

Course: Art

Instructor: Jui-Hsian Apostolos

State Goal 25: Know the language of the arts.

State Learning Standards	Benchmark Level-Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught (9 Weeks)
<p>A. Understand the sensory elements, organizational principles and expressive qualities of the arts.</p>	<p>25.A.3d Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.</p>	<p>6th grade: Define and identify the elements of line and value to show contrast.</p> <p>7th grade: Demonstrate an understanding of linear perspective.</p> <p>8th grade: Demonstrate and understanding the principles of contrast, emphasis and unity.</p>	<p>Line Value Design</p> <p>One-point Perspective</p> <p>Face Value Drawing</p>	<p>Week one</p> <p>Week one to two</p> <p>Week one</p>
	<p>25.A.3e Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.</p>	<p>6th grade: Analyze the relationship among elements and principles to convey meaning through design.</p> <p>7th grade: Analyze and organized elements and principles in work of art through use of variety of media.</p> <p>8th grade: Analyze the relationship among elements and principles through creative process in 3-D works.</p>	<p>Study Elements and Principles of Art</p> <p>Word Painting</p> <p>Mosaic Bench/Stepping-stone Design</p> <p>Wire Sculpture (Know the Artist)</p>	<p>Week one and two</p> <p>Week nine</p> <p>Week three to four</p> <p>Week nine (Weekly)</p>

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<p>B. Understand the similarities, distinctions and connections in and among the arts.</p>	<p>25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes.</p>	<p>6th grade: Compare and contrast works of art in two or more art forms that share similar themes or subject matter.</p> <p>7th grade: Compare and contrast works of art that share similar theme using elements and principles.</p> <p>8th grade: Compare and contrast the relationship among elements, principles and expressive qualities in 3-D work.</p>	<p>Group discussion Pointillism</p> <p>Non-objective Painting artists: Hans Hofmann, Paul Klee, Carlos Merida, Piet Mondrian</p> <p>Wire Sculpture: Alexander Calder</p>	<p>Week three</p> <p>Week five and six</p> <p>Week nine</p>

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State Goal 26: Through creating and performing, understand how works of art are produced.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught (9 Weeks)
<p>A. Understand processes, traditional tools and modern technologies used in the arts.</p>	<p>26.A.3e Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.</p>	<p>6th grade: Use a variety of materials and processes to create special effect.</p> <p>7th grade: Use tools and processes to create special effects in the arts.</p> <p>8th grade: Describe and assess the artist's ability to convey meaning based on the use of tools/technologies and processes.</p>	<p>Tessellation</p> <p>Monotype</p> <p>Scratchboard</p> <p>Caricature</p> <p>Wire Sculpture</p>	<p>Week four and five</p> <p>Week six</p> <p>Week seven</p> <p>Week two</p> <p>Week four</p>

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State Learning Standards	Benchmark Level-Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught (9 Weeks)
<p>B. Apply skills and knowledge necessary to create and perform in one or more of the arts.</p>	<p>26.B.3d Demonstrate knowledge and skills to create 2-and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.</p>	<p>6th grade: Use 3-D materials to create an abstract work.</p> <p>7th grade: Create art works in a variety of materials and techniques.</p> <p>8th grade: Create art works/ commercial ad based on planning and problem solving.</p>	<p>3-D Art</p> <p>Stained-Glass Mosaic Bench/ Stepping stone</p> <p>Commercial Ad</p> <p>Pottery Oaxaca Video</p>	<p>Week seven</p> <p>Week three and four</p> <p>Week seven and eight Week five</p>

Course: Art

Instructor: Jui-Hsian Apostolos

State Goal 27: Understand the role of the arts in civilizations, past and present.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught (9 Weeks)
A. Analyze how the arts function in history, society and everyday life.	27.A.3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.	6 th grade: Know how careers and jobs in arts have changed due new technology.	Poster/Flyer Design	Week eight
		7 th grade: Analyze how careers and jobs in arts are expanding due to new technology.	Poster/Flyer Design	Week eight
		8 th grade: Analyze how career and jobs have changed and expanded in the arts.	Card Design Pin Design	Week four Week six
	27.A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.	6 th grade: Compare and contrast how the arts changed the ways artists communicate their ideas.	Tessellation	Week four
		7 th grade: Compare and contrast how the arts function in everyday life.	Basket Weaving	Week nine
		8 th grade: Compare and contrast how the arts function in everyday communication and entertainment.	Commercial Ad	Week seven to eight

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State Learning Standards	Benchmark Level-Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught (9 Weeks)
B. Understand how the arts shape and reflect history, society and everyday life.	27.B.1 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.	6 th grade: Describe how artists and their works change in response to changes in society.	Pointillism (Styles of art)	Week three
		7 th grade: Know how artists influenced society and their works reflect everyday life.	Basket Weaving	Week nine
		8 th grade: Understand how the arts have changed in response to societal changes.	View Point of Abstraction	Week three

State Goal 3: Write to communicate for a variety of purposes.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Use correct grammar, spelling, punctuation, capitalization and structure.	3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	Students will receive hand-outs that will require them to read sentences and mark specific errors as they practice proofreading.		Final 4 weeks of the course
B. Compose well-organized and coherent writing for specific purposes and audiences.	3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement.	Students will receive hand-outs that will require them to read sentences and mark specific errors as they practice proofreading. They then will re-type those sentences or paragraphs correctly.		

