



Wellness

Course Description: The curriculum is developed from the Wisconsin State Health/Physical Education standards.

- **Which students will take this course?**
 - Students will take Wellness as 7th and 8th grader.
- **What are the objectives (goals) of the course?**
 - Throughout the Fox River Wellness classes, students will gain the knowledge, skills and dispositions to be able to successfully participate and manage a healthy active lifestyle. Students will demonstrate literacy within the content. This will empower them to be responsible and respectful towards their body, mind, and others.
 - **Why is this course applicable to the students (Transfer)?**
 - In the Wellness class, they will develop the physical, emotional and social skills to be a responsible, respectful citizen.
 - **What are the Understandings from the units? What are the Acquisitions and Knowledge of skills?**
 - Students will have the background knowledge and skills to demonstrate healthy lifestyle behaviors.
- **What is the amount of time to accomplish the goals and rationale?**
 - This course will need take at least 1 semester, each year, in instruction time which can be played out over a year. Example: Every other day for the whole year as a 7th and 8th grader.
- **What are the main instructional methods used?**
 - In Wellness class, students will primarily have direct instruction, cooperative activities, and self guided opportunities.
- **How this course relates to the goals of the district?**
 - In the Wellness program, they will be actively engaged to develop the knowledge, skills, and dispositions to become reasonable and respectful citizens. Within wellness, they will learn the physical, emotional, and social skills that are needed to be respectful and responsible citizens.

Operational

1. **What resources are needed for implementation including instructional materials, equipment, specially-trained personnel?**
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2. **How will this course be assessed?**
 - Students will take a survey to provide information to help improve the wellness program.
3. **Any data from sources inside/outside the school district that could be used to support the creation of this course? How and why was the course created? Any data to share that would lead to initial implementation?**



Scope and Sequence

Length of Units
(quarterly, trimester or by weeks)

Name of unit	Name of unit	Name of unit	Name of unit	Name of unit
Net Sports	Team Sports	Fitness	Individual Activities	Target Sports

Name of unit	Name of unit	Name of unit	Name of unit	Name of unit
Mental and Emotional Health	Safety	Nutrition	Alcohol and Other Drugs	Human Growth and Development



Art Survey

Course Description: The curriculum is developed from the National Core Art Standards and the Wisconsin State Standards.

Art Survey is a class that allows students to sample art from a number of different art areas. Emphasis is placed on understanding the Elements of Art and Principles of Design as a basis for composition. Students will explore a variety of artists, art processes and materials while creating work in both two and three-dimensional mediums. Students will learn to create art independently and collectively in an environment where they learn to collaborate with peers and express themselves to their fullest potential.

Art Survey is a Wheel Elective for all seventh grade students at Fox River Middle School.

What are the objectives (goals) of the course?

NATIONAL CORE ART STANDARDS

Creating:

- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work
- Refine and complete artist work

Presenting

- Select, analyze and interpret artistic work for presentation

Responding:

- Interpret intent and meaning in artistic work
- Apply criteria to evaluate artistic work

Connecting:

- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

WI STATE STANDARDS

A.8.2 Learn appropriate vocabulary related to their study of art

A.8.4 Know about some styles of art from various times

B.8.3 Identify works of art and designed objects as they relate to specific cultures, times, and places

C.8.1 Know the elements and principles of design

C.8.2 Understand what makes quality design

C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork

C.8.6 Develop the craft and skills to produce quality art

D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality

E.8.1 Communicate complex ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics

G.8.4 Create works of art that have meanings

H.8.2 Know how light, shadow, color, distance, and angle of viewing affect sight



- H.8.3 Be able to draw, paint, and sculpt from life
- H.8.4 Create three-dimensional models
- H.8.6 Make and interpret photographs and videos
- I.8.7 Work independently and collaboratively to produce ideas and works of art
- J.8.10 Develop the ability to reflect and talk about works of art
- L.8.4 Understand that nature and other designs can be sources for new ideas

Why is this course is applicable to the students (Transfer)?

1. Apply methods to overcome creative blocks.
2. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works
3. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
4. Reflect on and explain important information about personal work
5. Work independently to research and investigate information.
6. Communicate and present information to other students about their chosen topic.
7. Use 2 dimensional drawings to create 3 dimensional models
8. Become a more globally aware citizen
9. Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.
10. Interpret meaning in visual images

What are the Understandings from the units?

- The elements and principles of art are the basic building blocks of design
- As objects move back into space they appear to get smaller
- Value creates realistic depth in a drawing
- All colors are created from primary colors
- Art can be influenced by personal experiences
- Color schemes are used in many aspects of everyday life
- How clay is used to create functional and decorative arts
- Art is influenced by the time and place it was created, the available resources, and cultural uses
- Art is influenced by the time and place it was created, the available resources, and cultural uses.
- Art has been used to document and record culture and history.
- Multicultural art is the study of artistic aesthetic creations of people and cultures from around the world.
- Cultures use and make art for a wide variety of different reasons and purposes
- The importance and purpose of copyright laws
- How the internet has changed how art is displayed, viewed, and shared
- How editing software can be used to create or enhance digital images

What are the Acquisitions and Knowledge of skills?

Students will know...

- Composition vocabulary (elements and principles of design)
- what craftsmanship is and why it is important



- The importance of scale, proportion and perspective in realistic drawing
- Painting vocabulary
- How to use 2D drawing to create 3D models
- Basic ceramics vocabulary
- That nature influences art
- A basic art history timeline
- What aesthetics means
- What multiculturalism is
- Digital art/photography vocabulary
- Copyright laws
- Online citizenship and digital footprint concepts

Students will be skill at...

- How to accurately and correctly use drawing and painting tools
- Create art with good craftsmanship
- Use multiple brainstorming strategies to overcome creative roadblocks
- Create art based on personal experiences
- Research and investigate art and artists of the past
- Appreciating a wide variety of multicultural art
- Editing digital images in a software program
- Saving and printing images at correct resolution
- Intentionally using composition strategies to create a digital image

What is the amount of time to accomplish the goals and rationale?

- Art Survey is a 9 week course that meets for 71 minutes every day

What are the main instructional methods used?

- Direct instruction, inquiry based, modeling, socratic questioning, gradual release, constructivism

How this course relates to the goals of the district?

- This course will:
 - Teach 21st century skills including the ability to learn, to reason, to interact, to be technologically literate and to become knowledgeable within an increasingly diverse community
 - Actively engage students in their learning
 - Encourage them to become lifelong learners

How will this course be assessed?

- Pre and post survey with the students

Operational



1. What resources are needed for implementation including instructional materials, equipment, specially-trained personnel?

- \$3,000: Course materials be purchased in bulk divided and used as needed for each art course.
 - *numbers based off of current enrollment project and approximate material costs
- (8 sections of the course)
 - **costs may go down in future years as tools and other non-disposables will not need to be purchased every year.

2. How will this course be assessed?

- Pre and post survey with the students

3. Any data from sources inside/outside the school district that could be used to support the creation of this course? How and why was the course created? Any data to share that would lead to initial implementation?

- Change in the schedule allowed for more elective options in the visual arts. This sparked discussion with the high school as to what course would align well with the visual arts program and promote a continuation of visual art studies. This course was designed to give all students 7th grade an opportunity to experience a wide variety of art mediums, processes, and instruction in traditional studio arts and media arts.

Scope and Sequence

Length of Units
(quarterly, trimester or by weeks)

Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
Drawing 10 days	Painting 6 days	Ceramics 7 days	Art History 5 days
Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
Multicultural 5 days	Digital 8 days		



Desired Results
(Stage 1)

Unit Name: Drawing

Length of Unit: 10
Time Period of Unit:
Quarterly

Established Goals
(Essential Standards & Supporting Standards)

Transfer

(Long term 21st Century Skills)

*Only a few and can be vertically aligned between grades, courses

NATIONAL CORE ART STANDARDS

Creating:

- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work

Connecting:

- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Students will be able to independently use their learning to...
What kinds of long-term independent accomplishments are desired?

T1: Apply methods to overcome creative blocks. (VA:Cr1.1.7)

T2: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works (VA:Cr2.1.7)

T3: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.(VA:Cr2.3.7)

Meaning

UNDERSTANDINGS

Students will understand that...
What specifically do you want students to understand?
What inferences should they make?

U1 The elements and principles of art are the basic building blocks of design

U2 As objects move back into space they appear to get smaller

U3 Value creates realistic depth in a drawing

ESSENTIAL QUESTIONS

Students will keep considering...
What thought-provoking questions will foster inquiry, meaning making, and transfer?

What factors prevent or encourage people to take creative risks?

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

How is art related and connected to other content areas? (Math, science)

WI STATE STANDARDS

A.8.2 Learn appropriate vocabulary related to their study of art

C.8.1 Know the elements and principles of design

C.8.6 Develop the craft and skills to produce quality art

D.8.6 Know about problem-solving strategies that promote fluency, flexibility,

elaboration, and originality

E.8.1 Communicate complex ideas by producing studio art forms, such as drawings,

paintings, prints, sculpture, jewelry, fibers, and ceramics

H.8.2 Know how light, shadow, color, distance, and angle of viewing affect sight

H.8.3 Be able to draw, paint, and sculpt from life

Acquisition of Knowledge & Skill

Students will know...
What facts and basic concepts should students know and be

Students will be skilled at...
What discrete skills and processes should students be able to use?



