

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown High School
Arts & Technology: Visual Arts*

*Ceramics 1
9th - 12th*

Date: June 2023

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Course Description and Fundamental Concepts

Ceramics I CP

Grades: 9-12

A03-25

2.5 Crs/Semester

In this introductory, hands on, project based class that provides a studio atmosphere and class discussions to help develop an artistic vocabulary. Students will create both functional and nonfunctional ceramic pieces, learning a variety of both construction and surface design Techniques. Construction techniques focus on hand-building with an introduction to wheel-thrown pottery. Assignments require the students demonstrate knowledge and understanding of the construction, glazing, and firing processes.

Fundamental Concepts

- Unit 1: The Basics of Clay - “Tile Project”
- Unit 2: Draping and Coil Construction - “Ceramic Bowl”
- Unit 3: Soft Slab Construction - “Ceramic Mug”
- Unit 4: Surface Design “Test Tiles”
- Unit 5: Stiff Slab Construction - “Lidded Container”
- Unit 6: Complex Form Construction - “Ceramic Vessels”
- Unit 7: Centering and Throwing Construction - “Thrown Bowl”
- Unit 8: Critique

[New Jersey Student Learning Standards \(NJSLS\)](#)

Visual Arts Standards (Grade 12)

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?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cr1	a. Use multiple approaches to begin creative endeavors. b. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
HS Accomplished 1.5.12acc.Cr1	a. Individually or collaboratively formulate new creative problems based on student's existing artwork. b. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
HS Advanced 1.5.12adv.Cr1	a. Visualize and generate art and design that can affect social change. 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.

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?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cr2	a. Engage in making a work of art or design without having a preconceived plan. b. Explain how traditional and non- traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. c. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
HS Accomplished 1.5.12acc.Cr2	a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. b. Demonstrate awareness of ethical implications of making and distributing creative work. c. Redesign an object, system, place, or design in response to contemporary issues.
HS Advanced 1.5.12adv.Cr2	a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 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. c. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

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?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cr3	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.
HS Accomplished 1.5.12acc.Cr3	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.
HS Advanced 1.5.12adv.Cr3	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.

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?

Standard #	Standard Description
HS Proficient 1.5.12prof.Pr4	a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
HS Accomplished 1.5.12acc.Pr4	a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.
HS Advanced 1.5.12adv.Pr4	a. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

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?

Standard #	Standard Description
HS Proficient 1.5.12prof.Pr5	a. Analyze and evaluate the reasons and ways an exhibition is presented.
HS Accomplished 1.5.12acc.Pr5	a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
HS Advanced 1.5.12adv.Pr5	a. Investigate, compare, and contrast methods for preserving and protecting art.

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?

Standard #	Standard Description
HS Proficient 1.5.12prof.Pr6	a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
HS Accomplished 1.5.12acc.Pr6	a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
HS Advanced 1.5.12adv.Pr6	a. Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

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?

Standard #	Standard Description
HS Proficient 1.5.12prof.Re7	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.
HS Accomplished 1.5.12acc.Re7	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.
HS Advanced 1.5.12adv.Re7	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.

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?

Standard #	Standard Description
HS Proficient 1.5.12prof.Re8	a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
HS Accomplished 1.5.12acc.Re8	a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
HS Advanced 1.5.12adv.Re8	a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

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?

Standard #	Standard Description
HS Proficient 1.5.12prof.Re9	a. Establish relevant criteria in order to evaluate a work of art or collection of works.
HS Accomplished 1.5.12acc.Re9	a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
HS Advanced 1.5.12adv.Re9	a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.

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?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cn10	a. Document the process of developing ideas from early stages to fully elaborated ideas.
HS Accomplished 1.5.12acc.Cn10	a. Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.

HS Advanced 1.5.12adv.Cn10	a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
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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?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cn11	a. Compare, contrast, and describe why people from different places and times make art. b. Describe why people from different places and times make art about different issues, including climate change.
HS Accomplished 1.5.12acc.Cn11	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. b. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
HS Advanced 1.5.12adv.Cn11	a. Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.

[English Companion Standards](#)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are *required* in these subject/content areas.