NETS Goal : **Basic Operations and Concepts**

National Educational Standards for Students	Benchmark Level- Novice	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
<p>1A. Students demonstrate a sound understanding of the nature and operation of technology systems. (nature and operations)</p>	<p>1) Students know how to use proper keyboarding posture, hand and finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in computer operation.</p> <p>2) Students can touch-type with correct fingers of correct hands using the full keyboard</p>			<p>Throughout the entire Nine Weeks of the course.</p>

State Goal 3: Write to communicate for a variety of purposes.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Use correct grammar, spelling, punctuation, capitalization and structure.	3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	Students will receive hand-outs that will require them to read sentences and mark specific errors as they practice proofreading.		Final 4 weeks of the course
B. Compose well-organized and coherent writing for specific purposes and audiences.	3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement.	Students will receive hand-outs that will require them to read sentences and mark specific errors as they practice proofreading. They then will re-type those sentences or paragraphs correctly.		
C. Communicate ideas in writing to accomplish a variety of purposes.	3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.			Throughout the Nine Weeks.

NETS Goal : Basic Operations and Concepts

State Learning Standards	Benchmark Level- Basic	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
<p>1A. Students demonstrate a sound understanding of the nature and operation of technology systems. (nature and operations)</p>	<p>1) Students know functions of all alphabetic, numeric, special purpose and symbol keys; can touch-type with correct fingers of correct hands using the full keyboard; and know how to use a word processor to compose, type, proofread, and edit a document.</p> <p>Students know how to use proper keyboarding posture, hand and finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in computer operation.</p>			<p>Throughout the entire Nine weeks of the course.</p>

Course: 8th Grade Computers

Instructor: _Holley

State Goal 3: Write to communicate for a variety of purposes.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
B. Compose well-organized and coherent writing for specific purposes and audiences.	3.B.2d Edit documents for clarity; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication			
C. Communicate ideas in writing to accomplish a variety of purposes.	3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.			

NETS Goal: Basic Operations and Concepts

State Learning Standards	Benchmark Level- ____ High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
<p>1A. Students demonstrate a sound understanding of the nature and operation of technology systems. <i>(nature and operations)</i></p>	<p>1) Students know functions of all alphabetic, numeric, special purpose and symbol keys; can touch-type with correct fingers of correct hands using the full keyboard; and know how to use a word processor to compose, type, proofread, and edit a document.</p> <p>Students know how to use proper keyboarding posture, hand and finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in computer operation.</p> <p>Students know how to use application features (e.g., columns, tables, headers and footers, borders, drawing menu bar) and a variety of other toolbars to format and publish content projects and products.</p> <p>Students know how to use the electronic dictionary, thesaurus, spelling and grammar checker, and editing features to maximize accuracy in development of technology-produced products.</p>			<p>Throughout the entire Nine weeks of the course.</p>

<p>Students are proficient in the use of technology. (terminology and problem solving)</p>	<p>Students know how to access online help to solve common software problems.</p>			<p>Throughout the entire Nine weeks of the course.</p>
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Course: _8th Exploratory Agriculture
 State Goal _16_,4__:

Instructor:Dan Hartman

State Learning Standards	Benchmark Level- _Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
Apply the skills of historical analysis and interpretation.	4a Analyze and report historical events to determine cause and effect relationships.	<ol style="list-style-type: none"> 1. Explain how and when FFA was organized. 2. Explin the mission and strategies, colors,motto, parts of the emblem, and the organizational structure of the FFA. 	FFA Student handbook	1
B Speak effectively using Language appropriate to the situation and the audience.	4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.	<ol style="list-style-type: none"> 1. Describe how the FFA develops leadership Skills,personal growth,and career success. 2. Identify major state and national activities available to all FFA Members. 		2

Course: _7th. Exploratory Ind. Arts.

Instructor: _Greene

State Goal _7___: Estimate, make and use measurements of objects, quantities and Relationships and determine acceptable levels of accuracy.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Measure and Compare quantities using appropriate units, instruments and methods.	7A.4a. Apply units and scales to describe and compare numerical data and physical objects.	Through drafting problems, the learner will practice using scale drawings.	Drafting books, puzzles	September and October
B. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	7C.4a. Make indirect measurements, including heights and distances, using proportions.	Students use elements of design while designing their projects.	Practice sheets and car book, bridge book.	October