

**Middle School Fine Art
Grades 6-8**

**August
2017**

Developed Spring 2012

**Fair Lawn
Public Schools**

Fair Lawn, NJ

Fair Lawn School District

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Middle School Fine Art

I. Course Synopsis

The Art program in Grade Six is a 7-week course designed to introduce the student to the basics of the elements and principles of art through a variety of media and techniques. The student's will begin to develop their ability to make critical judgments about art and to understand and appreciate the influences of art from various countries and cultures.

The Art program in Grade Seven is a 7-week intermediate course designed to build upon and increase the student's knowledge of the increased variety of media and techniques. A continued emphasis on critical judgment is accompanied by an increased focus on art from different cultures.

The Art program in Grade Eight is a 9 week advanced course of study that builds upon the foundation set in the 6th and 7th grade art program.

All three programs are based on the core Curriculum content Standards set by the state of New Jersey. This curriculum guide is aligned with these standards throughout our Unit Objectives but is specifically cited in each unit of study as set up in the samples of lesson plans and grading rubrics which are located in the back of this guide.

Art is a conscious vital human expression basic to every child's education. Throughout history, from prehistoric to modern times, art has been the primary means by which all cultures record, express and interpret their world. Art is a visual form of communication that is essential to the understanding of the participation in our increasingly complex society. Through art we learn that seeking a creative approach to life is a significant and valued human endeavor.

The study of art stimulates students in the exploration and development of independent and critical thinking skills while promoting self-awareness and self-expression. Art encourages inquiry, discovery and wonder. In presenting unique opportunities for developing higher levels of thought, art offers each child a creative experience that fosters self-esteem.

The Middle School Art Program, an integral part of a comprehensive district curriculum, guides the students in their perception of the world while interpreting their personal and emotional response to it.

This is accomplished by allowing the students the experience of using a broad variety of materials and experiences based on the Elements of Art, Principles of Design, and DBAE (Discipline-Based Art Education). This approach is based on a sequential learning experience in which the art assignments give each student an opportunity to develop their unique style throughout their middle school experience in grades 6,7 and 8 within the confines of their cycle art classes. (7weeks for 6th and 7th grade, 9 weeks for 8th)

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>

DBAE

Discipline-Based Art Education

Discipline-Based Art Education is an approach to teaching art that makes use of four foundational art disciplines to teach art concepts and skills, based on the elements of art and the principles of design. The disciplines are: art production, art history, art criticism and aesthetics.

A discipline-based art curriculum provides a viable means of presenting interdisciplinary and cross-curricular studies in the humanities while encouraging students to develop perceptual awareness, critical thinking skills and an understanding of art. This approach allows students to: create art; understand the role of the arts throughout history in relation to world cultures, history and society; analyze, talk about and write about art; and to understand and appreciate the value of the qualities perceived through the mind and emotions in works of art. The three basic areas of study for middle school are drawing, painting and sculpture which students experience during their respective arts cycle which runs during a 7-8 week rotation per grade level per year.

A DBAE based program allows for the total integration of the elements of art, the principles of design and the CCCS to be used in a cumulative and sequential program that the child experiences throughout their middle school arts education.

Differentiated Instruction – Middle School

Differentiated Instruction allows for the adjustments of the art lesson without compromising the value and integrity of the Art Program. Since it is the nature of the arts that each child respond to the visual problem solving activity presented in class, it is up to the discretion of the teacher to select the appropriate method of DI Art activities as presented to the students based on their individual abilities and learning styles.

Suggested Methods for incorporating DI are:

Multiple texts and supplementary print resources

Varied computer programs

Varied audio-visuials Varied time allotments Complex instruction Group instruction Individual Instruction Tiered assignments Negotiated criteria Independent study Graduated rubrics

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

- To develop the skills and techniques inherent to the process of creating various forms.
- To develop an appreciation and aesthetic understanding of varied works of art.
- To use the senses, imagination and recall to express ideas and feelings.
- To enable students to critique artwork created by themselves, their peers and recognized artists.
- To teach, define and apply and expand art vocabulary.
- To safely use materials, technologies and procedure appropriate to the students' expertise and developmental level.
- To explore diverse cultural traditions and applications in the arts.
- To foster cooperation, self-discipline, self esteem, confidence and a feeling of success through visual arts.
- To develop career planning and workplace readiness skills.
- To increase critical thinking, decision-making, and problem solving skills.
- To promote effective communication as students learn to effectively critique artwork and express their opinion.
- To convey that every culture across time has and will continue to produce works of art and that the creation of art is influenced by history and culture.

IV. Scope & Sequence & Unit Descriptions

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

Grade 6

NJCCCS: 1.1, 1.2, 1.3, 1.4

SPACE – a volume or area available for occupation by the elements of art

- The students are given the opportunity to work with 3 dimensional forms.
- The students are given the experience of working with different medias: clay, plaster, cardboard, wood paper mache.
- Students are given the opportunity to apply previously learned techniques of paint to 3-D surfaces.
- Students are given the chance to see and control light sources.