Unit Addressed	Standard #	Standard Description
1,5,6,8	NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5,6,8	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
8	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text

5,6,8	NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
1,2,3,5,6,8	NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
1,5,6,7,8	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
8	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8	NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
1,2,3,5,6,7,8	NJSLSA.R10	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
8	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
8	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
5,6	NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
1,2,3,4,5,6,8	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1,2,3,4,5,6,7,8	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
1,2,3,4,5,6,7,8	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
1,2,3,4,5,6,7	Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

	<p>Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.</p>	<p><i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i></p> <p><i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i></p>
	<p>Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</p>	<p><i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i></p> <p><i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i></p> <p><i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i></p>
	<p>Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p><i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i></p>
	<p>Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p><i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i></p>
	<p>Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>

8	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p>
	<p>Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).</p>
	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</p>
	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).</p>
	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).</p>

	Information and Media Literacy: Media have embedded values and points of view.	<i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i> <i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i>
	Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	<i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</i> <i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i>
8	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	<i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i> <i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i>

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
	There are strategies to improve one's professional value and marketability.	<i>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</i> <i>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</i> <i>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</i>

1,2,3,4,5,6,7	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
	An individual's income and benefit needs and financial plan can change over time.	<p>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<p>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>

	<p>Understanding income involves an analysis of payroll taxes, deductions and earned benefits.</p>	<p>9.2.12.CAP.15: <i>Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</i></p> <p>9.2.12.CAP.16: <i>Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</i></p> <p>9.2.12.CAP.17: <i>Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</i></p> <p>9.2.12.CAP.18: <i>Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</i></p> <p>9.2.12.CAP.19: <i>Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</i></p> <p>9.2.12.CAP.20: <i>Analyze a Federal and State Income Tax Return.</i></p>
	<p>There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.</p>	<p>9.2.12.CAP.21: <i>Explain low-cost and low-risk ways to start a business.</i></p> <p>9.2.12.CAP.22: <i>Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</i></p> <p>9.2.12.CAP.23: <i>Identify different ways to obtain capital for starting a business</i></p>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
2,3,5,6,7	<p>Modeling with Geometry G-MG</p>	<p>A. Apply geometric concepts in modeling situations. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p>

2,3,5,6,7	Congruence G-CO	D. Make geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).
2,3,5,6,7	Geometric Measurement and Dimension G-GMD	B. Visualize relationships between two-dimensional and three-dimensional objects Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p>Unit 1: The Basics of Clay - “Tile Project”</p> <ol style="list-style-type: none"> 1. <u>History of clay</u> - as a medium 2. <u>Stages of clay</u> - Properties of working with clay 3. <u>Basic construction techniques</u> 4. Designing a ceramic work - Surface design and shallow depth 5. Slipping and Scoring 6. <u>Cleaning a piece</u> - Sponging and paintbrush 7. <u>Preparing for the Kiln</u> - Removing from bag, placing in drying cabinet 8. <u>The firing process</u> - what happens to a piece in the kiln - Quartz Conversion 9. <u>Glazing</u> - What glaze is and why to glaze pieces of ceramic work 10. <u>Glazing Rules and Tips</u> <p>Unit 2: Draping and Coil Construction - “Ceramic Bowl”</p> <ol style="list-style-type: none"> 1. <u>Draping Slabs</u> - How to roll and even slab, drape it over a mold and remove it at the leatherhard stage. 2. <u>Rolling Coils</u> - How to roll a coil of even thickness and store to prevent from drying out too soon. 3. <u>Texture</u> - How to add texture through stamps and paddling while the clay is still plastic. 4. <u>Building form and pattern with Coils</u> - Using coils to create a decorative rim on the draped bowl. 5. <u>Making a Foot</u> - Different ways to create a foot for added height and detail 	<p>September / February (~19 days)</p>
<p>Unit 3: Soft Slab Construction - “Ceramic Mug”</p> <ol style="list-style-type: none"> 1. <u>Anatomy of Mugs</u> - Parts that make up a mug 2. <u>Building Cylinders and Cones</u> - The body of mug 3. <u>Alteration Techniques</u> - How to transform mug from basic form 4. <u>Handles</u> - How to create handles that are visually balanced using a variety of techniques 5. <u>Appendage Support</u> - How to support handles that are too soft to hold themselves up 6. <u>Reinforcing Coils</u> - How to use coils to prevent cracking and breaking <p>Unit 4: Surface Design “Test Tiles”</p> <ol style="list-style-type: none"> 1. <u>Constructing Test Tiles</u> 2. <u>Reading and Labeling Test Tiles</u> 3. <u>Glazing Techniques</u> - Layering glazes, Paper Resist, Stencil Resist, Tape Resist, Wax Resist, Sgraffito, Overglazes, Underglaze Pencils, Shapes 	<p>October / March (~19 days)</p>
<p>Unit 5: Stiff Slab Construction - “Lidded Container”</p> <ol style="list-style-type: none"> 1. <u>Geometric Solids and Making Paper Templates</u> 2. <u>Rolling and Cutting Slabs</u> - from Templates 	<p>November / April (~16 days)</p>

