

Time Frame	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment	Materials Used
4 days	<p>Adobe Illustrator</p> <p>Multi-headed creature within an environment.</p> <p>How will I use the digital tools to create an artwork and not a graphic design?</p> <p>How will my creature relate to the background?</p> <p>Is my layer palette open? What layer am I currently working in?</p>	<p>Ability to:</p> <ul style="list-style-type: none"> -Set up a digital artwork within Adobe Illustrator. -Set page size and orientation. -Use tools to create closed shapes. -Use tools to adjust fill, stroke, and line weight. -Layer items as to mask other items. -Complete a task within deadline. -Critical thinking. -Use a word processor to record answers. -Evaluate themselves -Manage computer files 	<p>VA 1.1.A1 1.1.A2 1.1.B2 1.2.D.2 1.2.D.3 1.2.D4 1.3.D1 1.4.A2 1.4.B1 1.4.B2</p> <p>LAL 3.2.A5 3.2.C1 3.3.D1</p> <p>NJWRS 1.1 1.3 1.9 2.2 2.3 2.7 2.8 2.9 3.1 3.13 3.14 3.15 4.1 4.3 4.5 4.9 4.11</p> <p>NJTLS 8.1.A6 8.1.A8 8.1.A9 8.1.B3 8.1.B9</p>	<p>Assessments for Learning Quiz: Students have time to use the Adobe Illustrator Program and tools. The students will be asked to perform simple tasks with regards to tools, text, layering, masking, and scaling. Assessed using a rubric.</p> <p>Project: Performance based assessment of the use of Adobe Illustrator computer Program to create an artwork.</p> <p>The following criteria will be assessed using a unit specific rubric:</p> <p><u>Care:</u> Clear evidence of care and effort to produce a finished piece.</p> <p><u>Lesson Objectives:</u> Artwork demonstrates interesting composition while using the entire area of the page.</p> <p><u>Craft:</u> Student shows mastery of digital art making tools used in the artwork.</p> <p><u>Creativity:</u> Imagination was used in response to the assignment.</p> <p><u>Pace:</u> Student used all the allotted time to complete the artwork.</p> <p><u>Complete:</u> The work was completed in a timely manner and expresses a complete idea.</p> <p><u>Written Critical Evaluation:</u></p> <ul style="list-style-type: none"> - What did the artist do well? - If you had to make this artwork again, what would change or remain the same? Why? - If you were the teacher, how would you have designed this unit? <p>80%-89% = Proficient 90% and above = Advanced Proficient</p>	<p>Macintosh Laptop Computer</p> <p>Adobe Illustrator</p> <p>Epson R1800 Printer</p> <p>Microsoft Word</p>

<p>3 days</p>	<p>2-Dimensional Design</p> <p>What are the limits of possibility when creating art using only simple shapes and colors?</p> <p>How colors effect the viewers response to artwork?</p> <p>Can shapes effect emotion? How do “calm” shapes differ from “tense” shapes?</p>	<p>Ability to:</p> <ul style="list-style-type: none"> -Set up a digital artwork within Adobe Illustrator. -Set page size and orientation. -Use tools to create 2-color compositions. -Use tools to change 2-color compositions into other colors. -Identify primary, secondary, and intermediate colors. -Identify “calm” and “tense” shapes. -Use color to elicit specific responses from viewers. -Layer items as to mask other items. -Complete a task within deadline. -Critical thinking. -Use a word processor to record answers. -Evaluate themselves. -Manage computer files. 	<p>NJ CCCS</p> <p>VA</p> <p>1.1.A1 1.1.A2 1.1.B2 1.2.D.2 1.2.D.3 1.2.D4 1.3.D1 1.4.A2 1.4.B1 1.4.B2</p> <p>LAL</p> <p>3.2.A5 3.2.C1 3.3.D1</p> <p>NJWRS</p> <p>1.1 1.3 1.9 2.2 2.3 2.7 2.8 2.9 3.1 3.13 3.14 3.15 4.1 4.3 4.5 4.9 4.11</p> <p>NJTLS</p> <p>8.1.A6 8.1.A8 8.1.A9 8.1.B3 8.1.B9</p>	<p>Assessments for Learning Quiz: Students have time to use the Adobe Illustrator Program and tools. The students will create a simple 2D design in 2 colors trying to elicit happiness and sadness using “calm” and “tense” shapes.</p> <p>Project: Performance based assessment. Students will create a 2D visual product that elicits a certain response from the viewer.