Activities may include but not limited to

Paper sculpture
Mobiles/ stabiles
Pop up reliefs
2D and 3D drawings
abstract designs
one point perspective
masks
large scale sculpture
observational drawing/sculpture

LINE - the path of a moving point

- Students will begin to see and understand and eventually apply the use of the line in art.
- Students will begin to work with lettering as a boundary and incorporate it into their work.
- Students will learn to draw decisively with confidence and vision.
- Students will learn to be selective when looking at the subject, will develop ability to determine lines that are important to telling the story image.
- Students will learn to stress the importance of line as it relates the properties of a good composition

Activities may include but not limited to

one point perspective
contour drawing
patterns
figure drawing
line design
observational drawing
print making
computer drawing
logo designs

SHAPE – a two dimensional area enclosed by a line

- The student will be able to recognize organic, geometric and biomorphic shapes.
- Students will be able to identify positive and negative shapes
- Students will be able to critique artworks that exhibit spatial relationships. Activities may include but not limited to
 - positive and negative cut paper
 - flat tile design
 - print making
 - computer design
 - observational drawing

FORM – a three dimensional object of the illusion of a 3 dimensional object.

- Students will be introduced to the basic structures of harmony and variety
- Students will learn to incorporate both positive and negative space in their work.
- Students will learn how to use and apply rhythm, repetition, and movement in their work.
- Students will learn to work with 3D form.

Activities may include but not limited to

observational drawing
paper sculpture
masks
1 point perspective

VALUE – the range of white through the grays to black, either independent of color or within hues and mixtures of hues.

- Students will begin to create, understand and manipulate values as they appear as shading shadows
- Students will learn to control and create an artificial light source so as to allow for light to manifest itself in their work.
- Students will be able to record real light.
- Students will learn to create a 3 dimensional effect using the values of white and black.
- Students will learn to use color to create value

Activities may include but not limited to

- pastel drawings
- value drawing
- geometric shading
- tile glazing
- observational drawing
- tints and tone/shades (smooth line shading)
- acrylic painting

TEXTURE – The surface feel of an object; the representation of surface character, it is the actual look and feel of surface

- Students are given the opportunity to visualize what they touch
- Students will learn to create actual patterns as seen in nature as well as to create devised and inventive textures.
- Students will learn to choose media according to the needs and interpretation of the subject matter.

Activities may include but not limited to

- collage
- texture rubbing
- clay tiles
- print making
- computer designs
- pattern drawing
- observational drawing. medium painting
- faux painting
- color pencils

COLOR – The reflected quality of a surface based on pigment or light.

- Students will learn how to use and apply the color wheel.
- Students will learn to expand the color wheel through the use of tints and shades.

- Students will learn how to expand and apply color theory through the use of complimentary colors.
- Explore and research the use of color and its effects: emotionally and physically. Activities may include but not limited to
 - color wheel study/ theory tile glazing
 - painting
 - printing
 - op art
 - collage
 - self portraits
 - emotion/ rhythm painting
 - pattern projects
 - markers
 - oil pastels
 - color pencil

Grade 7

NJCCCS: 1.1, 1.2, 1.3, 1.4

SPACE – a volume or area available for occupation by the elements of art

- The students are given the opportunity to work with 3 dimensional forms.
- The students are given the experience of working with different medias: clay, plaster, cardboard, wood paper mache.
- Students are given the opportunity to apply previously learned techniques of paint to 3-D surfaces.
- Students are given the chance to see and control light sources.
-

Activities may include but not limited to

One and two point perspective drawings
Poster design
Observational drawing
Architectural renderings

Cut paper design
Landscape rendering
Paper mache

LINE - the path of a moving point

- Students will begin to see and understand and eventually apply the use of the line in art.
- Students will begin to work with lettering as a boundary and incorporate it into their work.
- Students will learn to draw decisively with confidence and vision.
- Students will learn to be selective when looking at the subject, will develop ability to determine lines that are important to telling the story image.
- Students will learn to stress the importance of line as it relates the properties of a good composition

Activities may include but not limited to
one and two point perspective
line contour drawing
observational drawing
pen and ink
computer designs

SHAPE – a two dimensional area enclosed by a line

- The student will be able to recognize organic, geometric and biomorphic shapes.
- Students will be able to identify positive and negative shapes
- Students will be able to critique artworks that exhibit spatial relationships. Activities may include but not limited to
Digital camera design
3D clay construction
sculpture design (various material)
observational drawing

oil pastel rendering

FORM – a three dimensional object of the illusion of a 3 dimensional object.

- Students will be introduced to the basic structures of harmony and variety
- Students will learn to incorporate both positive and negative space in their work.
- Students will learn how to use and apply rhythm, repetition, and movement in their work.
- Students will learn to work with 3D form.
-

Activities may include but not limited to

observational drawing

hand-built pots

cardboard sculptures

interior and exterior architectural forms / and Landscape forms

oil pastel renderings

VALUE – the range of white through the grays to black, either independent of color or within hues and mixtures of hues.

