

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material						
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts					
Subchapter	Subchapter F. High School, Adopted 2013					
Course	§117.303. Art, Level II (One Credit), Adopted 2013.					
Publisher	Davis Publications, Inc.					
Program Title	Exploring Visual Design					
Program ISBN	978-1-61528-299-9					
<p>(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art II, Drawing I, Painting I, Printmaking I, Fibers I, Ceramics I, Sculpture I, Jewelry I, Photography I, Design I, Digital Art and Media I, and Art and Media Communications II (one credit per course). The prerequisite for each art course listed in this subsection is one credit of Art, Level I.</p>						
<p>(b) Introduction.</p> <p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p> <p>(2) Four basic strands—foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>						
<p>(c) Knowledge and Skills.</p>						
Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(i) use visual comparisons to illustrate concepts from direct observation for original artworks</p>	Instruction	978-1-61528-299-9	28	Design Extension
			Activity	978-1-61528-299-9	33a-b	Studio Experience
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(ii) use visual comparisons to illustrate ideas from direct observation for original artworks</p>	Instruction	978-1-61528-299-9	148	Design Extension
			Activity	978-1-61528-299-9	153a-b	Studio Experience
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(iii) use visual comparisons to illustrate concepts from original sources for original artworks</p>	Instruction	978-1-61528-299-9	108	Design Extension
			Activity	978-1-61528-299-9	205a-b	Studio Experience

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(iv) use visual comparisons to illustrate ideas from original sources for original artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>67</p>	<p>Interdisciplinary Connection</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>87</p>	<p>Cooperative Learning</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>249a-b</p>	<p>Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(v) use visual comparisons to illustrate concepts from experiences for original artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>60</p>	<p>Try It</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>185</p>	<p>Other Studio Projects</p>
			<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>207</p>	<p>Text</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(vi) use visual comparisons to illustrate ideas from experiences for original artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>60</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>185</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>207</p>	<p>Design Extension</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(vii) use visual comparisons to illustrate concepts from narration for original artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>48</p>	<p>Interdisciplinary Connection</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>249b</p>	<p>Interdisciplinary Connection</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>249a-b</p>	<p>Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks</p>	<p>(viii) use visual comparisons to illustrate ideas from narration for original artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>55a-b</p>	<p>Studio Experience</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>67</p>	<p>Interdisciplinary Connection</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>249a-b</p>	<p>Studio Experience</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(ix) use visual comparisons to illustrate concepts from imagination for original artworks	Instruction	978-1-61528-299-9	90	Design Extension
			Activity	978-1-61528-299-9	144	Design Extension
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks	(x) use visual comparisons to illustrate ideas from imagination for original artworks	Instruction	978-1-61528-299-9	145	Design Extension
			Activity	978-1-61528-299-9	175	Design Extension
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(i) identify the elements of art, including line, as the fundamentals of art in personal artworks	Instruction	978-1-61528-299-9	24	Cooperative Learning
			Assessment	978-1-61528-299-9	33b	Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(ii) apply the elements of art, including line, as the fundamentals of art in personal artworks	Instruction	978-1-61528-299-9	14	Design Extension
			Activity	978-1-61528-299-9	28	Design Extension
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(iii) identify the elements of art, including shape, as the fundamentals of art in personal artworks	Instruction	978-1-61528-299-9	36	Cooperative Learning
			Assessment	978-1-61528-299-9	55b	Assess