</p> <p>The following criteria will be assessed using a unit specific rubric:</p> <p><u>Care:</u> Clear evidence of care and effort to produce a finished piece.</p> <p><u>Lesson Objectives:</u> Artwork demonstrates interesting composition while using the entire area of the page. Artwork clearly uses “calm” or “tense” shapes Artwork shows harmony between colors and shapes used</p> <p><u>Craft:</u> Student shows mastery of digital art making tools used in the artwork.</p> <p><u>Creativity:</u> Imagination was used in response to the assignment.</p> <p><u>Pace:</u> Student used all the allotted time to complete the artwork.</p> <p><u>Complete:</u> The work was completed in a timely manner and expresses a complete idea.</p> <p><u>Written Critical Evaluation:</u> - What did the artist do well? - If you had to make this artwork again, what would change or remain the same? Why? - Which shapes are best for effecting the viewer’s response?</p> <p>80%-89% = Proficient 90% and above = Advanced Proficient</p>	<p>Macintosh Laptop Computer</p> <p>Adobe Illustrator</p> <p>Epson R1800 Printer</p> <p>Microsoft Word</p>
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<p>5 days</p>	<p>Adobe Photoshop Composite Artwork</p> <p>Is my layer palette open? What layer am I currently working in? Is it currently visible?</p> <p>Is my history palette open? How do I retrace my steps if I make a mistake or want to change something I previously did?</p> <p>What can I do to make these pieces look like they weren't composited at all?</p>	<p>Ability to:</p> <ul style="list-style-type: none"> -Set up a digital artwork within Adobe PhotoShop. -Set page size and orientation. -Use tools to arrange, cut, paste, scale items within a digital photo. -Layer items as to mask other items. -Work with layer options, drop shadows, glows, etc. -Complete a task within deadline. -Critical thinking. -Use a word processor to record answers. -Evaluate themselves -Manage computer files -Create something new from existing pieces. -Ability to use the "History" palette. -Print Artwork -Access Internet -Download Images from Internet 	<p>NJ CCCS</p> <p>VA 1.1.A1 1.1.A2 1.1.B2 1.2.D.2 1.2.D.3 1.2.D4 1.3.D1 1.4.A2 1.4.B1 1.4.B2</p> <p>LAL 3.2.A5 3.2.C1 3.3.D1</p> <p>NJWRS 1.1 1.3 1.9 2.2 2.3 2.7 2.8 2.9 3.1 3.13 3.14 3.15 4.1 4.3 4.5 4.9 4.11</p> <p>NJTLS 8.1.A6 8.1.A8 8.1.A9 8.1.B3 8.1.B9</p>	<p>Assessments for Learning Quiz: Students have time to use the Adobe Photoshop Program and tools. The students will be asked to perform simple tasks with regards to tools, layering, isolating portions of images, scaling, etc. Assessed using a rubric.</p> <p>Project: Performance based assessment of the understanding and use of Adobe Photoshop computer Program to create an artwork. The following criteria will be assessed using a unit specific rubric:</p> <p><u>Care:</u> Clear evidence of care and effort to produce a finished piece.</p> <p><u>Lesson Objectives:</u></p> <ul style="list-style-type: none"> -Artwork demonstrates interesting composition while using the entire area of the page. -Artwork shows no evidence of being composited. <p><u>Craft:</u> Student shows mastery of digital art making tools used in the artwork.</p> <p><u>Creativity:</u> Imagination was used in response to the assignment.</p> <p><u>Pace:</u> Student used all the allotted time to complete the artwork.</p> <p><u>Complete:</u> The work was completed in a timely manner and expresses a complete idea.</p> <p><u>Written Critical Evaluation:</u></p> <ul style="list-style-type: none"> - What did the artist do well? Explain! - If you had to make this artwork again, what would change or remain the same? Why? - What factors contribute to this piece's believability? Explain. <p>80%-89% = Proficient 90% and above = Advanced Proficient</p>	<p>Macintosh Laptop Computer</p> <p>Adobe PhotoShop</p> <p>Epson R1800 Printer</p> <p>Microsoft Word</p>
