

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

*Moorestown High School
Arts & Technology: Visual Arts*

*Honors Ceramics II
9th - 12th*

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Course Description and Fundamental Concepts

Honors Ceramics II CP

Grades: 9-12

A15-25

2.5 Crs/Semester

Ceramics II students have a chance to work both sculpturally and functionally to create highly personalized works of art. Project assignments are based on topics which allow students endless avenues for artistic expression and investigation of ideas. Students will learn advanced hand-building techniques to challenge and push their skills further as well as an opportunity to work with different kinds of clay. Student work primarily in clay but are encouraged to incorporate non-ceramic materials when appropriate to student ideas.

Fundamental Concepts

- Advanced Handbuilding - “Alteration Challenge”
- Multiple Form Construction - “Form and Light”
- Prompt Based Inspiration - “Expressive Sculpture”
- Clay Bodies and Science of Ceramic - “High-Fire Set”
- Culminating Project - “Final Prompt Based Project”

[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.

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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.

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	<p>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.</p> <p>b. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.</p>
HS Advanced 1.5.12adv.Cn11	<p>a. Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p> <p>b. Assess the impact of an artist or group of artists on global issues, including climate change.</p>

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
2,3,5	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.
2,3,5	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
2,3,5	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
2,3,5	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.
	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.
1,2,3,4,5	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
2,3,5	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
3	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.

2,3,5	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.
	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.
	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
1,2,3,4,5	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	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	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	<p>Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.</p>	<p><i>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).</i></p> <p><i>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</i></p>
1,2,3,4,5	<p>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.</p>	<p><i>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).</i></p> <p><i>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</i></p> <p><i>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).</i></p> <p><i>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.</i></p>
2	<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>
1,2,3,4,5	<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>
	<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><i>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).</i></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><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i></p> <p><i>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., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></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><i>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)</i></p> <p><i>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).</i></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><i>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).</i></p> <p><i>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., NJLSA.SL5).</i></p>
	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p><i>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., NJLSA.W1, 7.1.AL.PRSNT.4).</i></p>
	<p>Information and Media Literacy: Media have embedded values and points of view.</p>	<p><i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).</i></p> <p><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></p>
	<p>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.</p>	<p><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></p> <p><i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i></p>

	<p>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.</p>	<p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>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).</p>
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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
4	There are strategies to improve one’s professional value and marketability.	<p>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.</p> <p>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.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
4	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: <i>Locate information on working papers, what is required to obtain them, and who must sign them.</i></p> <p>9.2.12.CAP.10: <i>Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</i></p> <p>9.2.12.CAP.11: <i>Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</i></p>
	An individual's income and benefit needs and financial plan can change over time.	<p>9.2.12.CAP.12: <i>Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</i></p> <p>9.2.12.CAP.13: <i>Analyze how the economic, social, and political conditions of a time period can affect the labor market.</i></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: <i>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.</i></p>
	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<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>

		9.2.12.CAP.20: <i>Analyze a Federal and State Income Tax Return.</i>
	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	9.2.12.CAP.21: <i>Explain low-cost and low-risk ways to start a business.</i> 9.2.12.CAP.22: <i>Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</i> 9.2.12.CAP.23: <i>Identify different ways to obtain capital for starting a business</i>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Standard 8.2		Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
2,3,4,5	Strand A	The Nature of Technology: Creativity and Innovation: <i>Technology systems impact every aspect of the world in which we live.</i>
1,2,3,4,5	Strand B	Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
1,2,3,4,5	Strand C	Design: <i>The design process is a systematic approach to solving problems.</i>
1,2,4	Strand D	Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
	Strand E	Computational Thinking: Programming: <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>

