- What ideas do I want to portray in my artwork? Why?
- What materials do I prefer to work with? Why?
- Which processes do I enjoy while creating art? Why?
- 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 do artists determine what resources and criteria are needed to formulate artistic investigations?

End of Unit 1 Authentic Learning Task

1. Student will produce a list of 3 Sustained Investigation Options
2. Students will produce 3 High Quality Artworks that interpret 3 different topics to possibly sustain.
3. Students will complete the written response for each of the 3 required works of art:
 - a. Students must state the following in writing:
 - i. Identify the questions that guided your sustained investigation
 - ii. Describe how your sustained investigation shows evidence of practice, experimentation, and revision guided by your questions (1200 characters maximum, including spaces, for response to both prompts)
 - iii. Identify the following for each image:
 - iv. Materials used (100 characters maximum, including spaces)
 - v. Processes used (100 characters maximum, including spaces)
 - vi. Size (height × width × depth, in inches)

Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.,

Anchor Standard 2: Organize and develop artistic ideas and work,

Anchor Standard 3: Refine and complete artistic work.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Literacy Standards:

LST.1: Learning Outcome for Literacy in Science/Technical Subjects

LST.2: Key Ideas and Textual Support (Reading)

LST.3: Structural Elements and Organization (Reading)

LST.4: Synthesis and Connection of Ideas (Reading)

LST.5: Writing Genres (Writing)

LST.6: The Writing Process (Writing)

LST.7: The Research Process (Writing)

Pacing: 3 weeks

Academic Standards

VA:Cr1.1.III, VA:Cr1.2.III, Cr2.1.III, VA:Cr3.1.III,
11-12.LST.1.2, 11-12.LST.2.3, 11-12.LST.3.3, 11-12.LST.4.1, 11-12.LST.5.2, 11-12.LST.6.1, 11-12.LST.7.2

Academic Vocabulary

Elements of Art, Principles of Art, Sustained Investigation, Line, Movement, Rhythm, Pattern, Copyright, artistic statement

Key Concepts/Learning Targets

Students will produce portfolio quality work.
Students will express themselves through visual art.
Students will describe how their ideas show evidence of practice, experimentation, and revision of personal work.
Students will demonstrate an understanding of copyright infringement.
Students will show through visual imagery how to go beyond duplication.

Literacy Learning Targets

Students will routinely write over a period of time for discipline-specific tasks.
Students will document their personally significant discoveries when viewing multiple examples and resources.
Students will compare and present their findings when reading about an artists process and/or procedure
Students will document in writing their specific processes.
Students will evaluate multiple sources of information in a variety of media.
Students will develop an artistic statement that summarizes their portfolio.
Students will refine and edit their artistic statement over time as their portfolio evolves.

Question Stems

What does it mean to produce portfolio-quality work?
How can you express yourself through visual art?
How can you use thoughtful revision to improve your techniques?
How can experimentation with materials, processes, and techniques help you grow as an artist?
How can you go beyond duplication when using reference images?

Literacy Question Stems

How can writing about your beliefs as an artist help you gain an understanding of your personal aesthetic?
How can keeping an ongoing journal of written evidence help you grow as an artist?
How do other artists complete specific tasks?
What questions remain after learning about another artist's process?
How can you decide which media best suits your production of artistic work?
When building your portfolio, why is it important to document your processes?
What is an artistic statement?
How has your artistic statement changed over time and why?

Resources/Activities

Student will use the AP website to view examples of previously created

Assessments

Students will submit activities that address the specific elements and

<p>portfolios and AP artworks</p> <p>Students will use Pinterest to build a resource to use throughout the AP Art course</p> <p>Students will use various websites through their school laptop to research artists, techniques, and possible sources of inspiration.</p> <p>Using the elements and principles to construct a composition.</p>	<p>principles of this unit; expressive line drawing and Lines in Photoshop.</p> <p>Students will complete 3 artworks that represent 3 different possible topics</p> <p>Students will participate in self and group critiques to guide their decision making</p> <p>Students will present their one best idea and explain how that idea will continue over a body of 15 works of art.</p> <p>Students will present portfolio-quality work.</p> <p>Sustained investigation discussion</p> <p>Project evaluation</p> <p>Students will write a rough draft of their sustained investigation artistic statement.</p> <p>Students will refine their artistic statement to include or remove any changes based on trial and error, experimentation, and further investigation of their topic.</p>
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<p><u>Unit 2 Theme</u></p> <ol style="list-style-type: none"> 1. Media Exploration 2. Elements and Principles: <ol style="list-style-type: none"> a. Shape b. Variety c. Balance 	<p><u>Duration of Unit 2</u></p> <p>3 weeks</p>
<p><u>Unit 2 Essential Questions</u></p> <ul style="list-style-type: none"> • How can the exploration of different media help guide your decision-making? • 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? • 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? 	