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<p>4 days</p>	<p>Warhol Portraits</p> <p>Does changing the color of someone else's photograph make it your artwork?</p> <p>Would I like to work color correcting digital media?</p> <p>How does white balance differ from color balance? Why would a photo need to be white or color balanced? Which is appropriate? When?</p>	<p>Ability to:</p> <ul style="list-style-type: none"> -Set up a digital artwork within Adobe PhotoShop. -Set page size and orientation. -Use a digital SLR camera to create a photograph. -Import photographs into the computer. -Adjust white balance on a digital photograph. -Adjust color balance on a digital photograph. -Evaluate digital photographs for need to color and white balance. -Complete a task within deadline. -Critical thinking. -Use a word processor to record answers. -Evaluate themselves -Manage computer files -Ability to use the "History" palette. -Print Artwork 	<p>NJ CCCS</p> <p>VA</p> <p>1.1.A1 1.1.A2</p> <p>1.1.B2</p> <p>1.2.D.2</p> <p>1.2.D.3 1.2.D4</p> <p>1.3.D1</p> <p>1.4.A2 1.4.B1</p> <p>1.4.B2</p> <p>LAL</p> <p>3.2.A5</p> <p>3.2.C1</p> <p>3.3.D1</p> <p>SS</p> <p>6.1.A7</p> <p>NJWRS</p> <p>1.1</p> <p>1.3</p> <p>1.9</p> <p>2.2</p> <p>2.3</p> <p>2.7</p> <p>2.8</p> <p>2.9</p> <p>3.1</p> <p>3.13</p> <p>3.14</p> <p>3.15</p> <p>4.1</p> <p>4.3</p> <p>4.5</p> <p>4.9</p> <p>4.11</p> <p>NJTLS</p> <p>8.1.A6</p> <p>8.1.A8</p> <p>8.1.A9</p> <p>8.1.B3</p> <p>8.1.B9</p>	<p>Assessments for Learning Quiz: Students will be provided digital photographs. They will decide which photographs need white/color balancing. They will perform the needed adjustments. (Some will not need any adjustment)</p> <p>Project: Performance based assessment, the use of Adobe Photoshop computer program's white and color balancing functionalities to create an artwork. The following criteria will be assessed using a unit specific rubric:</p> <p><u>Care:</u> Clear evidence of care and effort to produce a finished piece.</p> <p><u>Lesson Objectives:</u></p> <ul style="list-style-type: none"> - Artwork shows four versions of a student portrait. - Artwork shows clear evidence of having been color balanced. <p><u>Craft:</u> Student shows mastery of digital art making tools used in the artwork.</p> <p><u>Pace:</u> Student used all the allotted time to complete the artwork.</p> <p><u>Complete:</u> The work was completed in a timely manner and expresses a complete idea.</p> <p><u>Written Critical Evaluation:</u></p> <ul style="list-style-type: none"> - What did the artist do well? Explain! - If you had to make this artwork again, what would change or remain the same? Why? - If you were the teacher, how would you have designed this unit? <p>80%-89% = Proficient 90% and above = Advanced Proficient</p>	<p>Macintosh Laptop Computer</p> <p>Adobe PhotoShop</p> <p>Digital SLR Camera</p> <p>Epson R1800 Printer</p> <p>Microsoft Word</p>
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<p>5 days</p>	<p>Portrait</p> <p>What makes a portrait? How does a portrait differ from a photograph or drawing of someone?</p> <p>Who will I create a portrait of? What do I know about this person?</p> <p>How have other artists made portraits of your subject?</p>	<p>Ability to:</p> <ul style="list-style-type: none"> -Set up a digital artwork within Adobe PhotoShop or Illustrator. -Set page size and orientation. -Use tools to create a portrait that gives indication about the subjects, livelihood, interests, personality, and/or social importance. -Make photographs using a digital camera -Transfer images from print into the computer using a flatbed scanner. -Complete a task within deadline. -Critical thinking. -Use a word processor to record answers. -Evaluate themselves -Manage computer files -Print Artwork -Access Internet -Download Images from Internet 	<p>NJ CCCS</p> <p>VA 1.1.A1 1.1.A2 1.1.B1 1.1.B1 1.2.D1 1.2.D2 1.2.D3 1.3.D1 1.4.A2 1.4.B1 1.4.B2</p> <p>LAL 3.2.A5 3.2.C1 3.3.D1</p> <p>SS 6.1.A7</p> <p>NJWRS 1.1 1.3 1.9 2.2 2.3 2.7 2.8 2.9 3.1 3.13 3.14 3.15 4.1 4.3 4.5 4.9 4.11</p> <p>NJTLS 8.1.A6 8.1.A8 8.1.A9 8.1.B3 8.1.B9</p>	<p>Project: Performance based assessment on using computer programs to create a digital portrait. The following criteria will be assessed using a unit specific rubric:</p> <p><u>Care:</u> Clear evidence of care and effort to produce a finished piece.