<ol style="list-style-type: none"> 3. <u>Angles</u> - How to cut angles to create appropriate form 4. <u>Supporting Walls</u> - Preventing walls from falling down through supports, stage of clay, and reinforcing coils 5. <u>Parts of a Lid</u> - Different ways to construct a lid and adding a flange and handle/knob 6. <u>Clean up and Good Craftsmanship</u> - Using knives and rib tools to refine sharp or rounded edges, sponging for even and smooth surfaces. 	
<p>Unit 6: Complex Form Construction - “Ceramic Vessels”</p> <ol style="list-style-type: none"> 1. <u>Seeing Form in Complex Pieces</u> 2. <u>Combining more than one form</u> - Using Connector Pieces to create smooth transitions 3. <u>Alterations</u> - Using alteration techniques from “Ceramic Mug” to create individuality 4. <u>Draping, Stiff, or soft slab construction</u> - Using skills from first few units to complete project as needed 5. <u>Surface Design</u> - Finished with thoughtful surface design either through attached pieces from Unit 1, Texture from unit 2, or glazing techniques from unit 4 <p>Unit 7: Centering and Throwing Construction - “Thrown Bowl”</p> <ol style="list-style-type: none"> 1. <u>Wheel Basics and Tools</u> 2. <u>Preparing Clay for Wheel Head</u> 3. <u>Centering</u> 4. <u>Opening</u> 5. <u>Pulling a wall</u> - both cylindrical and conical 6. <u>Refining Form</u> 7. <u>Removing Form from Wheel Head</u> 8. <u>Trimming</u> 	<p>December / May (~15 days)</p>
<p>Unit 8: Critique</p> <ol style="list-style-type: none"> 1. <u>Importance of Art Analysis and Critique</u> 2. <u>Describing</u> - Using Elements of Art 3. <u>Analyze</u> - Using Principles of Design 4. <u>Interpretation</u> 5. <u>Judgment</u> 	<p>January / June (~18 days)</p>

Units Scope and Sequence

Unit 1

The Basics of Clay “Tile Project”

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - \(1.5.12prof.Cr1\) \(1.5.12prof.Cr2\) \(1.5.12prof.Cr3\) \(1.5.12prof.Pr5\) \(1.5.12prof.Pr6\) \(1.5.12prof.Re7\)](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are the stages that clay goes through from its raw state to become a finished ceramic work? How much time does each of these stages take?
- How does one handle clay safely, keep the clay in a workable state and keep our work space clean?
- What are the various hand building techniques and what tools are used with them?
- How long has clay been used and how has scientific and material advances changed the process and materials?
- What is a kiln and how did people fire clay before having electric kilns?

Objectives

Students will be able to...

- Explain the process of clay, different clay bodies, and how the kiln works.
- Demonstrate proper handling techniques to keep their clay workable, or how to re-wet their own clay if it gets dried out while in process.
- Demonstrate health and safety studio practices including cleaning up after themselves to minimize dust particles and storing their work by regularly cleaning cloth rags.
- Demonstrate clay construction techniques including rolling a slab of clay by hand, slipping and scoring two pieces of clay, and cleaning a finished piece.
- Identify the longevity of the ceramic medium.

Units 2

Draping and Coil Construction - “Ceramic Bowl”

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - (1.5.12prof.Cr1) (1.5.12prof.Cr2) (1.5.12prof.Cr3) (1.5.12prof.Cn10) (1.5.12prof.Cn11)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are the various hand building techniques?
- What is draping and how is it used to make a sphere or half sphere (bowl)?
- How has the tradition and craft of pottery changed throughout time?
- What is the role of the contemporary ceramic artist compared to an ancient potter?

Objectives

Students will be able to...

- To create a draped half sphere of even and consistent thickness throughout.
- Identify modern handbuilding techniques versus ancient handbuilding techniques.
- Identify different ways to manipulate a bowl form to add originality and personal style.
- To roll coils of even thickness and apply to draped form to add height and decorative interest.

Units 3

Soft Slab Construction - “Ceramic Mug”

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - \(1.5.12prof.Cr1\) \(1.5.12prof.Cr2\) \(1.5.12prof.Cr3\) \(1.5.12prof.Cn10\) \(1.5.12prof.Cn11\)](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How can a form be altered when it is still in the plastic stage?
- How do ceramicists prevent cracks in pottery and how does one attach appendages without them falling off?
- How do design principles of balance and proportion apply to 3-D forms when creating handles?
- What is the role between functionality and usability in pottery?