- Students will begin to create, understand and manipulate values as they appear as shading shadows
- Students will learn to control and create an artificial light source so as to allow for light to manifest itself in their work.
- Students will be able to record real light.
- Students will learn to create a 3 dimensional effect using the values of white and black.
- Students will learn to use color to create value

Activities may include but not limited to

Observational drawings

Outdoor drawing

painting

oil pastel

colored pencil

TEXTURE – The surface feel of an object; the representation of surface character, it is the actual look and feel of surface

- Students are given the opportunity to visualize what they touch
- Students will learn to create actual patterns as seen in nature as well as to create devised and inventive textures.
- Students will learn to choose media according to the needs and interpretation of the subject matter.

Activities may include but not limited to

Pen and ink
Clay sculpture
Pattern drawing
Found object sculpture
Paper mache
painting
colored pencil

COLOR – The reflected quality of a surface based on pigment or light.

- Students will learn how to use and apply the color wheel.
- Students will learn to expand the color wheel through the use of tints and shades.
- Students will learn how to expand and apply color theory through the use of complimentary colors.
- Explore and research the use of color and its effects: emotionally and physically. Activities may include but not limited to
Painting techniques
Color mixing
Poster design
Colored pencil techniques
Oil pastel glazing

Grade 8

NJCCCS: 1.1, 1.2, 1.3, 1.4

SPACE – a volume or area available for occupation by the elements of art

- The students are given the opportunity to work with 3 dimensional forms.
- The students are given the experience of working with different medias: clay, plaster, cardboard, wood, paper mache.
- Students are given the opportunity to apply previously learned techniques of paint to 3-D surfaces.
- Students are given the chance to see and control light sources.

Activities may include but not limited to

Pottery wheel
Clay sculpture
3D sculpture
one and two point perspective

LINE - the path of a moving point

- Students will begin to see and understand and eventually apply the use of the line in art.
- Students will begin to work with lettering as a boundary and incorporate it into their work.
- Students will learn to draw decisively with confidence and vision.
- Students will learn to be selective when looking at the subject, will develop ability to determine lines that are important to telling the story image.
- Students will learn to stress the importance of line as it relates the properties of a good composition

Activities may include but not limited to

Marker drawings
Optical illusions
figure drawing
architecture
illustrations
lettering

SHAPE – a two dimensional area enclosed by a line

- The student will be able to recognize organic, geometric and biomorphic shapes.
- Students will be able to identify positive and negative shapes
- Students will be able to critique artworks that exhibit spatial relationships.

Activities may include but not limited to

clay box design
advertising illustration
computer design
printmaking

FORM – a three dimensional object of the illusion of a 3 dimensional object.

- Students will be introduced to the basic structures of harmony and variety
- Students will learn to incorporate both positive and negative space in their work.
- Students will learn how to use and apply rhythm, repetition, and movement in their work.
- Students will learn to work with 3D form.

Activities may include but not limited to

Acetate sculptures
Still life
Room designs
Clay sculpture

VALUE – the range of white through the grays to black, either independent of color or within hues and mixtures of hues.

- Students will begin to create, understand and manipulate values as they appear as shading shadows
- Students will learn to control and create an artificial light source so as to allow for light to manifest itself in their work.
- Students will be able to record real light.
- Students will learn to create a 3 dimensional effect using the values of white and black.

- Students will learn to use color to create value

Activities may include but not limited to

Value painting scale
Tints and shades
Shading designs
Pencil drawings
Colored pencil drawings

TEXTURE – The surface feel of an object; the representation of surface character, it is the actual look and feel of surface

- Students are given the opportunity to visualize what they touch
- Students will learn to create actual patterns as seen in nature as well as to create devised and inventive textures.
- Students will learn to choose media according to the needs and interpretation of the subject matter.

Activities may include but not limited to

collage
texture rubbing
clay tiles
print making
computer designs
pattern drawing
observational drawing
medium painting
faux painting
color pencils

COLOR – The reflected quality of a surface based on pigment or light.

- Students will learn how to use and apply the color wheel.
- Students will learn to expand the color wheel through the use of tints and shades.

- Students will learn how to expand and apply color theory through the use of complimentary colors.
- Explore and research the use of color and its effects: emotionally and physically.

Activities may include but not limited to

color wheel study/ theory tile glazing
painting
printing
op art
collage
self portraits
emotion/ rhythm painting
pattern projects
markers
oil pastels
color pencil

V. Course Materials

- See Scope and Sequence & Course Descriptions

VI. Assessments

Formative: Do nows, exit slips
Summatives: Graded projects, self-evaluations

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; 3.2B 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 6.2.8.A.1.a, 6.2.8.B.1.a, 6.2.8.C.1.a-b

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.