	<p>able to recall</p> <ul style="list-style-type: none"> • Composition vocabulary • elements and principles of design • when it is appropriate to use what tool for the desired result • what craftsmanship is and why it is important • The importance of scale, proportion and perspective in realistic drawing 	<ul style="list-style-type: none"> • How to accurately and correctly use drawing and shading tools • Create art with good craftsmanship • Use multiple brainstorming strategies to overcome creative roadblocks
<p>Evidence (Success Criteria) (Stage 2)</p>		
<p>Evaluation Criteria</p>		
<ul style="list-style-type: none"> • Desired results are being assessed. • Criteria will be used in each assessment to evaluate the attainment of the desired results. • The most important qualities are assessed. 	<p>PERFORMANCE TASK(S) How will students demonstrate their understanding through complex performance? What summative assessment(s) will there be?</p> <p><u>Summative assessment (projects)</u> Zentangle Value Activities Still Life Drawing Vocabulary/content assessment</p>	<p>OTHER EVIDENCE What other evidence will you collect to determine whether the goals were achieved? Formative assessment: visual prompts, conferencing, exit tickets Student self reflections and written responses Socratic methods embedding in rubrics</p>



Desired Results
(Stage 1)

Unit Name: Painting

Length of Unit: 6
Time Period of Unit:
Quarterly

Established Goals
(Essential Standards & Supporting Standards)

Transfer

(Long term 21st Century Skills)

*Only a few and can be vertically aligned between grades, courses

NATIONAL CORE ART STANDARDS

Creating:

- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work
- Refine and complete artist work

Responding:

- Interpret intent and meaning in artistic work
- Apply criteria to evaluate artistic work

Students will be able to independently use their learning to...
What kinds of long-term independent accomplishments are desired?

T1: Apply methods to overcome creative blocks. (VA:Cr1.1.7)

T2: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating finished works (VA:Cr2.1.7)

T3: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. (VA:Cr2.3.7)

T4: Reflect on and explain important information about personal work (VA:Cr3.1.7)

WI STATE STANDARDS

- A.8.2 Learn appropriate vocabulary related to their study of art
- C.8.1 Know the elements and principles of design
- C.8.2 Understand what makes quality design
- C.8.6 Develop the craft and skills to produce quality art
- C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork
- D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality
- E.8.1 Communicate complex ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics

Meaning

UNDERSTANDINGS

Students will understand that...

- What specifically do you want students to understand?
- What inferences should they make?

U1 all colors are created from primary colors

U2 art can be influenced by personal experiences

U3 color schemes are used in many aspects of everyday life

ESSENTIAL QUESTIONS

Students will keep considering...

What thought-provoking questions will foster inquiry, meaning making, and transfer?

What factors prevent or encourage people to take creative risks?

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

How can an viewer "read" a work of art?

How does knowing and using visual art vocabulary help understand and interpret works of art?

How is personal preference different from an evaluation?



<p>G.8.4 Create works of art that have meanings J.8.10 Develop the ability to reflect and talk about works of art</p>		
Acquisition of Knowledge & Skill		
<p><i>Students will know...</i> What facts and basic concepts should students know and be able to recall</p> <ul style="list-style-type: none"> ● Painting vocabulary ● Composition layout ● How to mix paint to get the desired effect ● what craftsmanship is and why it is important 	<p><i>Students will be skilled at...</i> What discrete skills and processes should students be able to use?</p> <ul style="list-style-type: none"> ● How to accurately and correctly use paint and brushes ● Create art with good craftsmanship ● Use multiple brainstorming strategies to overcome creative roadblocks ● Create art based on personal experiences 	
Evidence (Success Criteria) (Stage 2)		
Evaluation Criteria		
<ul style="list-style-type: none"> ● Desired results are being assessed. ● Criteria will be used in each assessment to evaluate the attainment of the desired results. ● The most important qualities are assessed. 	<p>PERFORMANCE TASK(S) How will students demonstrate their understanding through complex performance? What summative assessment(s) will there be?</p> <p><u>Summative assessment (projects)</u> Color Scheme Painting Color Theory assessment Vocabulary/content assessment</p> <p>OTHER EVIDENCE What other evidence will you collect to determine whether the goals were achieved? Formative assessment: visual prompts, conferencing, exit tickets Student self reflections and written responses Socratic methods embedding in rubrics</p>	



Desired Results (Stage 1)			
Unit Name: Ceramics	Length of Unit: 7 Time Period of Unit:		
Established Goals (Essential Standards & Supporting Standards)	Transfer (Long term 21st Century Skills) <i>*Only a few and can be vertically aligned between grades, courses</i>		
<p><u>NATIONAL CORE ART STANDARDS</u> Creating:</p> <ul style="list-style-type: none"> • Generate and conceptualize artistic ideas and work • Organize and develop artistic ideas and work <p>Respond:</p> <ul style="list-style-type: none"> • Apply criteria to evaluate artistic work <p>Connecting:</p> <ul style="list-style-type: none"> • Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. <p><u>WI STATE STANDARDS</u> A.8.2 Learn appropriate vocabulary related to their study of art B.8.3 Identify works of art and designed objects as they relate to specific cultures, times, and places C.8.2 Understand what makes quality design C.8.6 Develop the craft and skills to produce quality art C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality E.8.1 Communicate complex ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics H.8.4 Create three-dimensional models L.8.4 Understand that nature and other designs can be sources for new ideas</p>	<p><i>Students will be able to independently use their learning to...</i> What kinds of long-term independent accomplishments are desired?</p> <p>T1: Apply methods to overcome creative blocks. (VA:Cr1.1.7) T2: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design (VA:Cr2.1.7) T3: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. (VA:Cr2.3.7) T4: Use 2 dimensional drawings to create 3 dimensional models</p>		
	Meaning		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i> What specifically do you want students to understand? What inferences should they make?</p> <p>U1: How clay is used to create functional and decorative arts</p> <p>U2: Art is influenced by the time and place it was created, the available resources, and cultural uses</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i> What thought-provoking questions will foster inquiry, meaning making, and transfer?</p> <p>How does art help us understand the lives of people of different times, places, and cultures? How does art preserve aspects of life?</p> </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i> What specifically do you want students to understand? What inferences should they make?</p> <p>U1: How clay is used to create functional and decorative arts</p> <p>U2: Art is influenced by the time and place it was created, the available resources, and cultural uses</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i> What thought-provoking questions will foster inquiry, meaning making, and transfer?</p> <p>How does art help us understand the lives of people of different times, places, and cultures? How does art preserve aspects of life?</p>
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Acquisition of Knowledge & Skill			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i> What facts and basic concepts</p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i> What discrete skills and processes</p> </td> </tr> </table>	<p><i>Students will know...</i> What facts and basic concepts</p>	<p><i>Students will be skilled at...</i> What discrete skills and processes</p>
<p><i>Students will know...</i> What facts and basic concepts</p>	<p><i>Students will be skilled at...</i> What discrete skills and processes</p>		



	<p>should students know and be able to recall?</p> <ul style="list-style-type: none"> • How to use 2D drawing to create 3D models • the different states of clay • Basic ceramics vocabulary • That nature influences art 	<p>should students be able to use?</p> <ul style="list-style-type: none"> • How to use 2D drawing to create 3D models • the different states of clay • Basic ceramics vocabulary • That nature influences art
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**Evidence
(Success Criteria)
(Stage 2)**

Evaluation Criteria	
<ul style="list-style-type: none"> • Desired results are being assessed. • Criteria will be used in each assessment to evaluate the attainment of the desired results. • The most important qualities are assessed. 	<p>PERFORMANCE TASK(S) How will students demonstrate their understanding through complex performance? What summative assessment(s) will there be?</p> <p><u>Summative assessment (projects)</u> Pinch Pots/coil/slab activity/artwork Glazing/decorating Vocabulary/content assessment</p> <hr/> <p>OTHER EVIDENCE What other evidence will you collect to determine whether the goals were achieved?</p> <p>Formative assessment: visual prompts, conferencing, exit tickets Student self reflections and written responses Socratic methods embedding in rubrics</p>

**Desired Results
(Stage 1)**

Unit Name: Art History	Length of Unit: 5 Time Period of Unit:
Established Goals	<u>Transfer</u>



(Essential Standards & Supporting Standards)	(Long term 21st Century Skills) *Only a few and can be vertically aligned between grades, courses	
<p>Connecting:</p> <ul style="list-style-type: none"> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. <p>WI STATE STANDARDS A.8.2 Learn appropriate vocabulary related to their study of art A.8.4 Know about some styles of art from various times B.8.3 Identify works of art and designed objects as they relate to specific cultures, times, and places</p>	<p><i>Students will be able to independently use their learning to...</i> What kinds of long-term independent accomplishments are desired?</p> <p>T1: Work independently to research and investigate information. T2: Communicate and present information to other students about their chosen topic.</p>	
Meaning		
<p>UNDERSTANDINGS <i>Students will understand that...</i> What specifically do you want students to understand? What inferences should they make?</p> <p>U1: Art is influenced by the time and place it was created, the available resources, and cultural uses.</p> <p>U2: Art has been used to document and record culture and history.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i> What thought-provoking questions will foster inquiry, meaning making, and transfer?</p> <p>How art is used as a way to document and record history?</p>	
Acquisition of Knowledge & Skill		
<p><i>Students will know...</i> What facts and basic concepts should students know and be able to recall?</p> <ul style="list-style-type: none"> Art is way document 	<p><i>Students will be skilled at...</i> What discrete skills and processes should students be able to use?</p> <ul style="list-style-type: none"> Research and investigate art and artists of the past 	



	and record important events and histories <ul style="list-style-type: none"> • A basic art history timeline 	
Evidence (Success Criteria) (Stage 2)		
Evaluation Criteria		
<ul style="list-style-type: none"> • Desired results are being assessed. • Criteria will be used in each assessment to evaluate the attainment of the desired results. • The most important qualities are assessed. 	PERFORMANCE TASK(S) How will students demonstrate their understanding through complex performance? What summative assessment(s) will there be? <u>Summative assessment</u> Research Project Art History Assessment/Test	
	OTHER EVIDENCE What other evidence will you collect to determine whether the goals were achieved? Formative Assessment: exit cards, quizzes, games	

