

**Elementary Fine Art  
Grades 1-5**

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**Fair Lawn  
Public Schools**

**Fair Lawn, NJ**

**Fair Lawn School District**

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## **Committee Credits**

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## Elementary Fine Art

### I. Course Synopsis

This Elementary Art Program is designed to enhance the students' aesthetic values. It exposes students to a variety of materials and techniques based on the Elements of Art and Principles of Design. It will foster sound visual, emotional, and aesthetic values necessary to begin appreciating culture and beauty in the world. In exploring the various areas of the arts, students will gain an understanding of how the Elements and Principles of Art are incorporated into the art making process, as well as gain insight in to the ideas and critical thinking skills necessary for creating art. The process of critique will also become prevalent as students learn to apply the Elements and Principles of design vocabulary in discussions about their work. The historical and cultural aspects of Art are explored throughout the course. When appropriate, an awareness of the topic relevance to business and/or industrial applications is provided for each student. The subject matter is presented with an awareness of the National Art Education Association curriculum standards and the New Jersey Student Learning Standards.

### II. Philosophy & Rationale

#### Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students'

special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline; responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Fine Art Mission Statement

The course offerings of the Fine Art Department provide all Fair Lawn High School students the opportunity to grow aesthetically; to develop and expand a critical awareness of their cultural heritage; and to acquire the skills needed to distinguish the fine from the mundane. The intent is to help students increase their perception and awareness of the environment, to encourage an imaginative and creative approach to problem solving, and to develop self-discipline and confidence. The varied courses offered by the Fine Art Department are designed to challenge all students to achieve higher levels of performance and appreciation.

### New Jersey Core Curriculum Content Standards

Visual Arts:

Standard 1.1 (the creative process) all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

Standard 1.2 (history of the arts and culture) all students will understand the role, development, and influence of the arts throughout history and across the cultures.

Standard 1.3 (performance) all students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.

Standard 1.4 (aesthetic responses and critique methodologies) all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

For more specific details go to: <http://www.state.nj.us/education/cccs/standards/1/index.html>

**Curricula Writing:** The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned with the New Jersey Student Learning Standards and the Common Core State Standards. Curriculum is designed to be a living document – added to, edited, and enhanced at any time. Standing committees of teachers and administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment. In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

### **21st Century Competencies and Standards**

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today's learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success. There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and

technical education programs. An overview of the four standards follows. Click on the link for more

information <http://www.state.nj.us/education/cccs/standards/9>

### III. Benchmarks

- The student will identify and utilize the Elements of Art through a variety of projects based on process.
- The student will be able to understand and utilize the element of line.
- The student will be able to understand and utilize the element of shape.
- The student will be able to understand and utilize the element of color.
- The student will be able to understand and utilize the element of value.
- The student will be able to understand and utilize the element of form.
- The student will be able to understand and utilize the element of texture.
- The student will be able to understand and utilize the element of space.
- The student will identify and utilize the Principles of Design in conjunction with the Elements of Art through a variety of projects based on process.

### IV. Scope & Sequence

Unit pacing depends on teacher discretion and student interest and ability.

#### **Unit I – Elements of Art and Principles of Design**

The students will be able to identify and utilize the Elements of Art and the Principles of Design through a variety of projects based on process.

#### **Unit II – The Elements of Art: Line**

The student will be able to identify, understand, and utilize a variety of types, direction, and patterns of lines through projects based on process.

#### **Unit III –The Elements of Art: Shape**

The student will be able to identify, understand, and utilize a variety of kinds and patterns of shapes through projects based on process.

**Unit IV –The Elements of Art: Color**

The student will be able to identify, understand, and utilize a variety of aspects of color through projects based on process.

**Unit V –The Elements of Art: Value**

The student will be able to identify, understand, and utilize a variety of aspects of value through projects based on process.

**Unit VI –The Elements of Art: Form**

The student will be able to identify, understand, and utilize a variety of aspects of form through projects based on process.

**Unit VII –The Elements of Art: Texture**

The student will be able to identify, understand, and utilize a variety of types and patterns of texture through projects based on process.

**Unit VIII –The Elements of Art: Space**

The student will be able to identify, understand, and utilize the way an artist shows space through projects based on process.

**IV. Unit Descriptions****Unit I – Introduction to Elements of Art and Principles of Design**

Goal 1: The student will be able to gain an understanding of how the Elements of Art and Principles of design are interrelated and used to create all works of art. At the same time, have the students gain an understanding that Art is a combination of product and process.