End of Unit 2 Authentic Learning Task

Students will continue working on their Ap Portfolio. They must have 15 Portfolio Quality works by the end of the year. The main task will always be continuing to produce high-quality artwork to present in a series of 15 works that follow one theme. This theme is called their “sustained investigation.” Along the way, students will be guided through activities to help them consider techniques, styles, mediums, and concepts to inspire their future works. The focus of this unit is on Media Exploration using pen and ink, scratchboard, charcoal, pencils, prismacolors, conte crayons, watercolor, and acrylic paint. Students will explore these mediums by animating inanimate objects, working with composition techniques, creating a wash drawing, and using shapes in Photoshop to produce a balanced composition. Students will review all of the activities to discuss how the elements and principles were applied in a meaningful way.

Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.,
Anchor Standard 2: Organize and develop artistic ideas and work,
Anchor Standard 3: Refine and complete artistic work.
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
Anchor Standard 7: Perceive and analyze artistic work.
Anchor Standard 9: Apply criteria to evaluate artistic work.
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Literacy Standards:

LST.1: Learning Outcome for Literacy in Science/Technical Subjects
LST.2: Key Ideas and Textual Support (Reading)
LST.3: Structural Elements and Organization (Reading)
LST.4: Synthesis and Connection of Ideas (Reading)
LST.5: Writing Genres (Writing)
LST.6: The Writing Process (Writing)
LST.7: The Research Process (Writing)

Pacing: 3 weeks

Academic Standards

VA:Cr1.2.III, VA:Cr2.1.III, , VA:Cr3.1.III, VA:Cr2.2.III, VA:Cr2.3.III, VA:Pr4.1.III, VA:Pr5.1.III, VA:Re7.1.III, VA:Re9.1.III, VA:Cn10.1.III
11-12.LST.1.2, 11-12.LST.2.3, 11-12.LST.3.3, 11-12.LST.4.1, 11-12.LST.5.2, 11-12.LST.6.1, 11-12.LST.7.2

Academic Vocabulary

Critiques, Wash, Shape, Variety, Balance, Composition, Inanimate objects, Animation, Media

Key Concepts/Learning Targets

Students will produce portfolio quality work
 Students will engage express themselves through visual art
 Students will describe how their ideas show evidence of practice, experimentation, and revision of personal work.
 Students will use technology resources to design a composition
 Students will explain how visual imagery influences our understanding of and responses to the world.

Literacy Learning Targets

Students will routinely write over a period of time for discipline-specific tasks.
 Students will document their personally significant discoveries when viewing multiple examples and resources.
 Students will compare and present their findings when reading about an artists process and/or procedure
 Students will document in writing their specific processes.
 Students will evaluate multiple sources of information in a variety of media.
 Students will develop an artistic statement that summarizes their portfolio.
 Students will refine and edit their artistic statement over time as their portfolio evolves.

Question Stems

What does it mean to produce portfolio-quality work?
 How can you express yourself through visual art?
 How can you use thoughtful revision to improve your techniques?
 How do life experiences influence the way you relate to art?
 What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Literacy Question Stems

How can writing about your beliefs as an artist help you gain an understanding of your personal aesthetic?
 How can keeping an ongoing journal of written evidence help you grow as an artist?
 How do other artists complete specific tasks?
 What questions remain after learning about another artist's process?
 How can you decide which media best suits your production of artistic work?
 When building your portfolio, why is it important to document your processes?
 What is an artistic statement?
 How has your artistic statement changed over time and why?

Resources/Activities

Student will use the AP website to view examples of previously created portfolios and AP artworks
 Students will use Pinterest to build a resource to use throughout the AP Art course
 Students will use various websites through their school laptops to research artists, techniques, and possible sources of inspiration
 Experimentation with different mediums, discussions about composition, using the “wash” technique in drawing, utilizing

Assessments

Students will submit activities that address the specific elements and principles of this unit including; animating inanimate objects through drawing, completing a wash drawing, and manipulating shapes in Photoshop.
 Students will complete 1 artwork that represents their Sustained Investigation Topic
 Students will participate in self and group critiques to guide their decision making

Photoshop to manipulate objects	<p>Students will present their artwork and explain how that idea fits into their body of 15 works of art.</p> <p>Students will present portfolio-quality work.</p> <p>Students will refine their artistic statement to include or remove any changes based on trial and error, experimentation, and further investigation of their topic.</p>
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<p><u>Unit 3 Theme</u></p> <ol style="list-style-type: none"> 1. Observational Drawings 2. Elements and Principles: <ol style="list-style-type: none"> d. Form e. Texture f. Repetition g. Figure ground Relationships 	<p><u>Duration of Unit 3</u></p> <p>3 weeks</p>
<p><u>Unit 3 Essential Questions</u></p> <ul style="list-style-type: none"> ● 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 vocabularies help us understand and interpret works of art? ● How do artists work? ● How do artists and designers determine whether a particular direction in their work is effective? 	
<p><u>End of Unit 3 Authentic Learning Task</u></p> <p>Students will continue working on their Ap Portfolio. They must have 15 Portfolio Quality works by the end of the year. The main task will always be continuing to produce high quality artwork to present in a series of 15 works that follow one theme. This theme is called their sustained investigation. Along the way, students will be guided through activities to help them consider techniques, styles, mediums, and concepts to inspire their future works. The focus of this unit is on observational drawings, nature lab plant studies, presenting the student parking lot in weird perspectives, the human figure in poses to represent emotions, perspective and the use of space, the rule of thirds, and linear perspective. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. Apply criteria to evaluate artistic work</p> <p>Standards:</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work</p>	