Desired Results (Stage 1)		
Unit Name: Multicultural Art		Length of Unit: 5 Time Period of Unit:
Established Goals (Essential Standards & Supporting Standards)	<u>Transfer</u> (Long term 21st Century Skills) *Only a few and can be vertically aligned between grades, courses	
Connecting: <ul style="list-style-type: none"> • Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 	<i>Students will be able to independently use their learning to...</i> What kinds of long-term independent accomplishments are desired? T1: Become a more globally aware citizen	
	Meaning	
	WI STATE STANDARDS UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>



<p>A.8.2 Learn appropriate vocabulary related to their study of art A.8.4 Know about some styles of art from various times B.8.3 Identify works of art and designed objects as they relate to specific cultures, times, and places</p>	<p>What specifically do you want students to understand? What inferences should they make?</p> <p>U1: multicultural art is the study of artistic aesthetic creations of people and cultures from around the world.</p> <p>U2: Cultures use and make art for a wide variety of different reasons and purposes</p>	<p>What thought-provoking questions will foster inquiry, meaning making, and transfer?</p> <ol style="list-style-type: none"> 1. Why is understanding different cultures and their use of art important to your life? 2. How does art preserve aspects of life? 3. How does art help us understand the lives of people from different times, places, and cultures?
Acquisition of Knowledge & Skill		
	<p><i>Students will know...</i> What facts and basic concepts should students know and be able to recall?</p> <ul style="list-style-type: none"> • What aesthetics means • What multiculturalism is 	<p><i>Students will be skilled at...</i> What discrete skills and processes should students be able to use?</p> <ul style="list-style-type: none"> • Appreciating a wide variety of multicultural art
Evidence (Success Criteria) (Stage 2)		
Evaluation Criteria		
<ul style="list-style-type: none"> • Desired results are being assessed. • Criteria will be used in each assessment to evaluate the attainment of the desired results. • The most important qualities are assessed. 	<p>PERFORMANCE TASK(S) How will students demonstrate their understanding through complex performance? What summative assessment(s) will there be?</p> <p><u>Summative assessment</u> Written reflection on multicultural art Daily lesson participation</p> <hr/> <p>OTHER EVIDENCE What other evidence will you collect to determine whether the goals were achieved?</p> <p>Daily journal reflections</p>	



Desired Results (Stage 1)		
Unit Name: Digital Art/Photography	Length of Unit: 8 Time Period of Unit:	
Established Goals (Essential Standards & Supporting Standards)	Transfer (Long term 21st Century Skills) *Only a few and can be vertically aligned between grades, courses	
<p><u>NATIONAL CORE ART STANDARDS</u> Creating:</p> <ul style="list-style-type: none"> • Generate and conceptualize artistic ideas and work • Organize and develop artistic ideas and work <p>Presented:</p> <ul style="list-style-type: none"> • Select, analyze and interpret artistic work for presentation <p>Responding:</p> <ul style="list-style-type: none"> • Interpret intent and meaning in artistic work <p><u>WI STATE STANDARDS</u> A.8.2 Learn appropriate vocabulary related to their study of art C.8.2 Understand what makes quality design C.8.6 Develop the craft and skills to produce quality art C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality G.8.4 Create works of art that have meanings H.8.6 Make and interpret photographs and videos I.8.7 Work independently and collaboratively to produce ideas and works of art</p>	<p><i>Students will be able to independently use their learning to...</i> What kinds of long-term independent accomplishments are desired?</p> <p>T1: Apply methods to overcome creative blocks. (VA:Cr1.1.7) T2: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating items (VA:Cr2.1.7) T3: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. (VA:Cr2.3.7) T4: Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats. T5: Interpret meaning in visual images</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> What specifically do you want students to understand? What inferences should they make?</p> <ul style="list-style-type: none"> • The importance and purpose of copyright laws • How the internet has changed how art is displayed, viewed, and shared • How editing software can be used to create or enhance digital images 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i> What thought-provoking questions will foster inquiry, meaning making, and transfer?</p> <ul style="list-style-type: none"> • What responsibilities come with the freedom to create digital art? •
	Acquisition of Knowledge & Skill	
<p><i>Students will know...</i> What facts and basic concepts</p>	<p><i>Students will be skilled at...</i> What discrete skills and processes</p>	



	<p>should students know and be able to recall?</p> <ul style="list-style-type: none"> ● Digital art vocabulary ● Digital photography vocabulary ● Copyright laws ● Online citizenship and digital footprint concepts 	<p>should students be able to use?</p> <ul style="list-style-type: none"> ● Editing digital images in a software program ● Saving and printing images at correct resolution ● Using a camera ● Intentionally using composition strategies to create a digital image
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**Evidence
(Success Criteria)
(Stage 2)**

Evaluation Criteria	
<ul style="list-style-type: none"> ● Desired results are being assessed. ● Criteria will be used in each assessment to evaluate the attainment of the desired results. ● The most important qualities are assessed. 	<p>PERFORMANCE TASK(S) How will students demonstrate their understanding through complex performance? What summative assessment(s) will there be?</p> <p><u>Summative Assessments (projects)</u></p> <p>Digital art image Digital photography series Vocabulary assessment</p> <hr/> <p>OTHER EVIDENCE What other evidence will you collect to determine whether the goals were achieved?</p> <p>Formative assessment: visual prompts, conferencing, exit tickets Student self reflections and written responses</p>



**Learning Plan
(Stage 3)**

What learning events will you have planned along the way? What pre-assessments will you use to check student's prior knowledge, skill levels and potential misconceptions?

Learning Events

Questions to consider:

- Are all three types of goals (acquisition, meaning, and transfer) addressed?
- How does the learning plan reflect best practices?
- What are the steps to ensure engaging and effective practices for all students?
- During your planning, how will you determine the barriers that are preventing all students from experiencing a high level of learning?
- What are the multiple means of representations for students?
- What multiple means of engagement are provided?
- What are the multiple means of action and expression provided?

Progress Monitoring

Questions to consider:

- How will you monitor students' progress toward acquisition, meaning, and transfer?
 - What formative assessments will there be?
- What are potential barriers and student misunderstandings?
- How will students receive the feedback they need?

Resources:

- [UBD Guidebook](#)
- [What is UbD?](#)
- [UbD in Nutshell](#)
- [Nifty UbD Video](#)



Beyond the Filter

Course Description: The curriculum is developed from the National Core Art Standards.

Learn the basics of digital art and photography through your cell phone. In this class we will use our phones (or small point and shoot cameras) to take pictures and edit them on the computer. Students will explore composition strategies and learn how to shoot, edit, organize and manipulate photos. They will investigate digital photography techniques through experimentation with a digital camera, and learn to use Adobe Photoshop Elements and other online editing programs.

Beyond the filter is a visual art elective available to any 7th or 8th grade student.

What are the objectives (goals) of the course?

Creating:

- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work
- Refine and complete artist work

Presenting:

- Develop and refine artistic techniques and work for presentation

Responding:

- Interpret intent and meaning in artistic work.

Connecting:

- Synthesize and relate knowledge and personal experiences to make art.

A.8.2 Learn appropriate vocabulary related to their study of art

C.8.1 Know the elements and principles of design

C.8.2 Understand what makes quality design

C.8.6 Develop the craft and skills to produce quality art

C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork

D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality

G.8.3 Analyze the meanings of artworks and design

G.8.4 Create works of art that have meanings

H.8.6 Make and interpret photographs and videos

I.8.7 Work independently and collaboratively to produce ideas and works of art

J.8.10 Develop the ability to reflect and talk about works of art

K.8.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design

Why is this course applicable to the students (Transfer)?

1. Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating work
2. Create clear and effective presentations
3. Develop a strong problem solving skills in technology



4. Develop the skills to apply relevant to examine, reflect on, and plan revisions for work.
5. Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating work
6. Collaboratively plan, organize and display information in a meaningful and informative way

What are the Understandings from the units?

- How to correctly take a photograph using DSLR/Point and shoot/ Cell phone
- The copyright and fair use laws
- How to use photo editing software to edit and manipulate a photograph
- Photographers often work within a “style” or type of photography
- Photographs can explain a feeling, personality, or situation better than words alone
- Curators play important roles in the presentation of artwork
- Artwork is displayed in places that allow others to fully experience it

What are the Acquisitions and Knowledge of skills?

Students will know...

- Basic camera functions and settings
- Photography vocabulary (exposure, depth of field, aperture, ISO, shutter speed)
- Copyright law
- The elements and principles of design
- The rule of thirds and odds
- What leading lines are
- What a composition is
- What an editing software is
- The resolution needed for saving and printing images
- The different types of photography/photographers
- Lighting and colors affect the mood of photographs
- Symbolisms role in photography
- The role of a curator in a museum or gallery
- The necessary materials needed for displaying a piece of art
-

Students will be skilled at...