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

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p>Advanced Handbuilding - “Alteration Challenge”</p> <ol style="list-style-type: none"> 1. Review essential skills from Ceramics 1 & 3-D Structures 2. <u>Traditional Potters vs. Modern Ceramicists</u> 3. <u>Forms and how to Construct</u> - Sphere, cone, cube, pyramid, prisms, ellipsoid, cylinder 4. <u>Handbuilding Alteration Techniques</u> - Puff, pinch, paddle, flare, dart, truncate, segment, facet 5. <u>Experimentation/documentation in independent learning</u> -How to test new ideas and record the results. How this process is applicable to other fields. 6. <u>Glazing</u> - Review what glaze is and why to glaze pieces of ceramic work 7. Glazing rules and tips 	<p>September / February (~19 days)</p>
<p>Multiple Form Construction - “Form and Light”</p> <ol style="list-style-type: none"> 1. <u>Prompts and Creativity</u> - The role of prompts in generating ideas 2. <u>History of Lanterns, Candlesticks Holders & Luminaries</u> 3. <u>Identifying Forms</u> - Examining ceramics objects and identifying their core forms. 4. <u>Venting in Ceramics</u> - How to create air flow between individual forms to prevent breaking in the kiln 5. <u>Negative Space in Ceramics</u> - Creating interesting spaces for function and cutting detailed designs into leatherhard clay 	<p>October / March (~19 days)</p>
<p>Prompt Based Inspiration - “Expressive Sculpture”</p> <ol style="list-style-type: none"> 1. <u>Sculptural Meaning in Form</u> - How to alter or create a form which contains visual clues for meaning to the viewer 2. <u>Symbolism, Allegory, Metaphor, in Form</u> - How literary terms can be used to help convey meaning in form 3. <u>Functional vs. Sculptural</u> - The key differences between purely functional pottery vs. sculptural ceramics 4. <u>Extruder</u> - What is an extruder and how do artists use it 5. <u>Interpretation</u> - Examining ceramic sculptures and looking for contextual clues to derive meaning and the artist's intent 	<p>November / April (~16 days)</p>

<p>Clay Bodies and Science of Ceramic - “High-Fire Set”</p> <ol style="list-style-type: none"> 1. <u>Science of Different Clays</u> 2. <u>Historical Impact of Clay</u> - Invention of Porcelain to Chinese pottery and the impact on Western pottery 3. <u>Clay Body</u> - Properties and differences of working with one clay over another 4. <u>Kilns and Clay</u> - The role that kilns have in correlation to the clay body and required temperature 5. <u>Functional Sets</u> - How objects can be in a set and not be exactly the same by using form or surface design to tie objects together 6. <u>How to Work with High-Fire clay</u> - Risks of contaminative high-fire and Low fire clay together and the challenges of using high-fire clays 7. <u>Glaze Properties and Glaze Trailing</u> 	<p style="text-align: center;">December / May (~15 days)</p>
<p>Culminating Project - “Final Prompt Based Project”</p> <ol style="list-style-type: none"> 1. <u>Prompt Choices for Final Project</u>, “Void, “Mosaic”, “Paradox” 2. <u>Sculptural or Functional</u>, allow students to pick how they want to work 3. <u>Review Semester Techniques</u>, overview alteration techniques and combining forms from the semester as well as how form can be used to convey content 4. <u>Independent Research and Brainstorming</u> 5. <u>Group Reflection</u>, individual successes and failures throughout the semester and focus for final project 	<p style="text-align: center;">January / June (~18 days)</p>

Units Scope and Sequence

Unit 1

Advanced Handbuilding “Alteration Challenge”

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

Standards

[NJSLs](#) - (1.5.12prof.Cr1) (1.5.12prof.Cr2) (1.5.12acc.Cr3) (1.5.12acc.Pr4) (1.5.12acc.Re8) (1.5.12acc.Re9) (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?)

- What are the major construction techniques used by ceramicists to create works of art?
- What are the differences between functional ceramics (pottery) and sculptural ceramics and the roles of traditional potter versus a modern day ceramicist?
- What are the major alteration techniques in handbuilding that can be used to create more complex and varied forms?
- What role does experimentation have in different fields and how is that similar or different to the arts?

Objectives

Students will be able to...

