

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS  
HILLSBOROUGH, NJ 08844

NEW  REVISED CURRICULUM

DATE: JULY 2013

CONTENT AREA: VISUAL ARTS – HMS – ART, GRADE 8

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Kathleen Robinson
	Barbara Umar
	Lynn Rossman

**WHY WAS THIS CURRICULUM REVISION COMPLETED?**

Revise and update to 2009 NJ Core Curriculum Content Standards

**HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?**

As scheduled on the five-year curriculum revision cycle

Other

**WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?**

Yes

No (please explain) \_\_\_\_\_  
\_\_\_\_\_

**OTHER COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPROVAL DATES:**

*LMA 10.30.13* Approved by Assistant Superintendent

*TL 10/15/13* Approved by Curriculum Committee Chairperson

d of Education

Board of Educ. Approved  
10/28/13

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT**

**HILLSBOROUGH MIDDLE SCHOOL  
VISUAL ARTS CURRICULUM**

**ART  
GRADE 8**

**JULY 2013**

## Course Overview

Every student in Grade 8 is scheduled into one of four marking period cycles of Visual Arts, which is approximately 45 days long, 40 minutes per class. This course builds upon the skills developed in the Kindergarten through Grade 7 art programs, focusing on four key areas of instruction including Composition, Drawing, Painting and Digital Imaging. At the culmination of the course, students will exhibit proficiency in line and value drawing, painting using blended value gradations, and using digital imaging, manipulation tools and software. All projects incorporate art history and culture, introducing the students to specific periods or movements in art, or, works of individual artists. Enrichment opportunities are available through exhibits and competitions at the county and state level, as well as through school and district art show participation.

All projects introduce and incorporate the Elements of Design (line, shape, form, texture, color, value, space), as well as, the Principles of Design (balance, contrast, harmony, movement, rhythm, dominance, gradation, unity, and proportion). Students in Grade 8 Visual Arts will show competence in verbalizing and putting into writing their aesthetic responses to artwork following specific guidelines of critiquing.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- **Standard 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **Standard 1.2 History of Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **Standard 1.4 Aesthetic Responses and Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21<sup>st</sup> Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. The ways that artists thoughtfully arrange the Elements and Principles of Design create visually stimulating compositions when creating two- and three-dimensional works.</li> <li>2. Art requires practice of skills and self-discipline to turn ideas and observations into a quality product.</li> <li>3. Understanding how to respond to and critique art works is an essential part of experiencing art.</li> <li>4. Through the study of art aesthetics, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</li> <li>5. Creative thinking skills learned through the study of art enable greater insight when problem-solving in all disciplines.</li> <li>6. Art created by a society reflects the social, political, economic and technological events of that society.</li> <li>7. The study of art, techniques, skills and creative problem solving can lead to a variety of career pathways.</li> <li>8. Technology impacts the creative process; techniques and exposure to past and present art.</li> </ol>
<p><b>Days</b></p>	<p>7-10 days</p>
<p><b>NJCCCS</b></p>	<p><b>Unit#1: Portfolio Design/Perspective</b></p> <p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<p><b>NJCCCS CPI</b></p>	<p>1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3. Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.D.1 Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands on visual problems using a variety of genre styles.</p> <p>1.3.8.D.4 Delineate the thematic content of multicultural art works, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p> <p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p>

	<p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of visual art.</p>
<p><b>Essential Questions</b></p>	<p>How does the body of work, as opposed to a single piece, more fully describe the artist's style? How do digital portfolios alter the art experience? How is the arrangement and design of the portfolio important? How can an artist thoughtfully arrange the Elements and Principles of Design to create a visually exciting composition? How did the depiction of depth in art works evolve throughout the history of art? How can an artist create the illusion of depth using only one element of design? In the domain of perspective, how can creation and artistic expression influenced by mathematics?</p>
<p><b>Skills The Student Will...</b></p>	<ol style="list-style-type: none"> <li>1. Draw an object or view using linear and cylindrical perspective.</li> <li>2. Illustrate depth through scale changes, position on the page and overlapping.</li> <li>3. Use the vocabulary pertaining to perspective.</li> <li>4. Compare and contrast depictions of the illusion of perspective in various times in history.</li> <li>5. Create a visually exciting composition through thoughtful arrangement of the Elements and Principles of Design.</li> <li>6. Develop a stylistic concept in a portfolio design.</li> <li>7. Execute a portfolio design using good craftsmanship.</li> </ol>
<p><b>Assessment</b></p>	<p>Rubric evaluations based on:</p> <ul style="list-style-type: none"> <li>• Accuracy of perspective drawing</li> <li>• Stylistic content</li> <li>• Craftsmanship</li> <li>• Effective use of Elements and Principles of Design</li> </ul>
<p><b>Literacy Integration</b></p>	<p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>
<p><b>Mathematics Integration</b></p>	<p>8.G.1. Verify experimentally the properties of rotations, reflections, and translations:</p> <ol style="list-style-type: none"> <li>a. Lines are taken to lines, and line segments to line segments of the same length.</li> <li>b. Angles are taken to angles of the same measure.</li> <li>c. Parallel lines are taken to parallel lines.</li> </ol>
<p><b>Social Studies Integration</b></p>	<p>6.2.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.</p>
<p><b>Technology</b></p>	<p>8.1.8.B.1 The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p>