Anchor Standard 3: Refine and complete artistic work.
 Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
 Anchor Standard 6: Convey meaning through the presentation of artistic work.
 Anchor Standard 7: Perceive and analyze artistic work.
 Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
 Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Literacy Standards:

LST.1: Learning Outcome for Literacy in Science/Technical Subjects
 LST.2: Key Ideas and Textual Support (Reading)
 LST.3: Structural Elements and Organization (Reading)
 LST.4: Synthesis and Connection of Ideas (Reading)
 LST.5: Writing Genres (Writing)
 LST.6: The Writing Process (Writing)
 LST.7: The Research Process (Writing)

Academic Standards

VA:Cr1.2.III , VA:Cr2.1.III , VA:Cr3.1.III, VA:Pr4.1.III, VA:Pr5.1.III, VA:Pr6.1.III , VA:Re7.1.III, VA:Re7.2.III, VA:Re8.1.III, VA:Re9.1.III,
 VA:Cn10.1.III, VA:Cn11.1.III

11-12.LST.1.2, 11-12.LST.2.3, 11-12.LST.3.3, 11-12.LST.4.1, 11-12.LST.5.2, 11-12.LST.6.1, 11-12.LST.7.2

Academic Vocabulary

Observational drawings, plein air artwork, figure, emotion, perspective, rule of thirds, linear perspective, space, form, texture, repetition, figure/ground relationship, foreshortening

Key Concepts/Learning Targets

Students will evaluate art based on various criteria
 Students will gain insights into meanings of artworks by engaging in the process of art criticism.
 Students will develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
 Students will develop ideas and understandings of society, culture, and history through their interactions with and analysis of art

Literacy Learning Targets

Students will routinely write over a period of time for discipline-specific tasks.

Question Stems

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?
 How do artists and designers learn from trial and error?
 How does art help us understand the lives of people of different times, places, and cultures?

Literacy Question Stems

How can writing about your beliefs as an artist help you gain an understanding of your personal aesthetic?

<p>Students will document their personally significant discoveries when viewing multiple examples and resources.</p> <p>Students will compare and present their findings when reading about an artists process and/or procedure</p> <p>Students will document in writing their specific processes.</p> <p>Students will evaluate multiple sources of information in a variety of media.</p> <p>Students will develop an artistic statement that summarizes their portfolio.</p> <p>Students will refine and edit their artistic statement over time as their portfolio evolves.</p>	<p>How can keeping an ongoing journal of written evidence help you grow as an artist?</p> <p>How do other artists complete specific tasks?</p> <p>What questions remain after learning about another artist's process?</p> <p>How can you decide which media best suits your production of artistic work?</p> <p>When building your portfolio, why is it important to document your processes?</p> <p>What is an artistic statement?</p> <p>How has your artistic statement changed over time and why?</p>
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>Students will use the AP website to view examples of previously created portfolios and AP artworks</p> <p>Students will use Pinterest to build a resource to use throughout the AP Art course</p> <p>Students will use various websites through their school laptop to research artists, techniques, and possible sources of inspiration,</p> <p>Students will experience drawing from locations vs drawing from a still life</p>	<p style="text-align: center;"><u>Assessments</u></p> <p>Students will submit activities that address the specific elements and principles of this unit including; plant drawings from real life, human poses that represent emotion, use of space with perspective, and applying the rule of thirds.</p> <p>Students will complete 2 artworks that represents their Sustained Investigation Topic</p> <p>Students will participate in self and group critiques to guide their decision making</p> <p>Students will present their artwork and explain how that idea fits into their body of 15 works of art.</p> <p>Students will present portfolio-quality work.</p> <p>Students will participate in self and group critiques to evaluate works of art.</p> <p>Students will refine their artistic statement to include or remove any changes based on trial and error, experimentation, and further investigation of their topic.</p>