</p> <p><u>Lesson Objectives:</u></p> <ul style="list-style-type: none"> -Artwork demonstrates interesting composition while using the entire area of the page. -Artwork shows evidence of subject's personality, social importance, and/or livelihood. <p><u>Craft:</u> Student shows mastery of digital art making tools used in the artwork.</p> <p><u>Creativity:</u> Imagination was used in response to the assignment.</p> <p><u>Pace:</u> Student used all the allotted time to complete the artwork.</p> <p><u>Complete:</u> The work was completed in a timely manner and expresses a complete idea.</p> <p><u>Written Critical Evaluation:</u></p> <ul style="list-style-type: none"> - What did the artist do well? Explain! - If you had to make this artwork again, what would change or remain the same? Why? - If you were the teacher, how would you have designed this unit? <p>80%-89% = Proficient 90% and above = Advanced Proficient</p>	<p>Macintosh Laptop Computer</p> <p>Adobe PhotoShop</p> <p>Adobe Illustrator</p> <p>Epson R1800 Printer</p> <p>Digital Camera</p> <p>Document Scanner</p> <p>Microsoft Word</p>
<p>6 days</p>	<p>Digital Landscape</p> <p>What is a landscape? How does it differ from an "outdoor scene?"</p> <p>How does "scale" relate to a pleasing environment?</p>	<p>Ability to:</p> <ul style="list-style-type: none"> -Set up a digital artwork within Adobe PhotoShop or Illustrator. -Set page size and orientation. -Use tools to create an inviting/pleasing landscape. -Make photographs using a digital camera 	<p>NJ CCCS</p> <p>VA 1.1.A1 1.1.A2 1.1.B1 1.1.B2 1.2.D1 1.2.D2 1.2.D3 1.3.D1 1.4.A2 1.4.B1 1.4.B2</p>	<p>Project: Performance based assessment on using computer programs to create a digital landscape. The following criteria will be assessed using a unit specific rubric:</p> <p><u>Care:</u> Clear evidence of care and effort to produce a finished piece.</p> <p><u>Lesson Objectives:</u></p> <ul style="list-style-type: none"> -Artwork demonstrates interesting composition while 	<p>Macintosh Laptop Computer</p> <p>Adobe PhotoShop</p> <p>Adobe Illustrator</p>

	<p>Would your landscape be “universally pleasing?”</p>	<ul style="list-style-type: none"> -Transfer images from print into the computer using a flatbed scanner. -Complete a task within deadline. -Critical thinking. -Use a word processor to record answers. -Evaluate themselves -Manage computer files -Print Artwork -Access Internet -Download Images from Internet 	<p>LAL 3.2.A5 3.2.C1 3.3.D1</p> <p>NJWRS 1.1 1.3 1.9 2.2 2.3 2.7 2.8 2.9 3.1 3.13 3.14 3.15 4.1 4.3 4.5 4.9 4.11</p> <p>NJTLS 8.1.A6 8.1.A8 8.1.A9 8.1.B3 8.1.B9</p>	<p>using the entire area of the page.</p> <ul style="list-style-type: none"> -Artwork demonstrates a pleasing environment, <p><u>Craft:</u> Student shows mastery of digital art making tools used in the artwork.</p> <p><u>Creativity:</u> Imagination was used in response to the assignment.</p> <p><u>Pace:</u> Student used all the allotted time to complete the artwork.</p> <p><u>Complete:</u> The work was completed in a timely manner and expresses a complete idea.</p> <p><u>Written Critical Evaluation:</u></p> <ul style="list-style-type: none"> - What did the artist do well? Explain! - If you had to make this artwork again, what would change or remain the same? Why? - If you were the teacher, how would you have designed this unit? <p>80%-89% = Proficient 90% and above = Advanced Proficient</p>	<p>Epson R1800 Printer</p> <p>Digital Camera</p> <p>Document Scanner</p> <p>Microsoft Word</p>