<b>Integration</b>	
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.B.2. Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
	<b>Unit #2: Contour Line Drawing From Observation</b>
<b>Days</b>	10 - 15 days
<b>NJCCCS</b>	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<b>NJCCCS CPI</b>	<p>1.3.8.D.1 Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g. perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands on visual problems using a variety of genre styles.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of visual art.</p>
<b>Essential Questions</b>	<p>How can drawing from life affect levels of perception?          How can an artist use one element to describe his/her world?          Why is it essential to create original art and not use pre-conceived notions or trite symbolic drawing?          How can the brain's two "sides" work together while still emphasizing various different characteristics?          Does drawing form a photo or from observation change the art being created?</p>
<b>Skills The Student Will...</b>	<ol style="list-style-type: none"> <li>1. Analyze the Elements and Principles of Design in historic works of art.</li> <li>2. Understand and apply the Elements and Principles of Design to create a strong composition.</li> <li>3. Use observation to create realistic drawings, in exercises such as: blind contour, continuous line drawing, modified contour, etc.</li> </ol>

	<p>4. Create a contour drawing from direct observation, using a variety of techniques and concepts, such as perspective, value and sighting for proportional accuracy and assessment of angles.</p> <p>5. Represent subject matter as it appears without using symbolism or pre-conceived notions.</p> <p>6. Create the illusion of three-dimensional space in drawings.</p>
<b>Assessment</b>	<p>Rubric evaluations based on:</p> <ul style="list-style-type: none"> <li>● Evidence of observation, avoidance of symbols, and detail of contour.</li> <li>● Effective representation of a three-dimensional form on a two-dimensional surface using contour line, value, depth and detail.</li> <li>● Demonstrated proficiency in creation of a strong visual composition, using the elements and principles of design.</li> </ul>
<b>Literacy Integration</b>	<p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>
<b>Science Integration</b>	<p>5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies.</p> <p>5.1.8.C.1 Monitor one's own thinking as understandings of scientific concepts are refined. Scientific models and understandings of fundamental concepts and principles are refined as new evidence is considered.</p> <p>Content Statement: Scientific models and understandings of fundamental concepts and principles are refined as new evidence is considered.</p>
<b>21<sup>st</sup> Century Life &amp; Careers</b>	<p>9.1.8.B.1 Use multiple points of view to create alternative solutions.</p> <p>Content Statement: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>
<b>Unit #3: Painting</b>	
<b>Days</b>	15 - 20 days
<b>NJCCCS</b>	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<b>NJCCCS CPI</b>	<p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p> <p>1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p>

	<p>1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.3.8.D.1 Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three- dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands on visual problems using a variety of genre styles.</p> <p>1.3.8.D.4 Delineate the thematic content of multicultural art works, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p> <p>1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends and movements in visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.4 Compare and contrast changes in the accepted meaning of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of visual art.</p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>
<p><b>Essential Questions</b></p>	<p>How do artists make decisions regarding subject, style and technique in their own works?</p> <p>How can blended value in drawing be applied to painting using opaque paints?</p> <p>How can concepts from the color wheel be applied to decision making in a painting project?</p> <p>How can a student emulate the concepts of an example artist, while simultaneously creating a personal expression in her/his own artwork?</p> <p>How can an artist suggest the effects of light on a surface through paint application?</p> <p>How can an artist bring aesthetic quality to his/her painting?</p>
<p><b>Skills The Student Will...</b></p>	<ol style="list-style-type: none"> <li>1. Apply learned drawing skills to create the structure of a painting composition.</li> <li>2. Recognize the Elements and Principles of Design in works of art in history and be able to apply them to one's own compositions.</li> <li>3. Apply understanding of perspective when including: proportion, cylindrical and linear perspective.</li> <li>4. Use critique and art vocabulary in an aesthetic response to artwork.</li> <li>5. Compare and contrast artists' works and techniques from various eras and movements in art history.</li> <li>6. Learn color vocabulary such as: wet-on wet, gradation, hue, value, intensity, range of values, opacity, tint, shade, analogous, complementary, contrast, monochromatic, warm colors, cool colors and apply concepts to student work.</li> <li>7. Use a variety of applications to suggest varying textures.</li> <li>8. Exhibit brush control.</li> <li>9. Apply the tenets of chiaroscuro to color.</li> <li>10. Use widely-contrasting values to achieve the illusion of three dimensions in paint.</li> </ol>