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(iv) apply the elements of art, including shape, as the fundamentals of art in personal artworks	Instruction	978-1-61528-299-9	36	Cooperative Learning
			Activity	978-1-61528-299-9	48	Interdisciplinary Connection
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(v) identify the elements of art, including color, as the fundamentals of art in personal artworks	Instruction	978-1-61528-299-9	88	Design Extension
			Assessment	978-1-61528-299-9	93b	Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(vi) apply the elements of art, including color, as the fundamentals of art in personal artworks	Instruction	978-1-61528-299-9	78	Design Extension
			Activity	978-1-61528-299-9	88	Design Extension
			Activity	978-1-61528-299-9	90	Design Extension
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(vii) identify the elements of art, including texture, as the fundamentals of art in personal artworks	Instruction	978-1-61528-299-9	122	Design Extension
			Activity	978-1-61528-299-9	124	Interdisciplinary Connection
			Assessment	978-1-61528-299-9	137b	Assess
			Activity	978-1-61528-299-9	137b	Tips
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks	(viii) apply the elements of art, including texture, as the fundamentals of art in personal artworks	Instruction	978-1-61528-299-9	120	Design Extension
			Activity	978-1-61528-299-9	131	Design Extension
			Activity	978-1-61528-299-9	132	Design Extension
			Activity	978-1-61528-299-9	137a-b	Studio Experience

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(ix) identify the elements of art, including form, as the fundamentals of art in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>49</p>	<p>Design Extension</p>
			<p>Assessment</p>	<p>978-1-61528-299-9</p>	<p>55b</p>	<p>Assess</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(x) apply the elements of art, including form, as the fundamentals of art in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>35</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>55a-b</p>	<p>Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(xi) identify the elements of art, including space, as the fundamentals of art in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>101</p>	<p>Design Extension</p>
			<p>Assessment</p>	<p>978-1-61528-299-9</p>	<p>119b</p>	<p>Assess</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(xii) apply the elements of art, including space, as the fundamentals of art in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>96</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>98</p>	<p>Cooperative Learning</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>99</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>119a-b</p>	<p>Studio Experience</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(xiii) identify the elements of art, including value, as the fundamentals of art in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>66</p>	<p>Cooperative Learning</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>67</p>	<p>Interdisciplinary Connection</p>
			<p>Assessment</p>	<p>978-1-61528-299-9</p>	<p>71b</p>	<p>Assess</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(B) identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks</p>	<p>(xiv) apply the elements of art, including value, as the fundamentals of art in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>58</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>60</p>	<p>Design Extension</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(i) identify the principles of design, including emphasis, in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>199</p>	<p>Cooperative Learning</p>
			<p>Assessment</p>	<p>978-1-61528-299-9</p>	<p>205b</p>	<p>Assess</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(ii) apply the principles of design, including emphasis, in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>191</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>194</p>	<p>Design Extension</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(iii) identify the principles of design, including repetition/pattern, in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>223</p>	<p>Cooperative Learning</p>
			<p>Assessment</p>	<p>978-1-61528-299-9</p>	<p>227b</p>	<p>Assess</p>
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(iv) apply the principles of design, including emphasis, repetition/pattern, in personal artworks</p>	<p>Instruction</p>	<p>978-1-61528-299-9</p>	<p>208</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>210</p>	<p>Design Extension</p>
			<p>Activity</p>	<p>978-1-61528-299-9</p>	<p>227a-b</p>	<p>Studio Experience</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(v) identify the principles of design, including movement/rhythm, in personal artworks	Instruction	978-1-61528-299-9	237	Cooperative Learning
			Assessment	978-1-61528-299-9	249b	Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(vi) apply the principles of design, including movement/rhythm, in personal artworks	Instruction	978-1-61528-299-9	229	Design Extension
			Activity Activity	978-1-61528-299-9 978-1-61528-299-9	232 249a-b	Design Extension Studio Experience
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(vii) identify the principles of design, including contrast/variety, in personal artworks	Instruction	978-1-61528-299-9	185	Design Extension
			Assessment	978-1-61528-299-9	187b	Assess
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(viii) apply the principles of design, including contrast/variety, in personal artworks	Instruction	978-1-61528-299-9	175	Design Extension
			Activity Activity	978-1-61528-299-9 978-1-61528-299-9	185 187a-b	Design Extension Studio Experience
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks	(ix) identify the principles of design, including balance, in personal artworks	Instruction	978-1-61528-299-9	144	Design Extension
			Activity Assessment	978-1-61528-299-9 978-1-61528-299-9	149 153b	Cooperative Learning Assess