**Objectives****The student will be able to:**

1. Name and identify the seven Elements of Art: line, shape, color, value, form, texture, and space.
2. Name and identify the six Principles of Design: balance, contrast, emphasis, movement, rhythm, and unity.
- 3.

**Essential Questions**

How can the students utilize the Elements and Principles to create a work of art?

How can students demonstrate an awareness of the concept that process leads to product when creating a work of art?

**Enduring Understandings**

The Elements of Art and Principles of Design are the foundation of all understanding and creation of Art.

**Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples,

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Benchmark Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as of the project. Teacher will review all projects to determine finished quality.

**Unit II The Elements of Art: Line**

Goal 2: The student will be able to gain and understanding of how a line is formed in space. The students will understand will understand the line is the essential component of drawing. The student should be able to define the idea of a line as the path of a moving point. The student will be able to understand and utilize appropriate vocabulary when creating and/or critiquing during creation process and with completed projects.

**Objectives:****The Student will be able to:**

1. Employ the concepts of variety in line construction
2. Employ Principles of Design in the creation of all line projects

**Essential Questions**

How can students utilize the line element of art and all the Principles of Design when creating a linear work of art?

How can students using an extensive variety of lines demonstrate an awareness of the concept that process leads to product when creating a linear work of art?

**Enduring Understandings**

The line Element of Art and Principles of design combine to create strong composition in any linear work of art

**Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

**Unit III The Elements of Art: Shape**

Goal 3: The student will be able to gain an understanding of how the shape element of art creates discreet areas enclosed by line and set apart from surrounding areas by variations in color/value/texture on a flat plane.

**Objectives:****The Student will be able to:**

1. Employ the concepts of shape recognition and execution as per the shape element of art.
2. Employ all six Principles of Design in the utilization of shape in the creation of a work of art.

**Essential Questions**

How can students utilize the shape element of art and all the Principles of Design when creating a two dimensional work of art?

How can students demonstrate through process, the difference between organic and geometric shapes?

**Enduring Understandings**

The shape Element of Art and Principles of Design combine to form the foundation of spatial manipulation in a two dimensional work of art.

**Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

**Unit IV The Elements of Art: Color**

Goal 4: The student will be able to gain an understanding of how the color element of art creates the emotional core foundation of all works of art.

**Objectives:****The student will be able to:**

1. Employ the basic concept and utilization of the color element of art.
2. Employ all six Principles of Design in the use of color.

**Essential Questions**

How can students use color to develop a feeling or emotion within their work of art?

How can students demonstrate through process that variety of color has a profound impact upon any work of art?

**Enduring Understandings**

The color element of art and Principles of Design are the essential concepts in emotion in a work of art.

**Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

**Unit V -The Elements of Art: Value**

Goal 5: The student will be able to gain an understanding of how the value element of art and the principles of design join together composition and construction of the concept of light to dark in all works of art. Additionally, supporting the creation of color according to the same elements and principles.

**Objectives:**

**The student will be able to:**

1. Employ the use of color value in the basic utilization of black and white as well as all color mixing concepts.
2. Employ all six Principles of Design in the use of value in the process of creating a work of art.

**Essential Questions**

What is a black and white value scale?

Through the process of color mixing, students will demonstrate a variety of values in color.

**Enduring Understandings**

The value element of art and the Principles of Design are essential in the creation of appropriate strengths of pigment change in a work of art.

**Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

**Unit VI: The Elements of Art: Form**

Goal 6: The student will be able to gain an understanding of how the form Element of Art and the Principles of Design combine together to create a three dimensional object as a work of art.

**Objectives:****The student will be able to:**

1. Employ form in the creation of all three dimensional art objects.

Employ the additional dimension of depth in the process of creating a sculptural object

2. Employ the additional dimension of depth in the process of creating a sculptural object.

**Essential Questions**

How can students use form to create a three-dimensional work of art as well as create a three dimensional addition to a two dimensional work of art?

How can students demonstrate through process that three-dimensional concepts are built upon the addition to the fundamental two-dimensional concepts?

**Enduring Understandings**

The form Element of Art and the Principles of Design are essential in the creation of any three-dimensional work of art.

**Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

**Unit VII - The Elements of Art: Texture**

Goal 7: The student will be able to gain an understanding of how the texture Element of Art and the Principles of Design combine together to describe how something feels or looks like it feels on its surface.

**Objectives:****The student will be able to:**

1. Employ texture in the two-dimensional depiction of tactile surfaces and/or actually create said surface in a three-dimensional work of art.
2. Employ all six Principles of Design in the development of variety in textures in a work of art.

**Essential Questions**

How can students use texture in a work of art that depicts the surface quality with a variety of materials?

How can students demonstrate through process the multiple possibilities of textural depiction?