1. Mixed media	<u>Unit 4 Theme</u>
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<p>2. Elements and Principles</p> <ul style="list-style-type: none"> a. Value b. Contrast c. Proportion/Scale <p>3. Artistic integrity and Plagiarism</p>	<p style="text-align: center;"><u>Duration of Unit 4</u></p> <p style="text-align: center;">3 weeks</p>
<p style="text-align: center;"><u>Unit 4 Essential Questions</u></p> <ul style="list-style-type: none"> ● 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? 	
<p style="text-align: center;"><u>End of Unit 4 Authentic Learning Task</u></p> <p>Students will continue working on their Ap Portfolio. They must have 15 Portfolio Quality works by the end of the year. The main task will always be continuing to produce high quality artwork to present in a series of 15 works that follow one theme. This theme is called their sustained investigation. Along the way, I will guide students through activities to help them consider techniques, styles, mediums, and concepts to inspire their future works. The focus of this unit is on the use of Value, contrast and proportion/scale. Students will complete a grid drawing while evaluating their use of contrast and value, work from a still life with objects that contrast, and use digital tools such as Photoshop and photography to explore the power of differences/contrast. Students will view examples of historic and personal work to evaluate the difference between appropriation and plagiarism. Students will view examples and court cases that dealt with possible plagiarism to compare their own views to the actual legal outcomes.</p> <p>Standards:</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work</p> <p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Literacy Standards:</p> <p>LST.1: Learning Outcome for Literacy in Science/Technical Subjects</p> <p>LST.2: Key Ideas and Textual Support (Reading)</p> <p>LST.3: Structural Elements and Organization (Reading)</p> <p>LST.4: Synthesis and Connection of Ideas (Reading)</p> <p>LST.5: Writing Genres (Writing)</p>	

LST.6: The Writing Process (Writing)
LST.7: The Research Process (Writing)

Academic Standards

VA:Cr1.2.III , VA:Cr2.1.III , VA:Cr3.1.III, VA:Pr4.1.III, VA:Pr5.1.III, VA:Pr6.1.III , VA:Re7.1.III, VA:Re7.2.III, VA:Re8.1.III, VA:Re9.1.III,
VA:Cn11.1.III
11-12.LST.1.2, 11-12.LST.2.3, 11-12.LST.3.3, 11-12.LST.4.1, 11-12.LST.5.2, 11-12.LST.6.1, 11-12.LST.7.2

Academic Vocabulary

Value, Contrast, Proportion/Scale, photography, still life, manipulation, appropriation, rigor, grid drawing, plagiarism

Key Concepts/Learning Targets

Students will demonstrate the use of mixed media in their works of art.
Students will apply specific elements and principles of art to convey a message.

Students will refine and complete artistic works.

Students will consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Literacy Learning Targets

Students will routinely write over a period of time for discipline-specific tasks.

Students will document their personally significant discoveries when viewing multiple examples and resources.

Students will compare and present their findings when reading about an artists process and/or procedure

Students will document in writing their specific processes.

Students will evaluate multiple sources of information in a variety of media.

Students will develop an artistic statement that summarizes their portfolio.

Students will refine and edit their artistic statement over time as their portfolio evolves.

Question Stems

Why do people value objects, artifacts, and artworks, and select them for presentation?

What factors prevent or encourage people to take creative risks?

How do artists and designers learn from trial and error?

How do artists and designers create works of art or design that effectively communicate?

What can we learn from our responses to art?

What is the value of engaging in the process of art criticism?

Literacy Question Stems

How can writing about your beliefs as an artist help you gain an understanding of your personal aesthetic?

How can keeping an ongoing journal of written evidence help you grow as an artist?

How do other artists complete specific tasks?

What questions remain after learning about another artist's process?

How can you decide which media best suits your production of artistic work?

When building your portfolio, why is it important to document your processes?

What is an artistic statement?

How has your artistic statement changed over time and why?

<u>Resources/Activities</u>	<u>Assessments</u>
<p>Students will use the AP website to view examples of previously created portfolios and AP artworks</p> <p>Students will use Pinterest to build a resource to use throughout the AP Art course</p> <p>Students will use various websites through their school laptop to research artists, techniques, and possible sources of inspiration,</p> <p>Students will experience drawing from locations vs drawing from a still life</p>	<p>Students will submit activities that address the specific elements and principles of this unit including; High contrast drawings through value, grid drawing, contrast in still life drawings, photography and photoshop tools to create contrast.</p> <p>Students will complete 1 artwork that represents their Sustained Investigation Topic</p> <p>Students will participate in self and group critiques to guide their decision making</p> <p>Students will present their artwork and explain how that idea fits into their body of 15 works of art.</p> <p>Students will present portfolio-quality work.</p> <p>Students will participate in self and group critiques to evaluate works of art.</p> <p>Students will refine their artistic statement to include or remove any changes based on trial and error, experimentation, and further investigation of their topic.</p>

<u>Unit 5 Theme</u> <ol style="list-style-type: none"> 1. Power of Color 2. Elements and Principles <ol style="list-style-type: none"> a. Color b. Emphasis c. Unity/Harmony 	<u>Duration of Unit 5</u> 3 weeks
<u>Unit 5 Essential Questions</u> <ul style="list-style-type: none"> ● What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? ● Why do artists follow or break from established traditions? ● How do artists and designers create works of art or design that effectively communicate? ● How do artists grow and become accomplished in art forms? 	
<u>End of Unit 5 Authentic Learning Task</u> <p>Students will continue working on their Ap Portfolio. They must have 15 Portfolio Quality works by the end of the year. The main task will always be continuing to produce high quality artwork to present in a series of 15 works that follow one theme. This theme is called their sustained investigation. Along the way, I will guide students through activities to help them consider techniques, styles, mediums, and concepts to inspire their future works. The focus of this unit is on the Power of Color, Color, Emphasis, Unity and Harmony. Students will use unusual landscapes</p>	

where you alter the local color to produce a finished work using color for expression. Students will apply complementary color schemes and analogous color schemes, then compare the results. Students will create a series of drawings that illustrate the variety of effects that color can have on a subject.

Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work

Anchor Standard 3: Refine and complete artistic work.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Literacy Standards:

LST.1: Learning Outcome for Literacy in Science/Technical Subjects

LST.2: Key Ideas and Textual Support (Reading)

LST.3: Structural Elements and Organization (Reading)

LST.4: Synthesis and Connection of Ideas (Reading)

LST.5: Writing Genres (Writing)

LST.6: The Writing Process (Writing)

LST.7: The Research Process (Writing)

Academic Standards

VA:Cr1.2.III , VA:Cr2.1.III , VA:Cr3.1.III, VA:Pr4.1.III, VA:Pr5.1.III, VA:Pr6.1.III , VA:Re7.1.III, VA:Re7.2.III, VA:Re8.1.III, VA:Re9.1.III,
VA:Cn11.1.III

11-12.LST.1.2, 11-12.LST.2.3, 11-12.LST.3.3, 11-12.LST.4.1, 11-12.LST.5.2, 11-12.LST.6.1, 11-12.LST.7.2

Academic Vocabulary

Local color, expression, complementary color, analogous color

Key Concepts/Learning Targets

Students will demonstrate the use of color in their works of art.

Students will apply specific elements and principles of art to convey a

Question Stems

How can color impact an image?

How can manipulation of color change the feel of an object?

<p>message. Students will refine and complete artistic works. Students will consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. Students will demonstrate the use of various color schemes to generate an engaging image.</p> <p><u>Literacy Learning Targets</u> Students will routinely write over a period of time for discipline-specific tasks. Students will document their personally significant discoveries when viewing multiple examples and resources. Students will compare and present their findings when reading about an artists process and/or procedure Students will document in writing their specific processes. Students will evaluate multiple sources of information in a variety of media. Students will develop an artistic statement that summarizes their portfolio. Students will refine and edit their artistic statement over time as their portfolio evolves.</p>	<p>What are examples of creative risks? How can an artist break from tradition? How can the consideration of various techniques impact an image?</p> <p><u>Literacy Question Stems</u> How can writing about your beliefs as an artist help you gain an understanding of your personal aesthetic? How can keeping an ongoing journal of written evidence help you grow as an artist? How do other artists complete specific tasks? What questions remain after learning about another artist's process? How can you decide which media best suits your production of artistic work? When building your portfolio, why is it important to document your processes? What is an artistic statement? How has your artistic statement changed over time and why?</p>
<p><u>Resources/Activities</u> Students will use the AP website to view examples of previously created portfolios and AP artworks Students will use Pinterest to build a resource to use throughout the AP Art course Students will use various websites through their school laptop to research artists, techniques, and possible sources of inspiration, Students will view examples from the internet of artworks with different color schemes.</p>	<p><u>Assessments</u> Students will submit activities that address the specific elements and principles of this unit including; unusual landscapes where they alter color for expressive effects, applying complementary color schemes, analogous color schemes, and creating a series that emphasize the effects of color on a subject. Students will complete 2 artworks that represents their Sustained Investigation Topic Students will participate in self and group critiques to guide their decision making Students will present their artwork and explain how that idea fits into</p>

	<p>their body of 15 works of art.</p> <p>Students will present portfolio-quality work.</p> <p>Students will participate in self and group critiques to evaluate works of art.</p> <p>Students will refine their artistic statement to include or remove any changes based on trial and error, experimentation, and further investigation of their topic.</p>
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<p><u>Unit 6 Theme</u></p> <ol style="list-style-type: none"> 1. Developing an Artistic Meaning 2. Elements and Principles: <ol style="list-style-type: none"> a. Making informed decisions 	<p><u>Duration of Unit 6</u></p> <p>3 weeks</p>
<p><u>Unit 6 Essential Questions</u></p> <ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● How do artists determine what resources and criteria are needed to formulate artistic investigations? ● How does collaboration expand the creative process? ● 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? ● How do life experiences influence the way you relate to art? ● How do images influence our views of the world? ● How is a personal preference different from an evaluation? ● How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? 	
<p><u>End of Unit 6 Authentic Learning Task</u></p> <p>Students will continue working on their Ap Portfolio. They must have 15 Portfolio Quality works by the end of the year. The main task will always be continuing to produce high quality artwork to present in a series of 15 works that follow one theme. This theme is called their sustained investigation. Along the way, students will be guided through activities to help them consider techniques, styles, mediums, and concepts to inspire their future works. The focus of this unit is on further developing a meaning in a body of artwork. Students will review the elements and principles in art concepts and consider ways to best present their ideas. Students will develop self-assessments and sample works for future projects.</p> <p>Standards:</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work</p> <p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	