- Demonstrate proper camera and digital processing techniques in production of a work of art
- Following copyright laws
- How to use composition strategies effectively
- Identifying composition strategies within a photograph
- Editing a photograph on a software program (exposure levels, saturation, contrast)
- Using the clone tool, Using layers
- Saving and printing an image
- Make informed choices about composition when photographing and editing digital images.
- Mating, mounting, and displaying photographs
- Writing an artist statement about their art
- Writing a gallery narrative

What is the amount of time to accomplish the goals and rationale?



- Digital Photography: DSLR is an 18 week course that meets for 71 minutes every other day

What are the main instructional methods used?

- Direct instruction, inquiry based, modeling, socratic questioning, constructivism

How this course relates to the goals of the district?

- This course will:
 - Teach 21st century skills including the ability to learn, to reason, to interact, to be technologically literate and to become knowledgeable within an increasingly diverse community
 - Actively engage students in their learning
 - Encourage them to become life-long learners

How will this course be assessed?

- Quantitative Student surveys

Operational

1. What resources are needed for implementation including instructional materials, equipment, specially-trained personnel?

- \$1,200- printing costs, hardware updates. Price is based on 2018-19 student enrollment

2. How will this course be assessed?

- Quantitative Student surveys

3. Any data from sources inside/outside the school district that could be used to support the creation of this course? How and why was the course created? Any data to share that would lead to initial implementation?

- Change in the schedule allowed for more elective options in the visual arts. This sparked discussion with the high school as to what course would align well with the visual arts program and promote a continuation of visual art studies.



Scope and Sequence

Length of Units
(quarterly, trimester or by weeks)

Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
The Basics 5 days	Composing a photo 3 days	Editing 5 days	
Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
ABC Photography 3 days	Photography Prompts 16 days	Gallery 5 days	



Ceramics

Course Description:

The curriculum is developed from the National Core Art Standards.

In this class students will explore the world of clay using both handbuilding skills and the pottery wheel. Students will create functional pottery as well as exploring sculptural applications. Emphasis will be placed on the design elements: Line, Space, Form, and Texture. Various glaze and decoration techniques for finishing work will be introduced.

Ceramics is a visual art elective available to any 7th or 8th grade student.

What are the objectives (goals) of the course?

Creating

- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work
- Refine and complete artist work

Responding

- Perceive and analyze artistic work.

Presenting

- Convey meaning through the presentation of artistic work.

Connecting

- Synthesize and relate knowledge and personal experiences to make art.

A.8.2 Learn appropriate vocabulary related to their study of art

A.8.3 Know about styles of art from their own and other parts of the world

A.8.4 Know about some styles of art from various times

C.8.2 Understand what makes quality design

C.8.6 Develop the craft and skills to produce quality art

C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork

D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality

G.8.3 Analyze the meanings of artworks and design

H.8.4 Create three-dimensional models

J.8.2 Understand how the choice of materials and techniques influences the expressive quality of art

Why is this course applicable to the students (Transfer)?

1. Demonstrate a willingness to experiment, innovate and take creative risks while making things or learning new concepts.
2. Demonstrate an understanding of how to safely take care of materials and tools.
3. Explain how personal choices are influenced by culture and environment.
4. Use 2 dimensional drawings to create 3 dimensional models
5. Demonstrate an understanding and appreciation of other cultures art, traditions, and rituals.



What are the Understandings from the units?

- Ceramics is the art of making and decorating pottery.
- Innovative thinking is an important step in creativity
- Collaboration in art can expand the creative process
- art can be used to make criticism or comments on society.
- multicultural art is the study of artistic aesthetic creations of people and cultures from around the world.
- Cultures use and make art for a wide variety of different reasons and purposes
- Art can be functional and decorative
- Personal preference plays an important role in idea development and creativity
- The pottery wheel can be a useful tool in making ceramics

What are the Acquisitions and Knowledge of skills?

Students will know....

- Basic ceramic vocabulary
- The names and uses of ceramic tools
- Pottery wheel vocabulary (centering, throwing, bat, rib tool)
- The process for setting up, creating art, and cleaning the pottery wheel.
- Decorative art is an important part of our society and environment
- Basic sculpture vocabulary
- The difference between subtractive and additive sculpture
- About different cultures or artists that use subtractive sculpture
- The terms trimming, finishing, and glazing.
- The process or procedure for trimming and glazing
- How other cultures created and used pottery in their life

Students will be skilled at...

- Properly use ceramic tools
- Create a slab and coil
- Properly score and slip
- Centering clay on the pottery wheel
- Trimming finished pieces on the pottery wheel
- Creating decorative art for a place
- Accurately use subtractive sculpting techniques
- Add realistic texture
- Correctly trim a piece of pottery
- Glaze pottery with good craftsmanship
- Using another cultures techniques to create culturally sensitive and appropriate multicultural artworks
- Working collaboratively to share ideas, develop a plan, and create a work of art
- Use everyday objects to create texture

What is the amount of time to accomplish the goals and rationale?

- Ceramics is an 18 week course that meets for 71 minutes every other day



What are the main instructional methods used?

- Direct instruction, inquiry based, modeling, socratic questioning, constructivism

How this course relates to the goals of the district?

- This course will:
 - Teach 21st century skills including the ability to learn, to reason, to interact, to be technologically literate and to become knowledgeable within an increasingly diverse community
 - Actively engage students in their learning
 - Encourage them to become life-long learners

Operational

1. What resources are needed for implementation including instructional materials, equipment, specially-trained personnel?

- 3,000 - costs of clay, glaze, and tools. Budget based on student enrollment for 2018-19.

2. How will this course be assessed?

- Quantitative Student surveys

3. Any data from sources inside/outside the school district that could be used to support the creation of this course? How and why was the course created? Any data to share that would lead to initial implementation?

- Change in the schedule allowed for more elective options in the visual arts. This sparked discussion with the high school as to what course would align well with the visual arts program and promote a continuation of visual art studies. This course will give students interested in 3D art an opportunity to create.



Scope and Sequence

Length of Units
(quarterly, trimester or by weeks)

Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
Handbuilding Basics(class intro) 5 days	Pottery Wheel (5 days)	Decorative Art (5)	Subtractive Sculptures (7)
Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
Glazing/ Finishing(8)	Multicultural Art (5)	Handbuilt Textures Vessels (5)	



Drawing and Painting

Course Description: The curriculum is developed from the National Core Art Standards.

In this class students will be creating a variety of 2D studio art (drawing, painting, collage). Students will be introduced to a number of drawing techniques and materials including pencil, charcoal, ink, and pastels. We will continue to develop and refine our drawing and painting skills while learning new techniques like pencil blending, use of linear perspective, basic color mixing and acrylic painting techniques.

Drawing and Painting is a visual art elective available to any 7th or 8th grade student.

What are the objectives (goals) of the course?

Creating:

- Organize and develop artistic ideas and work
- Generate and conceptualize artistic ideas and work
- Refine and complete artist work

Presenting:

- Develop and refine artistic techniques and work for presentation.

Responding

- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.

Connecting

- Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity

C.8.1 Know the elements and principles of design

C.8.2 Understand what makes quality design

C.8.6 Develop the craft and skills to produce quality art

C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork

G.8.3 Analyze the meanings of artworks and design

G.8.4 Create works of art that have meanings

H.8.2 Know how light, shadow, color, distance, and angle of viewing affect sight

H.8.3 Be able to draw, paint, and sculpt from life

I.8.7 Work independently and collaboratively to produce ideas and works of art

J.8.10 Develop the ability to reflect and talk about works of art

Why is this course applicable to the students (Transfer)?

1. Apply methods to overcome creative blocks and document the brainstorming process
2. Demonstrate a willingness to experiment, innovate and take creative risks while making things or learning new concepts.
3. Apply relevant criteria to analyze, reflect on, and revise an idea
4. Create clear and effective presentations
5. Be able to compare and contrast how images can be to communicate and influence ideas, emotions, and actions
6. Understand how images influence ideas, emotions, and actions



What are the Understandings from the units?

- The elements and principles of art are the basic building blocks of design
- As objects move back into space they appear to get smaller
- Value creates realistic depth in a drawing
- the purpose of portraits throughout history
- artists develop a style in which they create and make art
- artists have used art as a way to respond to the world and events around them
- artists use artist statements and exhibition narratives to inform others about the meaning of their work
- images can influence ideas and beliefs
- art uses symbolism to convey and communicate meaning in a non-linguistic way
- other ideas, events, and works of art can inspire visual art pieces

What are the Acquisitions and Knowledge of skills?

Students will know...

- Composition vocabulary
- Elements and principles of design
- when it is appropriate to use what tool for the desired result
- what craftsmanship is and why it is important
- The importance of scale, proportion and perspective in realistic drawing
- What portraiture is
- Basic composition strategies
- Color theory principles
- What an art movement is
- That artists have a style they make and create art in
- What a curator is and why they are needed
- The definition of symbolism in art

Students will be skilled at...

- Creating contour line drawings
- Creating drawings with accurate scale and proportion
- How to accurately and correctly use drawing and shading tools
- Create art with good craftsmanship
- Use multiple brainstorming strategies to overcome creative roadblocks
- Mimicking another artists style to create a painting with similar characteristics
- Creating a painting with a strong composition
- Collaboratively curate an exhibition
- Write an artist statement
- Making art that conveys a meaning or purpose

What is the amount of time to accomplish the goals and rationale?