**Enduring Understandings**

The texture Element of Art and the Principles of Design are essential in the development of the surface quality in a work of art.

**Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

**Unit VIII - The Elements of Art: Space**

Goal 8: The student will be able to gain an understanding of how the element of space and the Principles of Design join together to define the volume or area available for utilization of all other elements of art in a work of art.

**Objectives:****The student will be able to:**

1. Employ the basic concept and utilization of the idea of space as the area in/on a work of art is created.
2. Employ all six Principles of Design in the process of developing a work of art in the area available for usage in the creation of the work of art.
- 3.

**Essential Questions**

How can students use space to define and develop strong composition in a work of art?

How can students demonstrate through the process of the utilization of space in the creation of a work of art, a successful visual representation?

**Enduring Understandings**

The space element of art and the Principles of Design are essential to the understanding of placement of visual images in a work of art.

**Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

**V. Course Materials**

- See Course Descriptions

**VI. Assessments**

Assessments on the Elementary level will be given three times during the school year. The tests will be grade specific. Although the content will not change during the year on each grade level, teachers will be able to assess growth based on accelerating levels of gained knowledge as demonstrated by the students on tests two and three.

**Grade 1:**

- What direction do horizontal, vertical, and diagonal lines go in? Draw them.
- What shape has four sides, four points, four corners, and all four sides are equal? Draw it.
- Draw a triangle, rectangle, circle, and free shape.
- How many lines form a circle?
- What are the three primary colors? Draw a circle of each one.
- What are the three secondary colors? Draw a circle of each one.
- What is a pattern? Draw one.
- What do you get when you mix red and blue?
- What do you get when you mix yellow and blue?
- What do you get when you mix red and yellow?

**Grade 2:**

- Name the three primary and secondary colors.
- Name the warm colors, name the cool colors.
- Draw an organic shape. What makes it organic?
- Draw a geometric shape. What makes it geometric?
- What does symmetry mean? Draw an example.
- Name a famous artist we studied.
- Name a famous work of art we studied.
- What is texture?
- What is the color turquoise and create it.
- What is abstract art?

**Grade 3:**

- What is the spectrum? Draw it in order.
- What is the focal point of a work of art?
- Using line, show movement.
- What is a closed shape?
- What is an open shape?
- How many different ways can you change a sheet of paper. List and describe them.
- Name the three paintings you have just been shown (teacher will select three masterworks to show.)
- What is 2D? What is 3D? What does dimensional mean?
- What are details in a work of art?
- What is constructive criticism?

**Grade 4:**

- Draw a face with eyes, nose, and mouth in the “right” places.
- Name two ways you can show perspective in a work of art?
- What is foreground? Middle ground? Background?
- What is a landscape?
- Name several ways to make a strong composition.
- How do the parts in an art project work together?
- Who was Pablo Picasso and when did he live?
- What is he famous for?
- Besides using black and white, what two colors can you add together to create gray?
- How is a line drawing different from a piece of sculpture?

**Grade 5:**

- What is the difference between realistic and abstract art?
- What is the focal point of a work of art?
- Define primary, secondary, and tertiary colors and create them.
- Name your favorite artist and painting by that artist.
- What is monochromatic color?
- What does the visible spectrum mean? Color it.
- Using lines or dots create a value scale showing five changes.
- Describe 2D and 3D and define each “D”.
- Write a story about the work of Art being shown. (Teacher will select masterwork) Be sure to use the Elements of Art and Principles of Design in your story whenever possible.
- What is a work of Art?

**VII. Interdisciplinary Connections and Alignment to Technology standards****New Jersey Student Learning Standards**

The units in this curriculum reflect the integration of the New Jersey Language Arts/Literacy, Mathematics, Science, Social Studies, Technology Literacy, and 21st-Century Life and Careers Core Curriculum Content Standards.

These integrated standards are:

**Language Arts/Literacy** – NJSLS 3.1.E 1-5; 3.1.F 1-2; 3.1.H 1-7; 3.2.A 1-13; 3.2.B 8-10;

3.2.C 1-5, 7, 9; 3.2.D 2, 4, 12; 3.3.A 1-3, 5; 3.3.B 5-6; 3.3.C 1-3; 3.4, 3.5.A 1-8; 3.5.B 1-7; 3.5.C 1-4

**Mathematics** – NJSLS 4.2: 4.4.A 1-3; 4.4.B 1-2; 4.4.C 1; 4.5.E 1-3

**Science** – NJSLS 5.2.P.A.1; 5.2.8.A.3; 5.2.4.B.1; 5.2.12.C.2

**Social Studies** – NJSLS 6.1.P.D.1,2,3,4; 6.1.12.D.3.e; 6.1.12.D.8.b; 6.1.12.D.14.f

**Technology Literacy** – NJSLS 8.1; 8.2

**21st-Century Life and Careers – NJSLS 9.1; 9.2**

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

Literacy standards for grade K-5 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the K-5 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