Anchor Standard 9: Apply criteria to evaluate artistic work.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Literacy Standards:

LST.1: Learning Outcome for Literacy in Science/Technical Subjects

LST.2: Key Ideas and Textual Support (Reading)

LST.3: Structural Elements and Organization (Reading)

LST.4: Synthesis and Connection of Ideas (Reading)

LST.5: Writing Genres (Writing)

LST.6: The Writing Process (Writing)

LST.7: The Research Process (Writing)

Academic Standards

VA:Cr1.2.III , VA:Cr2.1.III , VA:Cr3.1.III, VA:Re8.1.III, VA:Re9.1.III, VA:Cn10.1.III, VA:Cn11.1.III
11-12.LST.1.2, 11-12.LST.2.3, 11-12.LST.3.3, 11-12.LST.4.1, 11-12.LST.5.2, 11-12.LST.6.1, 11-12.LST.7.2

Academic Vocabulary

self-assessment, sample work, plagiarism, portfolio, quality, matte, artistic integrity, craftsmanship

Key Concepts/Learning Targets

Students will present their body of work and explain how it shows personal significance.

Students will produce work that follows the original artistic meaning.

Students will demonstrate originality through a series of artworks.

Literacy Learning Targets

Students will routinely write over a period of time for discipline-specific tasks.

Students will document their personally significant discoveries when viewing multiple examples and resources.

Students will document in writing their specific processes.

Students will evaluate multiple sources of information in a variety of media.

Students will develop an artistic statement that summarizes their portfolio.

Students will refine and edit their artistic statement over time as their portfolio evolves.

Question Stems

What does it mean to be original?

How can an artist show personal significance in their personal work?

How do refinement and self-critiques help an artist grow in their process and finished works?

Literacy Question Stems

How can writing about your beliefs as an artist help you gain an understanding of your personal aesthetic?

How can keeping an ongoing journal of written evidence help you grow as an artist?

How do other artists complete specific tasks?

What questions remain after learning about another artist's process?

How can you decide which media best suits your production of artistic work?

When building your portfolio, why is it important to document your processes?

Students will compare and present their findings when reading about an artists process and/or procedure	<p>What is an artistic statement?</p> <p>How has your artistic statement changed over time and why?</p>
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>Students will use the AP website to view examples of previously created portfolios and AP artworks</p> <p>Students will use Pinterest to build a resource to use throughout the AP Art course</p> <p>Students will use various websites through their school laptop to research artists, techniques, and possible sources of inspiration,</p> <p>Students will view examples from the internet of artworks with different color schemes.</p>	<p style="text-align: center;"><u>Assessments</u></p> <p>Students will submit activities that address the specific themes within this unit that include: a review of the elements and principles, presentation of work and ideas, developing self assessments, and sample works for future projects.</p> <p>Students will complete 2 artworks that represent their Sustained Investigation Topic</p> <p>Students will participate in self and group critiques to guide their decision making</p> <p>Students will present their artwork and explain how that idea fits into their body of 15 works of art.</p> <p>Students will present portfolio-quality work.</p> <p>Students will participate in self and group critiques to evaluate works of art.</p> <p>Students will refine their artistic statement to include or remove any changes based on trial and error, experimentation, and further investigation of their topic.</p>

<p style="text-align: center;"><u>Unit 7 Theme</u></p> <p>Building and Presenting a personally significant sustained investigation topic to original artworks</p>	<p style="text-align: center;"><u>Duration of Unit 7</u></p> <p>15 weeks</p>
<p style="text-align: center;"><u>Unit 7 Essential Questions</u></p> <ul style="list-style-type: none"> • Who are you as an artist? • What is a sustained investigation topic? • How can you make connections with your topic and your personal life? 	
<p style="text-align: center;"><u>End of Unit 7 Authentic Learning Task</u></p> <p>Students will continue working on their Ap Portfolio. They must have 15 Portfolio Quality works by the end of the year. The main task will always be continuing to produce high quality artwork to present in a series of 15 works that follow one theme. This theme is called their sustained</p>	

investigation. Along the way, students will be guided through activities to help them consider techniques, styles, mediums, and concepts to inspire their future works. The focus of this unit is on the students applying their skills to work towards completion of their portfolios. Students will continue building a quality portfolio that relates to the central theme. They will learn to manage their time when given a broad choice in subject matter and media. They will be working independently towards a series of personal and meaningful works of art while utilizing classroom resources such as; peers, teachers, the internet, and historical examples to assist in creative problem solving. Students will visit and participate in a formal critique at a local art museum.

Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work

Anchor Standard 3: Refine and complete artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Literacy Standards:

LST.1: Learning Outcome for Literacy in Science/Technical Subjects

LST.2: Key Ideas and Textual Support (Reading)

LST.3: Structural Elements and Organization (Reading)

LST.4: Synthesis and Connection of Ideas (Reading)

LST.5: Writing Genres (Writing)

LST.6: The Writing Process (Writing)

LST.7: The Research Process (Writing)

Academic Standards

VA:Cr1.2.III , VA:Cr2.1.III , VA:Cr3.1.III, VA:Re8.1.III,
11-12.LST.1.2, 11-12.LST.2.3, 11-12.LST.3.3, 11-12.LST.4.1, 11-12.LST.5.2, 11-12.LST.6.1, 11-12.LST.7.2

Academic Vocabulary

Elements and Principles, Sustained investigation, Portfolio, Instillation Art, Artist Statement, Legacy, Independent Study

Key Concepts/Learning Targets

Students will make connections with how 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.

Literacy Learning Targets

Question Stems

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?

<p>Students will routinely write over a period of time for discipline-specific tasks.</p> <p>Students will document their personally significant discoveries when viewing multiple examples and resources.</p> <p>Students will compare and present their findings when reading about an artists process and/or procedure</p> <p>Students will document in writing their specific processes.</p> <p>Students will evaluate multiple sources of information in a variety of media.</p> <p>Students will develop an artistic statement that summarizes their portfolio.</p> <p>Students will refine and edit their artistic statement over time as their portfolio evolves.</p>	<p><u>Literacy Question Stems</u></p> <p>How can writing about your beliefs as an artist help you gain an understanding of your personal aesthetic?</p> <p>How can keeping an ongoing journal of written evidence help you grow as an artist?</p> <p>How do other artists complete specific tasks?</p> <p>What questions remain after learning about another artist's process?</p> <p>How can you decide which media best suits your production of artistic work?</p> <p>When building your portfolio, why is it important to document your processes?</p> <p>What is an artistic statement?</p> <p>How has your artistic statement changed over time and why?</p>
<p><u>Resources/Activities</u></p> <p>Students will visit an art museum, most likely the Richmond Art Museum.</p>	<p><u>Assessments</u></p> <p>Students will submit activities that address the specific themes within this unit that include; building a portfolio along a central theme, connecting their work to personal themes, managing time when given broad choices of subject matter, working independently, and utilizing multiple resources to assist in problem solving.</p> <p>Students will complete 6 artworks that represent their Sustained Investigation Topic</p> <p>Students will participate in self and group critiques to guide their decision making</p> <p>Students will present their artwork and explain how that idea fits into their body of 15 works of art.</p> <p>Students will present portfolio-quality work.</p> <p>Students will participate in self and group critiques to evaluate works of art.</p> <p>Students will participate in an art museum visit that includes a formal critique</p> <p>Students will refine their artistic statement to include or remove any changes based on trial and error, experimentation, and further investigation of their topic.</p>

<p align="center"><u>Unit 8 Theme</u> Creating a Legacy Project</p>	<p align="center"><u>Duration of Unit 8</u> 3 weeks</p>
<p align="center"><u>Unit 8 Essential Questions</u></p> <ul style="list-style-type: none"> • Who are you as an artist? • What is your best technique, process, medium? • How can you produce an image that represents you as an artist? • What is your legacy as an artist? • How can your legacy project influence future generations of artists? 	
<p align="center"><u>End of Unit 8 Authentic Learning Task</u></p> <p>At this point, students will have submitted their AP Portfolio to College Board. Students will spend the remaining time working on and creating a Legacy Project. Students will participate in a discussion that challenges them to decide who they are as an artist. Students will present a high quality artwork to leave hanging in the halls that best represents who they are as an artist.</p> <p>Standards: Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work Anchor Standard 3: Refine and complete artistic work.</p> <p>Literacy Standards: LST.1: Learning Outcome for Literacy in Science/Technical Subjects LST.2: Key Ideas and Textual Support (Reading) LST.3: Structural Elements and Organization (Reading) LST.4: Synthesis and Connection of Ideas (Reading) LST.5: Writing Genres (Writing) LST.6: The Writing Process (Writing) LST.7: The Research Process (Writing)</p>	
<p align="center"><u>Academic Standards</u> VA:Cr1.2.III , VA:Cr2.1.III , VA:Cr3.1.III 11-12.LST.1.2, 11-12.LST.2.3, 11-12.LST.3.3, 11-12.LST.4.1, 11-12.LST.5.2, 11-12.LST.6.1, 11-12.LST.7.2</p>	
<p align="center"><u>Academic Vocabulary</u> Legacy, Craftsmanship, Presentation</p>	
<p align="center"><u>Key Concepts/Learning Targets</u></p>	<p align="center"><u>Question Stems</u></p>