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(x) apply the principles of design, including balance, in personal artworks</p>	Instruction	978-1-61528-299-9	144	Design Extension
			Activity	978-1-61528-299-9	145	Design Extension
			Activity	978-1-61528-299-9	149	Cooperative Learning
			Activity	978-1-61528-299-9	153a-b	Studio Experience
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(xi) identify the principles of design, including proportion, in personal artworks</p>	Instruction	978-1-61528-299-9	191	Design Extension
			Activity	978-1-61528-299-9	204a	Look Around
			Activity	978-1-61528-299-9	205	Studio Experience
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(xii) apply the principles of design, including proportion, in personal artworks</p>	Instruction	978-1-61528-299-9	191	Design Extension
			Activity	978-1-61528-299-9	205	Studio Experience
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(xiii) identify the principles of design, including unity, in personal artworks</p>	Instruction	978-1-61528-299-9	156	Design Extension
			Assessment	978-1-61528-299-9	167a-b	Assess
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:</p>	<p>(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks</p>	<p>(xiv) apply the principles of design, including unity, in personal artworks</p>	Instruction	978-1-61528-299-9	156	Design Extension
			Activity	978-1-61528-299-9	167a-b	Studio Experience

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately	(i) explore suitability of art media to express specific ideas relating to visual themes of artworks, using art vocabulary accurately	Instruction	978-1-61528-299-9	28	Design Extension
			Activity	978-1-61528-299-9	205a-b	Studio Experience
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:	(D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately	(ii) explore suitability of art processes to express specific ideas relating to visual themes of artworks, using art vocabulary accurately	Instruction	978-1-61528-299-9	27	Try It
			Activity	978-1-61528-299-9	137	Studio Experience
			Activity	978-1-61528-299-9	213	Try It
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(i) create original artworks using multiple solutions from direct observation in order to expand personal themes that demonstrate artistic intent	Instruction	978-1-61528-299-9	28	Design Extension
			Activity	978-1-61528-299-9	33a-b	Studio Experience
			Activity	978-1-61528-299-9	35	Design Extension
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(ii) create original artworks using multiple solutions from original sources in order to expand personal themes that demonstrate artistic intent	Instruction	978-1-61528-299-9	78	Design Extension
			Activity	978-1-61528-299-9	108	Design Extension
			Activity	978-1-61528-299-9	191	Design Extension
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(iii) create original artworks using multiple solutions from experiences in order to expand personal themes that demonstrate artistic intent	Instruction	978-1-61528-299-9	60	Design Extension
			Assessment	978-1-61528-299-9	33b	Assess
			Activity	978-1-61528-299-9	185	Design Extension
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent	(iv) create original artworks using multiple solutions from imagination in order to expand personal themes that demonstrate artistic intent	Instruction	978-1-61528-299-9	25	Design Extension
			Activity	978-1-61528-299-9	36	Cooperative Learning
			Activity	978-1-61528-299-9	175	Design Extension

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(i) apply design skills in creating practical applications in order to make successful design decisions	Instruction	978-1-61528-299-9	122	Design Extension
			Activity	978-1-61528-299-9	131	Design Extension
			Activity	978-1-61528-299-9	132	Design Extension
			Activity	978-1-61528-299-9	137a-b	Studio Experience
			Activity	978-1-61528-299-9	214	Design Extension
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(ii) apply design skills in clarifying presentations in order to make successful design decisions	Instruction	978-1-61528-299-9	151	Design Extension
			Activity	978-1-61528-299-9	188i	Digital Connection
			Activity	978-1-61528-299-9	194	Design Extension
			Activity	978-1-61528-299-9	232	Design Extension
			Activity	978-1-61528-299-9	249a-b	Studio Experience
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions	(iii) apply design skills in examining consumer choices in order to make successful design decisions	Instruction	978-1-61528-299-9	131	Design Extension
			Activity	978-1-61528-299-9	164	Design Extension
			Activity	978-1-61528-299-9	207	Design Extension
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	(i) use an understanding of copyright to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Instruction	978-1-61528-299-9	87	Cooperative Learning
			Assessment	978-1-61528-299-9	205b	Classroom Management / Tips
			Instruction	978-1-61528-299-9	101	Appropriation
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	(ii) use an understanding of public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination	Instruction	978-1-61528-299-9	72g	Teach
			Activity	978-1-61528-299-9	101	Internet Connection
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(D) create original artwork to communicate thoughts, feelings, ideas, or impressions	(i) create original artwork to communicate thoughts, feelings, ideas, or impressions	Instruction	978-1-61528-299-9	21	Design Extension
			Activity	978-1-61528-299-9	90	Design Extension
			Activity	978-1-61528-299-9	93a-b	Studio Experience