- Drawing and Painting is an 18 week course that meets for 71 minutes every other day

What are the main instructional methods used?

- Direct instruction, inquiry based, modeling, socratic questioning, constructivism

How this course relates to the goals of the district?

- This course will:
 - Teach 21st century skills including the ability to learn, to reason, to interact, to be technologically literate and to become knowledgeable within an increasingly diverse community
 - Actively engage students in their learning
 - Encourage them to become life-long learners

How will this course be assessed?

Quantitative Student surveys

Operational

1. What resources are needed for implementation including instructional materials, equipment, specially-trained personnel?

\$1,250 (4-5 sections of the course)

Course materials be purchased in bulk divided and used as needed for each art course.

*numbers based off of current enrollment project and approximate material costs

(8 sections of the course)

**costs may go down in future years as tools and other non-disposables will not need to be purchased every year.

2. How will this course be assessed?

Pre and post course student survey

3. Any data from sources inside/outside the school district that could be used to support the creation of this course? How and why was the course created? Any data to share that would lead to initial implementation?

Change in the schedule allowed for more elective options in the visual arts. This sparked discussion with the high school as to what course would align well with the visual arts program and promote a continuation of visual art studies. This course was designed to give students interested in focusing more on the 2D concepts a stronger foundation.



Scope and Sequence

Length of Units (quarterly, trimester or by weeks)				
When is the Unit?				
Name of Unit	Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
Expressions 4 days	Drawing 17 days	Pastel Animals 5 days	Painting 8 days (acrylic, watercolor)	Mixed media 5 days



Digital Photography: DSLR

(Digital Single-Lens Reflex Camera)

Course Description: The curriculum is developed from the National Core Art Standards.

Learn the basics of digital art and photography through your cell phone. In this class we will use our phones (or small point and shoot cameras) to take pictures and edit them on the computer. Students will explore composition strategies and learn how to shoot, edit, organize and manipulate photos. They will investigate digital photography techniques through experimentation with a digital camera, and learn to use Adobe Photoshop Elements and other online editing programs.

Beyond the filter is a visual art elective available to any 7th or 8th grade student.

What are the objectives (goals) of the course?

Creating:

- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work
- Refine and complete artist work

Presenting:

- Develop and refine artistic techniques and work for presentation

Responding:

- Interpret intent and meaning in artistic work.

Connecting:

- Synthesize and relate knowledge and personal experiences to make art.

A.8.2 Learn appropriate vocabulary related to their study of art

C.8.1 Know the elements and principles of design

C.8.2 Understand what makes quality design

C.8.6 Develop the craft and skills to produce quality art

C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork

D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality

G.8.3 Analyze the meanings of artworks and design

G.8.4 Create works of art that have meanings

H.8.6 Make and interpret photographs and videos

I.8.7 Work independently and collaboratively to produce ideas and works of art

J.8.10 Develop the ability to reflect and talk about works of art

K.8.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design

Why is this course applicable to the students (Transfer)?

1. Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating work
2. Create clear and effective presentations



3. Develop a strong problem solving skills in technology
4. Develop the skills to apply relevant to examine, reflect on, and plan revisions for work.
5. Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating work
6. Collaboratively plan, organize and display information in a meaningful and informative way

What are the Understandings from the units?

- How to correctly take a photograph using DSLR/Point and shoot/ Cell phone
- The copyright and fair use laws
- How to use photo editing software to edit and manipulate a photograph
- Photographers often work within a "style" or type of photography
- Photographs can explain a feeling, personality, or situation better than words alone
- Curators play important roles in the presentation of artwork
- Artwork is displayed in places that allow others to fully experience it

What are the Acquisitions and Knowledge of skills?

Students will know...

- Basic camera functions and settings
- Photography vocabulary (exposure, depth of field, aperture, ISO, shutter speed)
- Copyright law
- The elements and principles of design
- The rule of thirds and odds
- What leading lines are
- What a composition is
- What an editing software is
- The resolution needed for saving and printing images
- The different types of photography/photographers
- Lighting and colors affect the mood of photographs
- Symbolisms role in photography
- The role of a curator in a museum or gallery
- The necessary materials needed for displaying a piece of art
-

Students will be skilled at...

- Demonstrate proper camera and digital processing techniques in production of a work of art
- Following copyright laws
- How to use composition strategies effectively
- Identifying composition strategies within a photograph
- Editing a photograph on a software program (exposure levels, saturation, contrast)
- Using the clone tool, Using layers
- Saving and printing an image
- Make informed choices about composition when photographing and editing digital images.
- Mating, mounting, and displaying photographs
- Writing an artist statement about their art
- Writing a gallery narrative



What is the amount of time to accomplish the goals and rationale?

- Digital Photography: DSLR is an 18 week course that meets for 71 minutes every other day

What are the main instructional methods used?

- Direct instruction, inquiry based, modeling, socratic questioning, constructivism

How this course relates to the goals of the district?

- This course will:
 - Teach 21st century skills including the ability to learn, to reason, to interact, to be technologically literate and to become knowledgeable within an increasingly diverse community
 - Actively engage students in their learning
 - Encourage them to become life-long learners

How will this course be assessed?

- Quantitative Student surveys

Operational

1. What resources are needed for implementation including instructional materials, equipment, specially-trained personnel?

- \$1,000 - printing costs, software and hardware updates/replacement cost is based on 2018-19 student enrollment

2. How will this course be assessed?

- Qualitative Student Surveys

3. Any data from sources inside/outside the school district that could be used to support the creation of this course? How and why was the course created? Any data to share that would lead to initial implementation?

- Change in the schedule allowed for more elective options in the visual arts. This sparked discussion with the high school as to what course would align well with the visual arts program and promote a continuation of visual art studies.

Scope and Sequence

	Length of Units (quarterly, trimester or by weeks)			
When is the Unit?				



Name of Unit	Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
	The Basics 5 days	Composing a photo 3 days	Editing 5 days	
Name of Unit	Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
	ABC Photography 3 days	Photography Prompts 16 days	Gallery 5 days	



Introduction to Spanish I

Course Description: The curriculum is developed from the World Language standards. This course is designed for students who would like to study Spanish but are not quite ready for the rigor of a high school course. Students will learn basics of Spanish vocabulary and grammar to be able to talk about themselves, friends, family, school and daily life. This course prepares students to enter Spanish 1 at the high school.

- This course is open to any student in 8th grade who is not taking Spanish 8 (WUHS Spanish I).
- **Objectives:** Prepare students to be successful in Spanish I at WUHS.
 - **21st Century skills:**
 - Become a more globally aware citizen by knowing another language
 - Learn to communicate in the world beyond their immediate environment
 - **Understanding:**
 - We are all unique individuals
 - Cultural factors influence who we are and how we interact
 - Subject pronouns are similar and different than in English
 - Spain's royal family is also part of the government.
 - Vocab important to describe self and others
 - Unique cultural celebrations
 - **Acquisitions and Knowledge of Skills:**
 - How to ask and answer basic questions about themselves
 - Subject pronouns as the framework for grammar instruction
 - Adjective placement in the Spanish language
 - Use of singular and plural nouns with adjectives
 - The formation and usage of verbs in the Spanish language
- **Relating to WGSD:** Equipping each student with knowledge and skills to become productive members of society by setting clear standards for high achievement. Promote student growth in a 21st century environment by offering diverse academic, behavioral, and social/emotional programming for ALL.
- **Time:** This course is an every other day course taken over a semester. Equivalent to 1 quarter.
- **Instructional methods:** inquiry, direct-instructions, classroom discussions, modeling, gradual release, and active learning

Operational

1. **Resources:** A staff member certified to teach Spanish.
2. **Assessed:** Pre and post surveys, products developed and shared out, proficiency progress
3. **Data:** This course was created after looking at data of 8th grade Spanish I students who were not successful and would have benefitted from an introductory level high school class. Looking at four years of data, it was determined that there were enough students each year to have offered this class. A survey was also sent to all current 8th grade



students in social studies about their preference for Spanish classes. Twenty-two of 106 students would have taken an introductory Spanish class. I also looked at the percentage of students who did not take Spanish 7 due to intervention or special needs and would benefit from an introductory class in 8th grade. After researching all these factors, I saw it necessary to offer this course to any 8th grader not taking Spanish 8 (WUHS Spanish I).

Scope and Sequence

Scope and Sequence				
	Length of Units (quarterly, trimester or by weeks)			
When is the Unit?	Introduction to Spanish I is offered every other day for a semester or the equivalent of a quarter; for 71 minutes each day.			
Name of Unit	Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
	Getting Acquainted 10 days	Los Pronombres y Felipe VI 5 days	La Universidad y Los infinitivos 10 days	Las Castells de Tarragon y personal adjectives 10 days



Life Skills and Careers

Course Description: Curriculum for this class is developed from state of Wisconsin school counseling and financial literacy standards. In this course, college and career portfolios will be initiated. Personal finance will also be a focus. Age-appropriate instruction pertaining to certain health related concepts required by the DPI will also be introduced through the school counselor.

- All 7th graders will be taking this as a quarter class

What are the objectives (goals) of the course?

- The objectives of this course are to introduce ideas and activities that promote self-awareness, academic preparation, career exploration, career planning and future goal setting.

Why is this course applicable to the students?

- Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, financial literacy skills, and the development of career planning and interpersonal skills. -WGSD ACP Mission Statement
- We, along with the state of Wisconsin, believe it is important to have conversations with students about what they want to do when they grow up. Do we expect them to figure it out at this age? Absolutely not! But why not start exploring options together? Parents, teachers and community members will team up to create a foundation that will prepare students to drive toward success.

What are the Understandings from the units?

Students will understand that...

- *SMART goals will help focus their learning to ensure that they are growing into their role and able to reach future school/career aspirations. SMART goals are a methodology of thinking that helps people reach success. SMART stands for specific, measurable, achievable, realistic and time-based.*
- *How their own personal choices will affect their family.*
- *How to take my own interests and values and turn them into a career.*
- *Increased improvement of soft skills, including teamwork, will transfer to future employment opportunities.*
- *There are performance skills needed (from schooling or work based learning) to attain personal and career goals*
- *There are multiple paths available, both traditional and non-traditional, for career exploration*
- *They need to do their homework (be prepared) before they can apply for a job if they want to get the job*
- *There are a general set of employability skills or qualities that employers will be looking for*
- *Financial preparation for the future is important so that they will have a choice to live the kind of life they want*



What are the Acquisitions and Knowledge of skills?

Students will know...

- Vocabulary specific to ACP
- Soft skills are transferable
- How to maneuver the Career Cruising Program
- How to maneuver different career tools such as Career Cruising, Occupational Outlook Handbook, and O'net to do career research and 16 cluster research
- How to write a resume and cover letter
- How to search want ads for a job
- How to use basic employability skills for a job interview
- How to prepare a budget and set goals
- How to tell the difference between debit and credit
- How to balance a checkbook

Students will be skilled at...

- Creating and revising goals
 - Inferring which soft skill traits they have strength in and which are weaknesses
 - Communicating their thoughts about their future endeavors
 - Using a computer to show their culminating thoughts about their future
 - Communicating their thoughts about their future endeavors
 - The Internet to search for a job
 - Their background knowledge of skills learned in class and transfer them into other settings
 - Making basic decisions about finances
-
- What is the amount of time to accomplish the goals and rationale? 9 weeks
 - What are the main instructional methods used? Inquiry based, classroom discussion, modeling, gradual release, direct instruction, interactive instruction, project based learning
 - How this course relates to the goals of the district? In our district mission statement, there is a line that reads, "**Equipping each student with knowledge and skills to become productive members of society by setting clear standards for high achievement.**" Life Skills and Careers will fulfill this statement. We are equipping students with the necessary tools to build their future.
 - How will this course be assessed? There will be a pre and post test of career vocabulary terms as well as project based learning.

Operational

1. **What resources are needed for implementation including instructional materials, equipment, specially-trained personnel?**
 - Internet, Career Cruising, Financial Literacy Program
2. **How will this course be assessed?**



- Student surveys, Pre/Post Career Vocabulary Test
3. **Any data from sources inside/outside the school district that could be used to support the creation of this course? How and why was the course created? Any data to share that would lead to initial implementation?**
- Fox River Middle School staff went on a few district visits to Fort Atkinson, Lake Geneva and Wisconsin Rapids to observe their ACP classes. Staff took several training classes through CESA, and attended the summer conference for ACP in Madison.

Scope and Sequence

Length of Units by weeks		
Quarter	Quarter	Quarter
Name of unit and length.	Name of unit and length	Name of unit and length
Know (Self- Awareness Activities) 4 weeks	Explore (Exploration activities) 3 weeks	Plan/Go (Career planning activities) 2 weeks



Musical Theater: Full Course

Course Description: The curriculum is developed from the Wisconsin Standards for Theater

Musical Theater (Music)

(semester every other day)

This class is designed with the theater lover in mind. Students will learn how to think like a director. Students will also learn about the roles of the tech crew, set design, lighting, makeup, publicity, blocking, choreography and a variety of other jobs that make a “production” successful. Yes there will be a bit of singing and dancing too!

- Which students will take this course?
 - **This course is designed for students that have a passion and curiosity for theater both on and off the stage.**

- What are the objectives (goals) of the course?
 - Standard C: RESEARCH AND ANALYSIS
 - Students in Wisconsin will research and analyze methods of presentation and audience response for theater, the interconnections of theater, community, other cultures, and historical periods for use as general knowledge.
 - C.8.2 Read a play and exhibit understanding if the cultural/historical connections through discussions and/or written work
 - C.8.3 Discuss the cultural/historical importance of a play through group discussion or written work.
 - Standard E. THEATER PRODUCTION
 - Content Standard: Students will think and work as playwrights, designers, managers, and/or directors to create, interpret improvised and scripted scenes.
 - E.8.3 Develop an understanding of design by creating a floor plan or visual representation of a play or literature selection
 - E.8.4 Analyze a play and determine appropriate setting, lighting, costume, and make-up requirements
 - E.8.6 Exhibit understanding of theater management through direct involvement in a public performance by making posters, selling tickets and/or ushering
 - Standard B: PERFORMANCE
 - Students in Wisconsin will work and think as actors to develop basic acting skill to portray characters who interact in improvised and scripted scenes.
 - B.8.3 Create a believable and sustained character within a scripted or improvised context
 - B8.4 Create a character that is appropriate to the context of the scene, using facial expressions

- Why is this course is applicable to the students (Transfer)?
 - **Beyond the stage, theater has many opportunities for future careers. This course will also teach kids how to see the big picture and then devise plans to accomplish their goal.**



It will also teach them how to become flexible and quick problem solvers. Live theater never goes the same way twice. There are always glitches.

- What are the Understandings from the units?
 - Create, Develop and Analyze
 - Work collaboratively
- What are the Acquisitions and Knowledge of skills?
 - Basic recall of theater specific vocabulary and terminology
 - The roles of those involved to make a play/musical successful
 - How to think, plan and develop roles of theater careers
- What is the amount of time to accomplish the goals and rationale?
 - One semester, every other day for 70 minutes.
- What are the main instructional methods used?
 - What are the main instructional strategies?
 - Inquiry based, modeling, scaffolding, self-directed, active-learning, pre-post assessment, skills check
- How this course relates to the goals of the district?
 - Establishing a safe and respectful environment that encourages curiosity, creativity, and critical thinking for all.
 - Equipping each student with knowledge and skills to become productive members of society by setting clear standards for high achievement.

Operational

1. What resources are needed for implementation including instructional materials, equipment, specially-trained personnel?
 - i. I may need time to work with Leigh Birmingham Theater Teacher at WUHS as well as Dan Gross Technology Director WHUS
 - ii. Theater books
2. How will this course be assessed?
 - a. Inquiry based, modeling, scaffolding, self-directed, active-learning, pre-post assessment, skills check.
3. Any data from sources inside/outside the school district that could be used to support the creation of this course? How and why was the course created? Any data to share that would lead to initial implementation?
 - a. Establishing a safe and respectful environment that encourages curiosity, creativity, and critical thinking for all.
 - b. Equipping each student with knowledge and skills to become productive members of society



by setting clear standards for high achievement.

Scope and Sequence

Length of Units
(quarterly, trimester or by weeks)

Name of Unit and length.	Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
Theater Essentials 3-4: 70 minute classes	Theater Careers 4- 70 minute classes	Application and design 6- 70 minute classes	Acting 101 8- 70 minute classes	Lights, Camera, Action 21- minute classes



Visual Storytelling

Course Description: The curriculum is developed from the National Core Art Standards.

In this class students would use a variety of literary works like short stories, poems, and songs inspire them to create visual imagery. Students will learn how to work independently and collaboratively to create visually compelling images in both traditional studio art as well as digital narratives. Multimedia programs and editing software will also be introduced.

Visual Storytelling is a visual art elective available to any 7th or 8th grade student.

What are the objectives (goals) of the course?

Creating:

- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work
- Refine and complete artist work

Presenting

- Develop and refine artistic techniques and work for presentation.

Responding

- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.

Connecting

- Synthesize and relate knowledge and personal experiences to make art.

WI State Standards

A.8.2 Learn appropriate vocabulary related to their study of art

B.8.4 Know ways in which art is influenced by artists, designers, and cultures

C.8.1 Know the elements and principles of design

C.8.2 Understand what makes quality design

C.8.6 Develop the craft and skills to produce quality art

C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork

D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality

E.8.1 Communicate complex ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics

G.8.3 Analyze the meanings of artworks and design

G.8.4 Create works of art that have meanings

J.8.2 Understand how the choice of materials and techniques influences the expressive quality of art

Why is this course is applicable to the students (Transfer)?

1. Document early brainstorming ideas and plans in traditional ways and new technologies
2. create clear and effective presentations
3. Demonstrate a willingness to experiment, innovate and take creative risks while making things or learning new concepts.



4. Apply relevant criteria to analyze, reflect on, and revise an idea
5. Apply methods to overcome creative blocks and document the brainstorming process
6. Demonstrate a willingness to experiment, innovate and take creative risks while making things or learning new concepts.
7. Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works
8. Be able to understand how our views can be shaped and impacted by visual imagery
9. Create a convincing and logical argument to support an opinion or belief

What are the Understandings from the units?

- The elements and principles of art are the basic building blocks of design
- what symbolism is and its role in visual art
- Every art medium has its advantages and limitations
- Artist must understand how art mediums can enhance or distract from the purpose of the work of art
- Items, events or other works of art (literature, music, dance) can influence and inspire artists to make art.
- symbolism is an important and essential element of visual storytelling
- Artists that create cover art must be able to communicate themes and moods through symbolism effectively.
- Art can be used to “attract” people to a product
- Art is a powerful communication tool
-

What are the Acquisitions and Knowledge of skills?