<p>Students will produce a visual representation of who they are as an artist.</p> <p>Students will demonstrate a higher level understanding and application of the elements and principles to produce a successful artwork.</p> <p><u>Literacy Learning Targets</u></p> <p>Students will routinely write over a period of time for discipline-specific tasks.</p> <p>Students will document their personally significant discoveries when viewing multiple examples and resources.</p> <p>Students will compare and present their findings when reading about an artists process and/or procedure</p> <p>Students will document in writing their specific processes.</p> <p>Students will evaluate multiple sources of information in a variety of media.</p> <p>Students will develop an artistic statement that summarizes their portfolio.</p> <p>Students will refine and edit their artistic statement over time as their portfolio evolves.</p>	<p>Who are you as an artist?</p> <p>What is your best medium?</p> <p>How can you represent yourself through a visual image?</p> <p>How can the elements and principles guide you in making a successful work of art?</p> <p><u>Literacy Question Stems</u></p> <p>How can writing about your beliefs as an artist help you gain an understanding of your personal aesthetic?</p> <p>How can keeping an ongoing journal of written evidence help you grow as an artist?</p> <p>How do other artists complete specific tasks?</p> <p>What questions remain after learning about another artist's process?</p> <p>How can you decide which media best suits your production of artistic work?</p> <p>When building your portfolio, why is it important to document your processes?</p> <p>What is an artistic statement?</p> <p>How has your artistic statement changed over time and why?</p>
<p><u>Resources/Activities</u></p> <p>Students will use Pinterest to build a resource to use throughout the AP Art course</p> <p>Students will use various websites through their school laptop to research artists, techniques, and possible sources of inspiration</p>	<p><u>Assessments</u></p> <p>Students will submit their brainstorming chart to show how they reached their decision.</p> <p>Students will submit 1 Legacy Artwork</p>

<p align="center">Indiana Academic Standards Addressed and Assessed Each Term</p> <p align="center">AP 2D Art</p> <p align="center">(A=assessed; I=introduced; P=practiced; R=reviewed)</p> <p align="center">(Green=high priority; Yellow=moderate priority; Blue=low priority)</p>					
Standard	Standard Statement	Term 1	Term 2	Term 3	Term 4
Anchor Standard 1: Generate and conceptualize artistic ideas and work.					

HS Advanced VA:Cr1.1.III (a)	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	I,P	P	R	R
HS Advanced VA:Cr1.2.III (a)	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.	I,P	P	P	R
VA:Cr2.1.III (a)	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	I,P	P	P	P,R
Anchor Standard 2: Organize and develop artistic ideas and work					
VA:Cr2.2.III (a)	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.	I,P	R	R	R
VA:Cr2.3.III (a)	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.	I,P	R	R	R
Anchor Standard 3: Refine and complete artistic work.					
VA:Cr3.1.III (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	I,P,R	P,R	P,R	P,R
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.					
VA:Pr4.1.III (a)	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	I,P	P	P	P,R
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.					
VA:Pr5.1.III (a)	Investigate, compare, and contrast methods for preserving and protecting art.		I	P	P,R

Anchor Standard 6: Convey meaning through the presentation of artistic work.					
VA:Pr6.1.III (a)	Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.			I,P	R
Anchor Standard 7: Perceive and analyze artistic work.					
VA:Re7.1.III (a)	Analyze how responses to art develop over time based on knowledge of and experience with art and life.	I,P	P	P	R
VA:Re7.2.III (a)	Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.		I	P	R
Anchor Standard 8: Interpret intent and meaning in artistic work.					
VA:Re8.1.III (a)	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	I	P	P	R
Anchor Standard 9: Apply criteria to evaluate artistic work.					
VA:Re9.1.III (a)	Construct evaluations of a work of art or collection of works based on differing sets of criteria.	I,P	P	P	P
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.					
VA:Cn10.1.III (a)	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.	I,P	P	P	P
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.					
VA:Cn11.1.III (a)	Analyze and appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.	I	P	P	R
Content Area Literacy: Science/Technical Subjects					
11-12.LST.1.1:	Read and comprehend science and technical texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	I	P	P	P

11-12.LST.1.2:	Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	I	P	P	P
11-12.LST.2.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	I	P	P	P
11-12.LST.2.2:	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	I	P	P	P
11-12.LST.2.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	I	P	P	P
11-12.LST.3.1:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.	I	P	P	P
11-12.LST.3.2:	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	I	P	P	P
11-12.LST.3.3:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved	I	P	P	P
11-12.LST.4.1:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., <i>quantitative data</i> , <i>video</i> , <i>multimedia</i>) in order to address a question or solve a problem.	I	P	P	P
11-12.LST.4.2:	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of	I	P	P	P

	information.				
11-12.LST.4.3:	Synthesize information from a range of sources (e.g., <i>texts</i> , <i>experiments</i> , <i>simulations</i>) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	I	P	P	P
11-12.LST.5.1	Write arguments focused on discipline-specific content.	I	P	P	P
11-12.LST.5.2:	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	I	P	P	P
11-12.LST.6.1:	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	I	P	P	R
11-12.LST.6.2:	Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	I	P	P	P
11-12.LST.7.1:	Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	I	P	P	P
11-12.LST.7.2:	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., <i>APA</i> or <i>CSE</i>).	I	P	P	P

11-12.LST.7.3:	Draw evidence from informational texts to support analysis, reflection, and research.	I	P	P	P
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