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location	
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(E) collaborate to create original works of art	(i) collaborate to create original works of art	Instruction	978-1-61528-299-9	24	Cooperative Learning	
			Activity	978-1-61528-299-9	36	Cooperative Learning	
			Activity	978-1-61528-299-9	87	Cooperative Learning	
			Activity	978-1-61528-299-9	98	Cooperative Learning	
			Activity	978-1-61528-299-9	129	Cooperative Learning	
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(i) select from a variety of art media to communicate specific ideas in drawing	Instruction	978-1-61528-299-9	28	Design Extension	
			Activity	978-1-61528-299-9	71a-b	Studio Experience	
			Activity	978-1-61528-299-9	114	Design Extension	
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(ii) select from a variety of art media to communicate specific ideas in painting	Instruction	978-1-61528-299-9	90	Design Extension	
			Activity	978-1-61528-299-9	93a-b	Studio Experience	
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(iii) select from a variety of art media to communicate specific ideas in printmaking	Instruction	978-1-61528-299-9	120	Design Extension	
			Activity	978-1-61528-299-9	227a-b	Studio Experience	
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(iv) select from a variety of art media to communicate specific ideas in sculpture	Instruction	978-1-61528-299-9	25	Design Extension	
			Activity	978-1-61528-299-9	33a-b	Studio Experience	
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(v) select from a variety of art media to communicate specific ideas in ceramics	Instruction	978-1-61528-299-9	119a-b	Studio Experience	
			Activity	978-1-61528-299-9	129	Cooperative Learning	

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(vi) select from a variety of art media to communicate specific ideas in fiber art	Instruction	978-1-61528-299-9	131	Design Extension
			Activity Activity	978-1-61528-299-9 978-1-61528-299-9	137a-b 240	Studio Experience Design Extension
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(vii) select from a variety of art media to communicate specific ideas in jewelry	Instruction	978-1-61528-299-9	34f	Teach
			Activity Instruction	978-1-61528-299-9 978-1-61528-299-9	45 206d	Try It Teach
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(viii) select from a variety of art media to communicate specific ideas in mixed media	Instruction	978-1-61528-299-9	99	Design Extension
			Activity	978-1-61528-299-9	205a-b	Studio Experience
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(ix) select from a variety of art media to communicate specific ideas in photography	Instruction	978-1-61528-299-9	24	Cooperative Learning
			Activity	978-1-61528-299-9	49	Design Extension
			Activity Activity	978-1-61528-299-9 978-1-61528-299-9	66 205a-b	Cooperative Learning Studio Experience
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(x) select from a variety of art media to communicate specific ideas in digital art and media	Instruction	978-1-61528-299-9	194	Design Extension
			Review	978-1-61528-299-9	188i	Digital Connection
			Activity Activity	978-1-61528-299-9 978-1-61528-299-9	205b 232	Technology Design Extension
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xi) select from a variety of art tools to communicate specific ideas in drawing	Instruction	978-1-61528-299-9	28	Design Extension
			Activity	978-1-61528-299-9	71a-b	Studio Experience