- Identify previously learned and new handbuilding techniques from ceramics 1 including slab rolling, stiff slab construction, soft slab construction, coiling, draping, flaring, pinching, puffing, paddling and wheel throwing.
- Identify and articulate solid forms (Sphere, cube, cone, rectangular prism, pyramid, triangular prism, ellipsoid, torus, tube) that are used to create 3-D works of functional and sculptural art
- Demonstrate ability to create an original work of art through the process of experimentation and creative reflection.
- Demonstrate ability to document creative experiments for future learning.

Multiple Form Construction - “Form and Light”

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

Standards

[NJSL](#) - (1.5.12acc.Cr1) (1.5.12acc.Cr3) (1.5.12prof.Pr4) (1.5.12acc.Pr6) (1.5.12acc.Re7) (1.5.12acc.Re8) (1.5.12prof.Cn10)

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

[NJSL](#) - *Life Literacies and Key Skills*

[NJSL](#) - *Interdisciplinary Standards*

Unit Big Ideas:

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

- How can we analyze the construction qualities and forms of a ceramic work to deduce the way they were constructed?
- What is a prompt and how can we use them as a starting point for ideas?

Objectives

Students will be able to...

- Identify and articulate solid forms (Sphere, cube, cone, rectangular prism, pyramid, triangular prism, ellipsoid, torus, tube) that are used to create 3-D works of functional and sculptural art
- Hypothesize how a complex 3-D ceramic form could be made by breaking it down into basic solid forms
- Demonstrate ability to create an original work of art inspired by a prompt or topic.

Units 3

Prompt Based Inspiration - “Expressive Sculpture”

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

Standards

[NJSLs](#) - (1.5.12acc.Cr1) (1.5.12acc.Cr2) (1.5.12acc.Cr3) (1.5.12prof.Pr4) (1.5.12acc.Pr6) (1.5.12acc.Re7) (1.5.12acc.Re8) (1.5.12acc.Re9) (1.5.12acc.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 an object's form convey meaning or content to the viewer?
- Can both functional and sculptural pieces use form to convey an idea?
- What are contemporary ceramicists conveying to a viewer through their clay forms?
- How can artists use literature and words as a source of inspiration?

Objectives

Students will be able to...

- Demonstrate ability to construct a complex sculpture from basic forms and various alteration techniques
- Articulate perceived meaning from the physical form of a sculpture using contextual clues
- Identify construction techniques used when examining ceramic works

Clay Bodies and Science of Ceramic - “High-Fire Set”

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

Standards

[NJSLs](#) - (1.5.12acc.Cr1) (1.5.12acc.Cr3) (1.5.12prof.Pr4) (1.5.12acc.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?)**

- What are different kinds of clay bodies and what are the properties that make them different?
- How does the creation process change when using different kinds of clay bodies?
- How has the science of ceramic and technology had an impact on the field over the years?
- Why do artists use different clay bodies and what are the benefits and drawbacks to different clays for different objects?
- How does the clay body relate to the kind of kiln and how the clay that it will be fired?

Objectives

Students will be able to...

- Identify the difference between low-fire earthenware clay and mid-fire porcelain and brown clay.
- Demonstrate the ability to construct a matching set of functional ceramics using high fire clay and glazes
- Demonstrate the ability to adapt ceramic techniques to match the clay body that is being used

Units 5

Culminating Project - “Final Prompt Based Project”

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

Standards

[NJSLs](#) - (1.5.12acc.Cr1) (1.5.12acc.Cr2) (1.5.12acc.Cr3) (1.5.12acc.Pr6) (1.5.12acc.Re7) (1.5.12acc.Re8) (1.5.12acc.Re9) (1.5.12acc.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 one start using all of their ceramic construction knowledge combined with personal interest to make highly individualized and personal ceramic works of art?
- How are different construction techniques valuable for different ceramic goals?
- How does an artist’s craftsmanship affect the perception of their work specific to the goal of the creation?

Objectives

Students will be able to...

- Demonstrate ability to create student motivated project inspired from a prompt
- Apply skills taught previously on independent projects with facilitation from the teacher.
- Identify the value of prompts in art as sources of inspiration and creative starting points.

Please contact the Content Supervisor for any questions.