Students will know...

- Composition vocabulary
- The elements and principles of design
- What symbolism is
- What a medium is
- The pros and cons of each medium
- What visual literacy is
- How composition strategies help attract and communicate to the audience
- The importance of symbolism in cover art
- What the role of cover art is.
- What social commentary is.
- How artists use social commentary to persuade or influence others

Students will be skilled at...

- Developing, designing, and creating an interesting composition
- Identifying symbolism in an artwork
- Using a variety of 2D art mediums
- Using digital technologies as an art medium
- Using composition strategies to create visual images
- Using symbolism to help communicate complex ideas, emotions, or moods to the viewer
- Creating cover art that uses symbolism
- Creating a well balanced and interesting composition for a publish work



How to use images and text to create meaningful and influential works of art
Create a social commentary work

What is the amount of time to accomplish the goals and rationale?

- Visual Storytelling is an 18 week course that meets for 71 minutes every other day

What are the main instructional methods used?

- Direct instruction, inquiry based, modeling, socratic questioning, constructivism

How this course relates to the goals of the district?

- This course will:
 - Teach 21st century skills including the ability to learn, to reason, to interact, to be technologically literate and to become knowledgeable within an increasingly diverse community
 - Actively engage students in their learning
 - Encourage them to become life-long learners

How will this course be assessed?

- Quantitative Student surveys

Operational

1. What resources are needed for implementation including instructional materials, equipment, specially-trained personnel?

\$500 - only one section (materials will be shared with drawing/painting and art survey)

2. How will this course be assessed?

Quantitative Student surveys

3. Any data from sources inside/outside the school district that could be used to support the creation of this course? How and why was the course created? Any data to share that would lead to initial implementation?

Change in the schedule allowed for more elective options in the visual arts. This sparked discussion with the high school as to what course would align well with the visual arts program and promote a continuation of visual art studies. This course will give students a creative outlet that ties reading, music and art together.



Scope and Sequence

Length of Units
(quarterly, trimester or by weeks)

Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
Visual Literacy 10	Medium Exploration 10	Storytelling 10	Cover 5
Name of unit and length.			
Social Commentary 5			



Wildlife & Natural Resources

Course Description: (semester every other day)

Students will probe into many of the majestic wildlife species that exist in North America. How the animals live, threats to their existence, and what the future might hold are some of the ideas that will be discussed. In addition students will be exposed to fisheries, forestry, water, and wildfire management and issues. Lastly students will be exposed to survival situations.

The curriculum is developed from the *Next Generation Science Standards* standards.

Which students will take this course? - 7th/8th Students as an elective

What are the objectives (goals) of the course?

MS-LS2-1 Ecosystems: Interactions, Energy, and Dynamics

- Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- SCI.LS2.A.m Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.
- SCI.LS2.A.m Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.

SCI.SEP1.A: Asking Questions

- Ask questions to identify and clarify evidence and the premise(s) of an argument

SCI.SEP5.A: Qualitative and Quantitative Data

- Ask questions that challenge the premise(s) of an argument or the interpretation of a data set

SCI.SEP7.A: Argue from Evidence

- Compare and critique two arguments on the same topic. Analyze whether they emphasize similar or different evidence and interpretations of facts.

SCI.LS2.A: Interdependent Relationships in Ecosystems

- Organisms and populations are dependent on their environmental interactions both with other living



things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared

SCI.ETS2.B.m

- All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.

SCI.ETS3.A: Science and Engineering Are Human Endeavors

Science and engineering are influenced by what is valued in society.

SCI.ETS2.B.m

- All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.

SCI.SEP1.A:

- Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.

Why is this course is applicable to the students?

- The wise use of natural resources are debatable topics students may vote on and help decide how best to use in the future. Wildlife issues will continue to be problems as the human populations expands. Knowing how land is divided up and can be managed will allow students to make informed decisions on how humanity might best proceed in the future with regard to natural resources and wildlife. Many students will spend a lifetime recreating outdoors relieving stress and following their interests. Wildlife & Natural Resources will provide students the knowledge to recreate outdoors in ways/areas that meet their interests.

- Communication Skills
- Connecting
- Collaborating
- Critical Thinking
- Research Skills
- Historical Knowledge

What are the Understandings from the units?

Students will understand that...

- ***Wildlife History/Protection and Current Natural Resource Topics***
 - Natural resource decision makers use numbers/data gathered through the scientific method to infer how to manage wildlife and natural resources.



- Things in the public commons such as wildlife initially had few to no one making sure species were not over exploited but protections and professionals exist now.
- ***How are Natural Resources and Wildlife decisions made in the United States***
 - Wildlife and natural resources are managed by natural resource professionals usually using science and data.
 - Students will infer when they view the outdoor environment that professionals are managing the wildlife and natural resources .
- **Using & Enjoying Natural Resources**
 - Numerous recreational areas and styles are available in the U.S..
 - Being self reliant and safe in remote locations requires planning and ability to operate machinery, navigation devices, obtain specific skills, and the use of backup planning.

What are the Acquisitions and Knowledge of skills?

Students will know and be skilled at...

- ***Wildlife History/Protection and Current Natural Resource Topics***
 - What facts and basic concepts should students know and be able to recall?
 - Acts, Current Topics in Wildlife & Natural Resources, Status of regional wildlife populations
- ***How are Natural Resources and Wildlife decisions made in the United States***
 - Direct another person to correct professional to help with a specific wildlife or natural resource issue.
 - Know how to participate in wildlife and natural resource issues in WI as a citizen.
- **Using & Enjoying Natural Resources**
 - Their favorite way to recreate.



- If more or fewer areas should be set for public recreation.
- How public land should be used.

What is the amount of time to accomplish the goals and rationale?

- Every other day 71 minutes for a semester.

What are the main instructional methods used?

- Inquiry, Direct Instruction, Classroom discussions, Modeling

***If applicable, how does learning democratic principles and positive ethics apply?**

- Many natural resources and wildlife are owned by the public in the United States and managed using democratic principles such as elections of people who make decisions about wildlife and natural resources. Ethical issues such as how human actions affect the natural world and how our current and future use of natural resources could affect future generations will be considerations.

How this course relates to the goals of the district?

- Students will be able to understand current and future natural resource issues will allow students to be responsible citizens in our democracy. Wildlife and Natural Resources promote lifelong learning that emphasise wise use of environmental resources. Students will leave the class with an improved ability to be a productive member of society of wildlife and natural resource issues.

Operational

What resources are needed for implementation including instructional materials, equipment, specially-trained personnel?

- Anticipated resources are minimal. Plan to use existing science supplies, nature center, and free guest speakers.
-

How will this course be assessed?

- Student Survey, Pre & Post Summative Assessment, Class Discussion

Any data from sources inside/outside the school district that could be used to support the creation of this course? How and why was the course created? Any data to share that would lead to initial implementation?

- Qualitative feedback from students, Wisconsin DNR, Sloan Allen, Jason Werchowski, course created after feedback from students and to provide more student choice during their exploration ages.



Scope and Sequence

Length of Units
(quarterly, trimester or by weeks)

Name of unit and length.	Name of unit and length	Name of unit and length
<i>Wildlife History/Protection and Current Natural Resource Topics - 5 Weeks</i>	<i>How are Natural Resources and Wildlife decisions made in the United States- 5 Weeks</i>	<i>Using & Enjoying Natural Resources- 5 Weeks</i>



World Cultures

Course Description: The curriculum is developed from the World Language, Social Studies and Counseling standards. World Cultures is offered to both 7th and 8th graders. This course will allow students to demonstrate an understanding of the relationships between practices, products and perspectives of the different cultures studied.

- This course is open to any student in 7th or 8th grade.
- **Objectives:** Encourage students to gain an understanding of global issues outside of the United States. Allow students to understand other cultures. World Cultures will allow students to become more knowledgeable within an increasing diverse community. Students will be able to relate this learning to themselves now and in the future.
 - **21st Century skills:**
 - Become a more globally aware citizen
 - Investigate the world beyond their immediate environment
 - Recognize their own and others' perspectives
 - **Understanding:**
 - Define cultural identity
 - Investigate culture
 - Understand cultural awareness
 - Understand differences in cultural celebrations
 - Identify and describe common traits
 - Understand all communities have diverse populations
 - Be open to diversity in their lives
 - Understand tolerance
 - Understand cultures and ability to work with diverse people
 - **Acquisitions & Knowledge of Skills**
 - The cultures they belong to
 - Identifying different cultures
 - Identifying cultural influences
 - Identifying stereotypes
 - The difference between a location, a place and a region
 - What cultural traits do all societies have
 - Located places on a map
 - How diverse ancient cultures were
 - Finding international literature, artwork and films
- **Relating to WGSD:** Preparing our students for the world with the technological, cultural, economic, information and demographic changes taking place
- **Time:** This course is an every other day course taken over a semester. Equivalent of a quarter long class.
- **Instructional methods:** inquiry, direct-instruction, classroom discussions, modeling, debate, gradual release, and active learning

Operational



1. **Resources:** A staff member who is globally competent and passionate for world cultures.
2. **Assessed:** Pre and post surveys, products developed and shared out
3. **Data:** This course is based off of the Global Education Certificate through the state of Wisconsin in addition to the Wisconsin Social Studies vision of students becoming civically-engaged problem-solvers who critically examine their roles in local, regional, state, national and global communities.