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xii) select from a variety of art tools to communicate specific ideas in painting	Instruction	978-1-61528-299-9	90	Design Extension
			Activity	978-1-61528-299-9	153a-b	Studio Experience
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xiii) select from a variety of art tools to communicate specific ideas in printmaking	Instruction	978-1-61528-299-9	120	Design Extension
			Activity	978-1-61528-299-9	227a-b	Studio Experience
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xiv) select from a variety of art tools to communicate specific ideas in sculpture	Instruction	978-1-61528-299-9	99	Design Extension
			Activity	978-1-61528-299-9	119a-b	Studio Experience
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xv) select from a variety of art tools to communicate specific ideas in ceramics	Instruction	978-1-61528-299-9	119a-b	Studio Experience
			Activity	978-1-61528-299-9	129	Cooperative Learning
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xvi) select from a variety of art tools to communicate specific ideas in fiber art	Instruction	978-1-61528-299-9	131	Design Extension
			Activity	978-1-61528-299-9	137a-b	Studio Experience
			Activity	978-1-61528-299-9	240	Design Extension
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xvii) select from a variety of art tools to communicate specific ideas in jewelry	Instruction	978-1-61528-299-9	34f	Teach
			Activity	978-1-61528-299-9	45	Try It
			Instruction	978-1-61528-299-9	206d	Teach

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xviii) select from a variety of art tools to communicate specific ideas in mixed-media	Instruction	978-1-61528-299-9	99	Design Extension
			Activity	978-1-61528-299-9	205a-b	Studio Experience
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xix) select from a variety of art tools to communicate specific ideas in photography	Instruction	978-1-61528-299-9	24	Cooperative Learning
			Activity	978-1-61528-299-9	49	Design Extension
			Activity	978-1-61528-299-9	66	Cooperative Learning
			Activity	978-1-61528-299-9	205a-b	Studio Experience
			Activity	978-1-61528-299-9	222	Design Extension
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	(F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media	(xx) select from a variety of art tools to communicate specific ideas in digital art and media	Instruction	978-1-61528-299-9	194	Design Extension
			Activity	978-1-61528-299-9	205b	Technology
			Activity	978-1-61528-299-9	232	Design Extension
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) examine selected historical periods or styles of art to identify general themes and trends	(i) examine selected historical periods or styles of art to identify general themes	Instruction	978-1-61528-299-9	29	Inquiry
			Activity	978-1-61528-299-9	231	Inquiry
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(A) examine selected historical periods or styles of art to identify general themes and trends	(ii) examine selected historical periods or styles of art to identify general trends	Instruction	978-1-61528-299-9	107	Interdisciplinary Connection
			Activity	978-1-61528-299-9	181	Interdisciplinary Connection
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(B) analyze specific characteristics in artwork from a variety of cultures	(i) analyze specific characteristics in artwork from a variety of cultures	Instruction	978-1-61528-299-9	23	Interdisciplinary Connection
			Activity	978-1-61528-299-9	28	Design Extension
			Instruction	978-1-61528-299-9	33b	Think Critically
			Activity	978-1-61528-299-9	75	Interdisciplinary Connection
			Assessment	978-1-61528-299-9	140g	Assess

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(C) collaborate on community-based art projects	(i) collaborate on community-based art projects	Instruction	978-1-61528-299-9	129	Cooperative Learning
			Activity	978-1-61528-299-9	51	Try It
			Activity	978-1-61528-299-9	146	Try It
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(i) examine career opportunities in art	Instruction	978-1-61528-299-9	32	Career Portfolio
			Activity	978-1-61528-299-9	54	Career Portfolio
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(ii) research career opportunities in art	Instruction	978-1-61528-299-9	183	Inquiry
			Activity	978-1-61528-299-9	56h	Reteach
			Activity	978-1-61528-299-9	205b	Inquiry
Activity	978-1-61528-299-9	249b	Inquiry			
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(iii) examine entrepreneurial opportunities in art	Instruction	978-1-61528-299-9	204	Career Portfolio
			Activity	978-1-61528-299-9	226	Career Portfolio
			Activity	978-1-61528-299-9	227b	Challenge
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(iv) research entrepreneurial opportunities in art	Instruction	978-1-61528-299-9	204	Career Portfolio
			Activity	978-1-61528-299-9	226	Career Portfolio
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(v) examine avocational opportunities in art	Instruction	978-1-61528-299-9	32a	Find Out
			Activity	978-1-61528-299-9	54a	Find Out
			Activity	978-1-61528-299-9	118a	Find Out
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	(D) examine and research career, entrepreneurial, and avocational opportunities in art	(vi) research avocational opportunities in art	Instruction	978-1-61528-299-9	166a	Find Out
			Activity	978-1-61528-299-9	186a	Find Out