<p>6 days</p>	<p>Graphic Novel Page</p> <p>How many colors do I need to express my ideas?</p> <p>How does amount of colors affect the cost of a graphic Novel?</p> <p>How does the computer enhance/limit the creation of a graphic novel?</p>	<p>Ability to:</p> <ul style="list-style-type: none"> -Set up a digital artwork within Adobe PhotoShop or Illustrator. -Set page size and orientation. -Layer items as to mask other items. -Work with layer options, drop shadows, glows, etc. -Use text and imagery to express an idea(s). -Complete a task within deadline. -Critical thinking. -Use a word processor to record answers. -Evaluate themselves -Manage computer files -Print Artwork -Access Internet 	<p>NJ CCCS</p> <p>VA 1.1.A2 1.1.B2 1.2.D2 1.2.D3 1.3.D1 1.1.A2 1.1.B2 1.2.D2 1.2.D3 1.3.D1 1.4.A2 1.4.B1 1.4.B2 1.1.A1 1.1.A2 1.1.B2 1.3.D1 1.4.A2 1.4.B1 1.4.B2</p> <p>LAL 3.2.A5 3.2.C1 3.3.D1</p>	<p>Project: Performance based assessment on using computer programs to create a page from a graphic novel. The following criteria will be assessed using a unit specific rubric:</p> <p><u>Care:</u> Clear evidence of care and effort to produce a finished piece.</p> <p><u>Lesson Objectives:</u></p> <ul style="list-style-type: none"> -Artwork demonstrates interesting composition while using the entire area of the page. -Artwork demonstrates harmonious use of text and imagery. -Artwork directs the viewer through the page. <p><u>Craft:</u> Student shows mastery of digital art making tools used in the artwork.</p> <p><u>Creativity:</u> Imagination was used in response to the assignment.</p> <p><u>Pace:</u> Student used all the allotted time to complete</p>	<p>Macintosh Laptop Computer</p> <p>Adobe PhotoShop</p> <p>Adobe Illustrator</p> <p>Epson R1800 Printer</p> <p>Microsoft Word</p>

<p>12 days</p>	<p>Independent Study</p> <p>What project is best for my abilities?</p> <p>What subjects/topics am I very familiar with?</p> <p>What are the best tools to use to execute my plan?</p>	<p>-Download Images from Internet</p> <p>Ability to:</p> <ul style="list-style-type: none"> -Propose ideas -Sketch ideas -Set up a digital artwork within Adobe PhotoShop or Illustrator. -Set page size and orientation. -Use tools to create artwork. -Show meaning or emotion through artwork. -Make photographs using a digital camera -Transfer images from print into the computer using a flatbed scanner. -Complete a task within deadline. -Critical thinking. -Use a word processor to record 	<p>NJWRS 1.1 1.3 1.9 2.2 2.3 2.7 2.8 2.9 3.1 3.13 3.14 3.15 4.1 4.3 4.5 4.9 4.11</p> <p>NJTLS 8.1.A6 8.1.A8 8.1.A9 8.1.B3 8.1.B9</p> <p>NJ CCCS</p> <p>VA 1.1.A2 1.1.B2 1.2.D2 1.2.D3 1.3.D1 1.1.A2 1.1.B2 1.2.D2 1.2.D3 1.3.D1 1.4.A2 1.4.B1 1.4.B2 1.1.A1 1.1.A2 1.1.B2 1.3.D1 1.4.A2 1.4.B1 1.4.B2</p> <p>LAL 3.2.A5 3.2.C1 3.3.D1</p> <p>NJWRS 1.1</p>	<p>the artwork. <u>Complete:</u> The work was completed in a timely manner and expresses a complete idea. <u>Written Critical Evaluation:</u> - What did the artist do well? Explain! - If you had to make this artwork again, what would change or remain the same? Why? - Which part of the design did you prefer to work with? The text or the imagery? Why? Explain.</p> <p>80%-89% = Proficient 90% and above = Advanced Proficient</p> <p>Students have time (in class and at home) to create a proposal that includes information and sketches for this unit. The proposal and sketches will be assessed using a unit specific rubric. The following criteria will be assessed regarding the proposal:</p> <ol style="list-style-type: none"> 1. Description of your project 2. Equipment needed 3. Meaning of work: 4. Intent: 5. Sketches <p>Project: Performance based assessment of the understanding and use of Adobe Illustrator computer Program to create an artwork.</p> <p>The following criteria will be assessed using a unit</p>	<p>Macintosh Laptop Computer</p> <p>Adobe PhotoShop</p> <p>Adobe Illustrator</p> <p>Epson R1800 Printer</p> <p>Digital Camera</p> <p>Document Scanner</p>