Scope and Sequence

Scope and Sequence				
	Length of Units (quarterly, trimester or by weeks)			
When is the Unit?	World Cultures is offered every other day for a semester or the equivalent of a quarter; for 71 minutes each day.			
Name of Unit	Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
	What is culture? 7 days	Think like a geographer 7 days	Diversity 7 days	Global Awareness 10 days



From Pen to Screen

Course Description: This critical thinking class will seek to show students the relationship between the elements of literary analysis and how they interact with one another on paper and film by using a movie, book, film clips and short stories. After reading and studying literature and film, students will create a film piece of their own using a scene from their favorite novel incorporating elements that they have learned and share it with the class. This course will not only give students the tools to appreciate good books and movies more fully, but will equip them with the ability to discern underlying messages rather than simply absorb them. The curriculum is developed from the 7 & 8 th grade ELA Reading/Literature standards and International Society for Technology Education Standards for Educators.

- **Which students will take this course?** It is an elective course offered to all 7th and 8th graders
- **What are the objectives (goals) of the course?** While most of our students believe they are media savvy, they are not really media literate. This course is designed to give them the tools they need to critically think for themselves to recognize bias, to see through spin, and to understand visual representation. It also perfectly addresses our districts opening mission statement, **“The Waterford Graded School District professional and support staff are dedicated to educate students to be literate, thinking, and informed so that they can participate fully and responsible as citizens in our democracy.”**
- **Why is this course applicable to the students (Transfer)?**
 - In a book called *Mastering Media Literacy* by Heidi Hayes Jacobs, she wrote, “The Partnership for 21st Century Skills (P21) recognizes media literacy as one of the 21st century skills all students need. It defines media literacy in two ways: analyzing media and creating media” both of which are going to occur in this class setting.
- **What are the Understandings from the units?**
 - *Students will understand...*
 - *How to become greater consumers of both written and digital storytelling*
 - *How and why media messages are constructed and for what purpose*
 - *Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors*
 - *As a director, they have an obligation to their audience*
 - *Apply a fundamental understanding of the ethical and legal issue surrounding the access and use of media*
 - *Understand and utilize the most appropriate media creation tools, characters, and conventions*
- **What are the Acquisitions and Knowledge of skills?**
 - *Students will know...*
 - What facts and basic concepts should students know and be able to recall?
 - Vocabulary specific to literature and film
 - Story conventions
 - Knowledge to interpret media messages



- How to use a digital camera
- How to navigate an online film editing program
- How to use the techniques they learned in the units prior to this to incorporate them into their final product

- *Students will be skilled at...*
 - Determining how to focus on different interpretations of media and being able to think critically about it
 - Synthesizing all information learned in this class to become lifelong masters of media literacy
 - Evaluating authorship, format, audience, content, purpose, economics, and credibility of media content
 - Apply their understanding of safe digital citizenship in the creation of a film
 - Synthesize information learned in this class in a final product to be shared with their peers
 - Remembering what they have learned in order to apply it to future media they engage in and think critically about it

- **What is the amount of time to accomplish the goals and rationale?**

- One semester - every other day

- **What are the main instructional methods used?**

- Inquiry based, classroom discussion, modeling, gradual release, direct instruction, interactive instruction, project based learning

- **How this course relates to the goals of the district?** It is our mission to, "Establishing a safe and respectful environment that encourages curiosity, collaboration, creativity, and critical thinking for all."

- This courses standards go hand in hand with our district's mission. We are promoting the 4 c's in a very safe and respectful environment.

- **How will this course be assessed?**

- We will use vocabulary assessments to learn all the literature and film elements, daily formative verbal assessments, and a final culminating film creation.

Operational

1. **What resources are needed for implementation including instructional materials, equipment, specially-trained personnel?**

- A classroom set of books, a video, a set of digital cameras (we already own), and the Internet.

2. **How will this course be assessed?**

- Vocabulary assessments to learn all the literature and film elements, formative verbal assessments, and a final culminating film creation.



3. Any data from sources inside/outside the school district that could be used to support the creation of this course? How and why was the course created? Any data to share that would lead to initial implementation?

- Book- Mastering Media Literacy by Heidi Hayes Jacobs, Book- Movies as Literature by Kathryn and Richard Stout, ELA teacher at Oconomowoc High School currently running the course. This course was created because of a need for students with a high interest in reading and a teacher with a passion to teach it. Nothing like it exists in our district currently. Initial interest is very promising. It is the job of 21st century educators to make sure our students are equipped to meet the demands of the future- this includes media literacy and digital literacy- both places we are lacking in currently.

Scope and Sequence

Length of Units
(quarterly, trimester or by weeks)

Name of unit and length.	Name of unit and length	Name of unit and length
Short Stories and Video Clips 5 weeks (15 days)	Novel and Film 8 weeks (20 days)	Creating a Film 5 weeks (15 days)



Musicians in Training:

Course Description: Course Description: The curriculum is developed from the Wisconsin Standards for Music, The National Core Arts Standards and The National and State Counselling Standards

Musicians in Training (Music) (ALL YEAR LONG every other day)

This course is designed for students who have an interest in music and fields related to music, but do not wish to participate in a formal performance ensemble. Students will continue to learn historical concepts and data, musical theory concepts that will be applied to instruments such as but not limited to guitar, piano and world ensembles. They will also learn how to compose and arrange music to create jingles as well as the art of audio broadcasting.

- **Which students will take this course?**
 - **Students that have an interest and/or passion for a variety of musical elements, but do not desire to be part of a performance ensemble.**

- **What are the objectives (goals) of the course?**
 - **WISCONSIN STANDARDS FOR MUSIC**
 - **Standard/Goal 1: Create**
 - Students will generate, develop, and refine work.
 - **Standard/Goal 2: Perform**
 - Students will analyze, develop, and convey meaning through the presentation of artistic work.
 - **Standard/Goal 3: Respond**
 - Students will critically interpret intent and meaning in order to evaluate artistic work.
 - **Standard/Goal 4: Connect**
 - Students will relate prior knowledge and personal experience with music to cultural and historical context.
 - **THE NATIONAL CORE ARTS STANDARDS**
 - **Anchor Standard 1: Creating**
 - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources
 - **Anchor Standard 2: Performing**
 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
 - **Anchor Standard 3: Responding**
 - Individuals' selection of musical works is influenced by their interests, experience, understandings, and purposes.
 - **Anchor Standard 4: Connecting**
 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.



- **The National and State Counselling Standards**
 - Learners will be able to consistently set attainable, realistic goals, and persist until their goals are achieved.
 - Learners will be able to use optimism and “growth mindset” to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop.
- **Why is this course applicable to the students (Transfer)?**
 - **To create and foster a lifelong understanding, appreciation of music which allows students to become connoisseurs and creators of music that is not conducted in a traditional performance setting.**
- **What are the Understandings from the units?**
 - **The art of music goes beyond traditional performance and teaching careers. There are a variety of ways to use skills learned through music to continue to contribute and participate musically to society.**
- **What are the Acquisitions and Knowledge of skills?**
 - **Age appropriate understanding, recall and demonstration of pitch, rhythm and musical symbols**
 - **Understand music careers go beyond classroom teaching, and musical superstars.**
 - **Music careers and their impact on society**
 - **How music is created, performed and valued in different cultures.**
- **What is the amount of time to accomplish the goals and rationale?**
 - **One semester, every other day for 70 minutes.**
- **What are the main instructional methods used?**
 - What are the main instructional strategies?
 - **Inquiry based, modeling, scaffolding, self-directed, active-learning, pre-post assessment, skills check.**
- **How this course relates to the goals of the district?**
 - **Establishing a safe and respectful environment that encourages curiosity, creativity, and critical thinking for all.**
 - **Equipping each student with knowledge and skills to become productive members of society by setting clear standards for high achievement.**

Operational

1. What resources are needed for implementation including instructional materials, equipment, specially-trained personnel?
 - a. 10 Laptops (Tech Dept)
 - b. 10 Pre Sonus Studio one 3.0 Artist Download \$999.90
 - c. 10 Insignia - USB Microphones - \$79.96
2. How will this course be assessed?
 - a. The overall course will be assessed in a variety of methods that is specific to each unit.
When appropriate:



- i. Written Pre-tests, post tests and quizzes
 - ii. Skills checks, goal setting and reflection
 - iii. Playing tests and checks
 - iv. Teacher to student feedback, student to student feedback and Student self reflection.
3. Any data from sources inside/outside the school district that could be used to support the creation of this course?
 - a. Qualitative feedback from students suggested that General Music needed enhancement.
 4. How and why was the course created?
 - a. This course was created to enhance and improve music class so that students can have an opportunity to continue music beyond later in life with informed appreciation, possible career opportunities, or as a future music consumer.
 5. Any data to share that would lead to initial implementation?

Scope and Sequence

Length of Units (quarterly, trimester or by weeks)				
When is the Unit?				
Name of unit and length	Name of unit and length.	Name of unit and length	Name of unit and length	Name of unit and length
<u>Music Essentials</u> 12- 70 minute classes	<u>Music Careers</u> 7- 70 minute classes	<u>World Music</u> 7- 70 minute classes	<u>Time Travel Through Music</u> 7-70 minute classes	<u>Audio Broadcasting</u> 9- 70 minute classes