#### New Jersey Student Learning Standards (Literacy/Math)

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade K-5 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the K-5 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

### **VIII. Modifications for ELL, Special Education, Students at Risk, Gifted**

**What is an accommodation?** An accommodation is an alteration in environment or equipment. Accommodations are changes in material or assessment administration and response format (e.g., setting, timing/scheduling, presentation, or response) that are not intended to alter in any significant way what the material or test measures but may influence the interpretation of assessment results. Accommodations do not change the curriculum so the same grading scale can be used. Due to the complexity of learning a second language, some students may require combining various types of accommodations to fully meet their linguistic needs. Appropriate accommodations should reduce the impact of language on the assessment but not give the English learner (EL) an “unfair advantage” over students not receiving accommodations.

**What is a modification?** A modification is a change in the curriculum or an alteration in what is being measured. Modifications are considered substantial changes in the way an assignment or a test (assessment) is given or taken (e.g. extended time on a speed test for reading fluency, spell checker on a spelling test, calculator on test of computation of basic four operations).

Modifications of materials change the content or amount of content in the material.

### **ELs Accommodations and Modification in the Classroom:**

Modification of *materials* includes

- decreasing the amount of work presented or required;
- using videos, illustrations, pictures, and drawings to explain or clarify.

Modification of *instruction* includes

- teaching key aspects of a topic. Eliminate nonessential information.
- tutoring by peers;
- taping classroom lectures;
- having peers take notes or providing a copy of the teacher's notes;
- providing study guides.

### **Special Education Accommodations, Modifications, Strategies, and Supplementary Aids**

**Accommodations** refer to the teaching supports and services that the student may require to demonstrate learning. Accommodations do not lower grade level expectations, but rather provide opportunities for the student to access the curriculum and equalize the opportunity for learning.

**Modifications** are changes made to curricular expectations. Modifications lower grade level expectations by changing or modifying classwork or tests, or altering grading expectations.

**Strategies** refer to skills or techniques that a teacher uses to assist learning.

**Supplementary aids and services** are supports that help student to be educated in the LRE (least restrictive environment) with typical peers.

*Accommodations, modifications, strategies, and supplementary aids and services should be individualized for optimum student success.*

Examples of accommodations:

preferential seating

- use of computer for written assignments
- provide notes
- allow student to orally clarify test responses
- extended time for tests (up to 50%)
- extended time for homework assignments (up to 50% or 100%)
- test in small group or alternate setting
- read/clarify test questions as needed
- use private cue to refocus attention
- provide written directions and benchmarks for long term assignments and projects
- use alternative form for student to demonstrate course mastery (ex: narrative tape instead of written journal)

Examples of modifications:

- Adjust length or complexity assignments to functional/instructional level of student
- Modify test to reduce demands on memory (use word banks, multiple choice vs. fill-in)
- Pass/fail grading
- Examples of teaching strategies
- Emphasize multi-sensory presentation of data
- Provide verbal as well as written directions
- Emphasize mnemonics and memory tricks
- Monitor homework planner
- Encourage student to paraphrase to check comprehension
- Give directions that are short and specific
- Provide positive reinforcement

Examples of supplementary aids and services:

- FM Unit
- Assistive Technology (laptop, software, IPAD, IPOD, etc.)
- 1:1 paraprofessional
- Enlarged keyboard
- Books on tape
- Enlarged print
- Augmentative communication device

**Students at Risk Accommodations and Modification in the Classroom:**

Student differences are studied as a basis for planning

Assessment is ongoing and diagnostic to understand how to make instruction more

responsive to learner need

Focus on multiple forms of intelligence is evident

Multi-option assignments are frequently used

Time is used flexibly in accordance with student need

Multiple materials are provided

Multiple perspectives on ideas and events are routinely sought

The teacher facilitates students' skills at becoming more self-reliant learners

Students help other students and the teacher solve problems

Students work with the teacher to establish individual learning goals

Students are assessed in multiple ways

### **Gifted Students Accommodations and Modification in the Classroom:**

Focus on and be organized to include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought

Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge

Enable students to explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world

Encourage exposure to, selection, and use of appropriate and specialized resources

Promote self-initiated and self-directed learning and growth

Evaluations should stress higher level thinking skills, creativity, and excellence in performance.