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		<p>answers.</p> <ul style="list-style-type: none"> -Evaluate themselves -Manage computer files -Print Artwork -Access Internet -Download Images from Internet 	<p>1.3 1.9 2.2 2.3 2.7 2.8 2.9 3.1 3.13 3.14 3.15 4.1 4.3 4.5 4.9 4.11</p> <p>NJTLS 8.1.A6 8.1.A8 8.1.A9 8.1.B3 8.1.B9</p>	<p>specific rubric:</p> <p><u>Care</u>: Clear evidence of care and effort to produce a finished piece.</p> <p><u>Lesson Objectives</u>:</p> <ul style="list-style-type: none"> -Artworks demonstrate interesting composition. -Artworks align with original proposal -Sketches followed in execution of final pieces -The artist created an interesting, unique, & compelling independent study. <p><u>Craft</u>: Student shows mastery of digital art making tools used in the artwork.</p> <p><u>Creativity</u>: Imagination was used in response to the assignment.</p> <p><u>Pace</u>: Student used all the allotted time to complete the artwork.</p> <p><u>Complete</u>: The work was completed in a timely manner and expresses a complete idea.</p> <p>Written Critical Evaluation:</p> <ul style="list-style-type: none"> - Why did you select this theme for your independent study? - If you had to make this artwork again, what would change or remain the same? Why? - If you were the teacher, how would you have designed this unit? <p>80%-89% = Proficient 90% and above = Advanced Proficient</p>	Microsoft Word
On Going	<p>Art History - 20th Century and Contemporary Computer Artists.</p> <p>How do these masters relate to my artwork?</p> <p>What can I learn from these artists?</p> <p>How can I incorporate techniques I've learned from these artists?</p>	<ul style="list-style-type: none"> -Identify Artists -Identify styles and techniques -Synthesize concepts into new artwork -Evaluate artists and/or artwork. 	<p>NJ CCCS</p> <p>VA 1.1.A1 1.1.A2 1.1.A3 1.3.D1 1.4.A1 1.4.A2 1.4.A3 1.4.B1 1.4.B2 1.5.A1 1.5.A2 1.5.B1 1.5.B2</p> <p>LAL 3.2.A5 3.2.C1</p>	<p>Identify and describe the artwork and styles of artists presented in discussion and in writing – quiz multiple times throughout the course)</p> <p>80%-89% = Proficient 90% and above = Advanced Proficient</p>	

			3.3.D1 SS 6.1.A7	
On Going	<p>Digital / Computer Art Careers</p> <p>How can this class prepare me to work in the "Digital Art Industry?"</p> <p>What skills are needed to succeed in a computer art field? Which are reinforced through this class?</p> <p>Am I working to the best of my ability?</p>	<p>-Identify Digital Art Careers</p> <p>-Evaluate Digital Art Careers</p> <p>-Describe elements of a Digital Art Career</p> <p>-Present information on a specific Career.</p>	<p>NJ CCCS</p> <p>VA 1.1.B2 1.2.D4</p> <p>LAL 3.2.A5 3.2.C1 3.3.D1</p> <p>NJWRS 1.1 1.3 1.9 2.3 4.11</p>	<p>Project: Performance based assessment of a written essay. The essay will be graded using a unit specific rubric.</p> <p>Research a career in Computer Art. Write a 1-2 page essay describing the important elements of that career.</p> <p>What will a normal day be like in that career? What is the requisite training> Pay scales, etc.</p> <p>The following criteria will be assessed using a unit specific rubric:</p> <p><u>Care:</u> Clear evidence of care and effort to produce a finished piece.</p> <p><u>Lesson Objectives:</u></p> <ul style="list-style-type: none"> -Essay covers multiple aspects of the career. -Essay is written in a persuasive manner. -Essay shows evidence of personal thought as well as research. <p><u>Sources:</u></p> <ul style="list-style-type: none"> -Multiple sources used -Appropriate sources used -Citations included -Bibliography included. <p><u>Complete:</u> The work was completed in a timely manner and expresses a complete idea.</p> <p>80%-89% = Proficient 90% and above = Advanced Proficient</p>