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-61528-299-9	226a	Find Out
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(i) interpret artistic decisions in artwork by self	Instruction	978-1-61528-299-9	33b	Evaluation
			Activity	978-1-61528-299-9	55b	Evaluation
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ii) evaluate artistic decisions in artwork by self	Instruction	978-1-61528-299-9	33b	Evaluation
			Activity	978-1-61528-299-9	55b	Evaluation
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iii) justify artistic decisions in artwork by self	Instruction	978-1-61528-299-9	33b	Evaluation
			Activity	978-1-61528-299-9	55b	Evaluation
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(iv) interpret artistic decisions in artwork by peer	Instruction	978-1-61528-299-9	24	Cooperative Learning
			Activity	978-1-61528-299-9	36	Cooperative Learning
			Activity	978-1-61528-299-9	66	Cooperative Learning
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(v) evaluate artistic decisions in artwork by peer	Instruction	978-1-61528-299-9	88	Design Extension
			Activity	978-1-61528-299-9	237	Cooperative Learning
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vi) justify artistic decisions in artwork by peer	Instruction	978-1-61528-299-9	36	Cooperative Learning
			Activity	978-1-61528-299-9	149	Cooperative Learning
			Activity	978-1-61528-299-9	237	Cooperative Learning

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(vii) interpret artistic decisions in artwork by other artists	Instruction	978-1-61528-299-9	31	Higher-Order Thinking Skills
			Activity	978-1-61528-299-9	67	Higher-Order Thinking Skills
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(viii) evaluate artistic decisions in artwork by other artists	Instruction	978-1-61528-299-9	22	Higher-Order Thinking Skills
			Activity	978-1-61528-299-9	66	Cooperative Learning
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites	(ix) justify artistic decisions in artwork by other artists	Instruction	978-1-61528-299-9	31	Higher-Order Thinking Skills
			Activity	978-1-61528-299-9	66	Cooperative Learning
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork	(i) evaluate artwork using a method of critique	Instruction	978-1-61528-299-9	31	Higher-Order Thinking Skills
			Activity Activity	978-1-61528-299-9 978-1-61528-299-9	33b 119b	Thinking Critically Thinking Critically
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork	(ii) analyze artwork using a method of critique	Instruction	978-1-61528-299-9	31	Higher-Order Thinking Skills
			Activity Activity	978-1-61528-299-9 978-1-61528-299-9	33b 119b	Thinking Critically Thinking Critically
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(C) use responses to artwork critiques to make decisions about future directions in personal work	(i) use responses to artwork critiques to make decisions about future directions in personal work	Instruction	978-1-61528-299-9	33b	Evaluation
			Activity Activity	978-1-61528-299-9 978-1-61528-299-9	55b 71b	Evaluation Evaluation
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning	(i) construct a physical or electronic portfolio by evaluating personal original artworks to provide evidence of learning	Instruction	978-1-61528-299-9	73	Portfolio Tip
			Activity	978-1-61528-299-9	107	Portfolio Tip