	<p>11. Use opacity of brushwork for aesthetic appeal.</p>
<b>Assessment</b>	<p>Rubric evaluations based on:</p> <ul style="list-style-type: none"> <li>▪ Drawing: contour and composition</li> <li>• Painting: wide range of color/value, opacity, clean edges/brush control, all white of the page eliminated, blended value, textural application when applicable</li> </ul>
<b>Health &amp; Phys Ed Integration</b>	<p>2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.</p>
<b>Technology Integration</b>	<p>8.2.8.A.1 Technology products and systems impact every aspect of the world in which we live.                  Explain the impact of globalization on the development of a technological system over time.</p>
<b>21<sup>st</sup> Century Life &amp; Careers</b>	<p>9.1.8.B.1 Use multiple points of view to create alternative solutions.                  9.3.8.B.3 Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.                  9.3.8.B.8 Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.</p>
<b>Unit #4: Surrealism</b>	
<b>Days</b>	8-9 days
<b>NJCCCS</b>	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.                  1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.                  1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.                  1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<b>NJCCCS CPI</b>	<p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.                  1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.                  1.2.8.A.1 Map historical innovations in visual art that were caused by the creation of new technologies.                  1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.                  1.2.8.A.3. Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.                  1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three- dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p>

	<p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands on visual problems using a variety of genre styles.</p> <p>1.3.8.D.4 Delineate the thematic content of multicultural art works, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p> <p>1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.</p> <p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends and movements in visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p>
<p><b>Essential Questions</b></p>	<p>How were pivotal events in Europe during World War II instrumental in shaping the “Surrealist Movement” for artists, writers and performers?</p> <p>How has technology changed the world's understanding so that digital imaging is considered an art form?</p> <p>How can the acquisition of digital imaging skills affect a student's future or career pathways?</p> <p>How can the Elements and Principles of Design be applied to digital art?</p> <p>How do designers, artists and photographers use Surrealism concepts in today's art and media?</p> <p>How can artwork be believable and surreal at the same time?</p> <p>How can photo software be used as a tool for creativity?</p> <p>Why is a well-developed surreal concept essential before the project begins?</p>
<p><b>Skills</b>  <b>The Student Will...</b></p>	<ol style="list-style-type: none"> <li>1. Become aware of the history in Europe at the time of the Surrealist art movement.</li> <li>2. Explore important Surreal work of such artists as Salvador Dali and Rene Magritte.</li> <li>3. Learn and apply the Surreal devices of illusion: juxtaposition, dislocation, metamorphosis, levitation and scale changes.</li> <li>4. Compare artworks of the Surrealist period with contemporary surreal digital art or media examples.</li> <li>5. Transfer Surrealist painting concepts to digital tools, applying them to create a surreal image using photo software.</li> <li>6. Use the vocabulary and applicable tools of photo software such as layers, selection tools, move tool, clone brush, eraser tools, opacity features, tool options for all tools.</li> <li>7. Develop a sophisticated surreal concept utilizing the surreal devices by combining five or more images/layers in a surreal composition.</li> <li>8. Critique completed and printed artwork.</li> </ol>
<p><b>Assessment</b></p>	<p>Rubric evaluations based on:</p> <ul style="list-style-type: none"> <li>• Well-developed surreal concept.</li> <li>• Use of five or more images/layers.</li> <li>• Use of two or more surreal devices.</li> <li>• Use of images with good photo quality and clean edges.</li> <li>• Effective use of photo software tools.</li> </ul>

	Identify and define the surreal devices in contemporary advertisements.
<b>Literacy Integration</b>	RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>Mathematics Integration</b>	8.G.4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
<b>Science Integration</b>	5.1.8.C.1 Monitor one's own thinking as understandings of scientific concepts are refined. Scientific models and understandings of fundamental concepts and principles are refined as new evidence is considered.
<b>Technology Integration</b>	8.1.8.F.1 Information accessed through the use of digital tools assists in generating solutions and making decisions. Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.3.8.B.3 Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection. Content Statement: Career exploration includes investigation of the contemporary workplace and an understanding of the relationships among personal abilities, education, and knowledge and skills needed to pursue 21st-century occupations and careers.