Objectives

Students will be able to...

- Ability to create a cylindrical or conical form as the base for a clay mug.
- Ability to alter the soft slab form using alteration techniques.
- Identify the anatomy of a mug including the handle, lip, foot, and the belly of a mug.
- Demonstrate control of the stages of clay and use of supports to prevent cracking and breaking for usability.

Units 4

Surface Design “Test Tiles”

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - \(1.5.12prof.Cr1 \) \(1.5.12acc.Cr1\) \(1.5.12prof.Cr3\) \(1.5.12prof.Cn10\)](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How can making a test tile help one's understanding of glazing techniques?
- What are different ways that ceramicists create surface design using glazes?

Objectives

Students will be able to...

- Demonstrate ability to create standing test tile forms out of clay.
- Demonstrate the ability to try different surface design techniques in glazes.
- Identify the importance of making tests and experiments to art and other fields.
- Demonstrate ability to learn from the successes or failures of test tiles and apply that experience and knowledge to their future glazing techniques.

Units 5

Stiff Slab Construction - “Lidded Container”

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - (1.5.12prof.Cr1) (1.5.12prof.Cr3) (1.5.12prof.Re7) (1.5.12prof.Re8) (1.5.12prof.Re9) (1.5.12prof.Cn10) (1.5.12prof.Cn11)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How does basic knowledge of solid form geometry apply to building ceramics?
- How does knowledge of angles in math apply to building ceramics?
- How do artists control the stages of clay to make angular forms?
- How does a paper template help ceramicists to develop ideas and improve spatial understanding?

Objectives

Students will be able to...

- Create a paper model to use as their template
- Demonstrate ability to roll slabs of consistent thickness.
- Employ knowledge of the stages of clay and build geometric forms at the leatherhard stage.
- Identify the benefit to beveling corners, and how the knowledge of angles in math applies to 3-D construction.
- Assemble stiff slab box using student created template
- Demonstrate ability to alter a basic geometric solid shape by removing pieces or combining solids to create unique rectilinear or curvilinear forms.

Units 6

Complex Form Construction - “Ceramic Vessels”

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - (1.5.12prof.Cr1) (1.5.12prof.Cr3) (1.5.12prof.Re7) (1.5.12prof.Re8) (1.5.12prof.Re9)
(1.5.12prof.Cn10) (1.5.12prof.Cn11)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How are complex structures like vases, pitchers and teapots made using the simple forms learned throughout the semester?
- What are the core forms when looking at another ceramic work of art?
- How do artists combine all handbuilding techniques to create unique and original forms?
- How can specific forms indicate meaning or cultural reflection.

Objectives

Students will be able to...

- Design and create a complex form vessel using one or more forms, skills, or techniques learned throughout the semester.
- Speculate artist's intent when looking at art teapots and complex vessels.
- Articulate personal responses and interpretations of conceptual and thematic vessels.
- Identify how specific forms can indicate meaning or cultural reflection.

Units 7

Centering and Throwing Construction - “Thrown Bowl”

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - \(1.5.12prof.Cr1\) \(1.5.12prof.Cr2\) \(1.5.12prof.Cr3\) \(1.5.12prof.Re7\) \(1.5.12prof.Re9\)](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What steps does it take to throw a vessel on the potter’s wheel?
- What tools does it take to throw on the potter’s wheel?
- What does centering mean?
- What does centered look or feel like? How do you know when your clay is centered?

Objectives

Students will be able to...

- Identify the process of throwing on the wheel.
- Identify and locate tools needed to work on the wheel.
- Identify if the clay is centered or not.
- Apply knowledge of how to open and pull up the side to create a cylinder or bowl form.
- Apply knowledge of how to cut a finished pot off the wheel.
- Apply knowledge of how to trim the bottom next day.

Units 8

Analysis of Ceramic Arts - “Critique”

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - (1.5.12prof.Pr4) (1.5.12prof.Pr5) (1.5.12prof.Pr6) (1.5.12prof.Re7) (1.5.12prof.Re8) (1.5.12prof.Re9) (1.5.12prof.Cn11)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How does looking at a ceramic work critically help one to understand or value it more?
- How can this process of critique be used to evaluate other art forms?

Objectives

Students will be able to...

- Describe ceramic works by using the elements of art
- Analyze ceramics works by using principles of design
- Interpret artist intent and meaning when examining ceramic works
- Judge the quality of a ceramic work based on the information observed and collected about the work of art

Please contact the Content Supervisor for any questions.