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-61528-299-9	133	Portfolio Tip
			Activity	978-1-61528-299-9	179	Portfolio Tip
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning	(ii) construct a physical or electronic portfolio by analyzing personal original artworks to provide evidence of learning	Instruction	978-1-61528-299-9	73	Portfolio Tip
			Activity	978-1-61528-299-9	107	Portfolio Tip
			Activity	978-1-61528-299-9	133	Portfolio Tip
			Activity	978-1-61528-299-9	179	Portfolio Tip
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(i) select original artwork to form precise conclusions about formal qualities	Instruction	978-1-61528-299-9	31	Higher-Order Thinking Skills
			Activity	978-1-61528-299-9	44	Higher-Order Thinking Skills
			Activity	978-1-61528-299-9	125	Higher-Order Thinking Skills
			Activity	978-1-61528-299-9	163	Higher-Order Thinking Skills
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(ii) select original artwork to form precise conclusions about historical contexts	Instruction	978-1-61528-299-9	67	Higher-Order Thinking Skills
			Activity	978-1-61528-299-9	186a	Be the Judge
			Activity	978-1-61528-299-9	223	Cooperative Learning
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(iii) select original artwork to form precise conclusions about cultural contexts	Instruction	978-1-61528-299-9	108	Design Extension
			Activity	978-1-61528-299-9	143	Higher-Order Thinking Skills
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(iv) select original artwork to form precise conclusions about intentions	Instruction	978-1-61528-299-9	7	New York Knicks Poster
			Activity	978-1-61528-299-9	145	Fig. 7-10
			Review	978-1-61528-299-9	165	Review Question # 6
			Review	978-1-61528-299-9	247	Review Question # 6
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(v) select original artwork to form precise conclusions about meanings	Instruction	978-1-61528-299-9	34i	Assess 2nd Bullet
			Activity	978-1-61528-299-9	72	Higher-Order Thinking Skills
			Activity	978-1-61528-299-9	167a	Engage 1st Bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(vi) select portfolios to form precise conclusions about formal qualities	Instruction	978-1-61528-299-9	54a	Be the Judge
			Activity	978-1-61528-299-9	127	Portfolio Tip
			Instruction	978-1-61528-299-9	107	Portfolio Tip
			Activity	978-1-61528-299-9	133	Portfolio Tip
			Activity	978-1-61528-299-9	166a	Be the Judge
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(vii) select portfolios to form precise conclusions about historical contexts	Instruction	978-1-61528-299-9	70a	Be the Judge
			Activity	978-1-61528-299-9	186a	Be the Judge
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(viii) select portfolios to form precise conclusions about cultural contexts	Instruction	978-1-61528-299-9	188i	Chapter Review
			Activity	978-1-61528-299-9	152a	Be the Judge
			Activity	978-1-61528-299-9	204a	Be the Judge
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(ix) select portfolios to form precise conclusions about intentions	Instruction	978-1-61528-299-9	32a	Be the Judge
			Activity	978-1-61528-299-9	73	Portfolio Tip
			Instruction	978-1-61528-299-9	51	Portfolio Tip
			Activity	978-1-61528-299-9	118a	Be the Judge
			Activity	978-1-61528-299-9	179	Portfolio Tip
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(x) select portfolios to form precise conclusions about meanings	Instruction	978-1-61528-299-9	32a	Be the Judge
			Activity	978-1-61528-299-9	70a	Be the Judge
			Activity	978-1-61528-299-9	186a	Be the Judge
			Instruction	978-1-61528-299-9	198	Portfolio Tip
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xi) select exhibitions to form precise conclusions about formal qualities	Instruction	978-1-61528-299-9	54a	Be the Judge
			(Drop-down menu)	978-1-61528-299-9	166a	Be the Judge
				978-1-61528-299-9	167b	Evaluation 2nd Bullet
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xii) select exhibitions to form precise conclusions about historical contexts	Instruction	978-1-61528-299-9	131	Inquiry
			Activity	978-1-61528-299-9	70a	Be the Judge

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-61528-299-9	186a	Be the Judge
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xiii) select exhibitions to form precise conclusions about cultural contexts	Instruction	978-1-61528-299-9	131	Inquiry
			Activity	978-1-61528-299-9	152a	Be the Judge
			Activity	978-1-61528-299-9	204a	Be the Judge
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xiv) select exhibitions to form precise conclusions about intentions	Instruction	978-1-61528-299-9	134	Higher-Order Thinking Skills
			Activity	978-1-61528-299-9	167b	Evaluation 2nd Bullet
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xv) select exhibitions to form precise conclusions about meanings	Instruction	978-1-61528-299-9	70a	Be the Judge
			Assessment	978-1-61528-299-9	94i	Assess 4th Bullet
			Activity	978-1-61528-299-9	186a	Be the Judge
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xvi) analyze original artwork to form precise conclusions about formal qualities	Instruction	978-1-61528-299-9	25	Design Extension
			Activity	978-1-61528-299-9	45	Higher-Order Thinking Skills
			Activity	978-1-61528-299-9	47	Higher-Order Thinking Skills
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xvii) analyze original artwork to form precise conclusions about historical contexts	Instruction	978-1-61528-299-9	67	Higher-Order Thinking Skills
			Activity	978-1-61528-299-9	223	Cooperative Learning
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xviii) analyze original artwork to form precise conclusions about cultural contexts	Instruction	978-1-61528-299-9	29	Internet Connection
			Activity	978-1-61528-299-9	244	Higher-Order Thinking Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xix) analyze original artwork to form precise conclusions about intentions	Instruction	978-1-61528-299-9	165	Review Question #6
			Review	978-1-61528-299-9	247	Review Question #6
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xx) analyze original artwork to form precise conclusions about meanings	Instruction	978-1-61528-299-9	168f	Teach 2nd Bullet
			Activity	978-1-61528-299-9	249b	Thinking Critically 1st Bullet
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxi) analyze portfolios to form precise conclusions about formal qualities	Instruction	978-1-61528-299-9	107	Portfolio Tip
			Activity	978-1-61528-299-9	127	Portfolio Tip
			Activity	978-1-61528-299-9	133	Portfolio Tip
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxii) analyze portfolios to form precise conclusions about historical contexts	Instruction	978-1-61528-299-9	70a	Be the Judge
			Activity	978-1-61528-299-9	186a	Be the Judge
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxiii) analyze portfolios to form precise conclusions about cultural contexts	Instruction	978-1-61528-299-9	27	Higher-Order Thinking Skills
			Activity	978-1-61528-299-9	152a	Be the Judge
			Activity	978-1-61528-299-9	204a	Be the Judge
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxiv) analyze portfolios to form precise conclusions about intentions	Instruction	978-1-61528-299-9	51	Portfolio Tip
			Activity	978-1-61528-299-9	73	Portfolio Tip
			Activity	978-1-61528-299-9	179	Portfolio Tip
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxv) analyze portfolios to form precise conclusions about meanings	Instruction	978-1-61528-299-9	32a	Be the Judge
			Activity	978-1-61528-299-9	70a	Be the Judge

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity Instruction	978-1-61528-299-9	186a 198	Be the Judge Portfolio Tip
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxvi) analyze exhibitions to form precise conclusions about formal qualities	Instruction	978-1-61528-299-9	54a	Be the Judge
			Activity	978-1-61528-299-9	166a	Be the Judge
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxvii) analyze exhibitions to form precise conclusions about historical contexts	Instruction	978-1-61528-299-9	131	Inquiry
			Review	978-1-61528-299-9	167a-b	Studio Experience
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxviii) analyze exhibitions to form precise conclusions about cultural contexts	Instruction	978-1-61528-299-9	131	Inquiry
			Activity	978-1-61528-299-9	207	Inquiry
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxix) analyze exhibitions to form precise conclusions about intentions	Instruction	978-1-61528-299-9	32a	Be the Judge
			Activity Instruction	978-1-61528-299-9 978-1-61528-299-9	118a 134	Be the Judge Higher-Order Thinking Skills
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	(E) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings	(xxx) analyze exhibitions to form precise conclusions about meanings	Instruction	978-1-61528-299-9	94i	Assess 4th bullet
			(Drop-down menu)	978-1-61528-299-9 978-1-61528-299-9	118a 119b	Be the Judge Thinking Critically