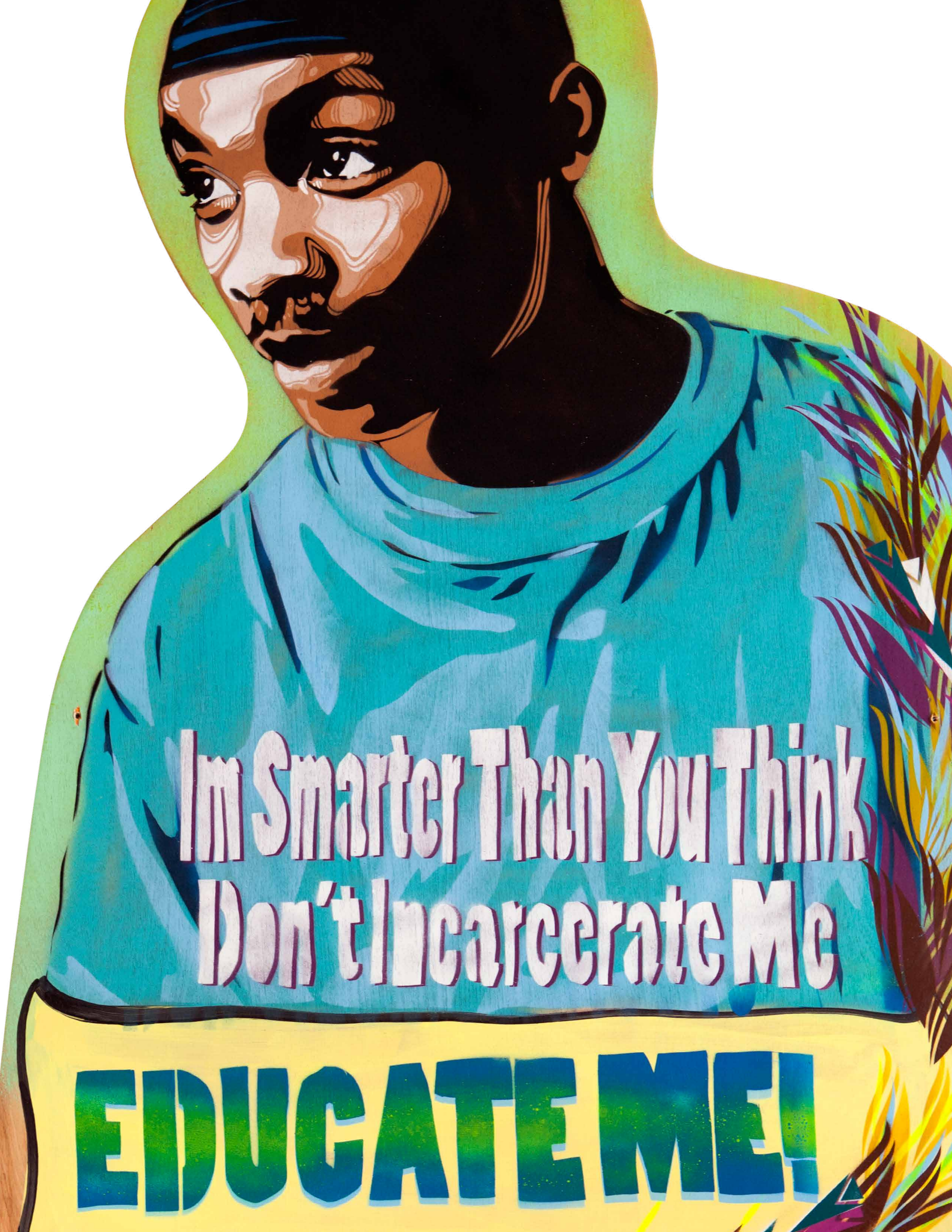


PERFORMING STATISTICS CURRICULUM



ART
180



INTRODUCTION

In accordance with Performing Statistics' main goals, this curriculum was created in order to help teachers to educate and activate communities across Virginia around juvenile justice reform. Designed to accompany artwork made by incarcerated youth in the Performing Statistics project, this curriculum addresses three main topics surrounding youth incarceration in the U.S.: **Knowledge** of the issues, **Empathy** toward every person affected by this reality, and **Action** toward a more just system. These three modules can be adapted to your needs and shortened or lengthened as necessary. The teacher is seen as a facilitator, where this curriculum can help the teacher feel more comfortable in helping spark discussion, learn alongside students, and be inspired to take action together. Information and facts on the school-to-prison pipeline and youth incarceration are disseminated, but the true learning takes place when teachers and students critically think about the issues (**Knowledge**), discuss how youth incarceration affects students and their communities (**Empathy**), and decide how we can all take steps towards change (**Action**). This curriculum is a cross disciplinary jumping off point in that teachers and students can choose which avenues to take: arts, writing, history, etc.

target audience

middle and high school students, all settings: public school, private school, museum, or community

rationale

Youth incarceration and the school-to-prison pipeline are issues that affect every person in our communities, but directly and disproportionately affect students of color and students with disabilities. This curriculum addresses these issues while also addressing enduring human understanding and tools that students can carry with them to apply to issues we will all encounter in our lifetimes. Acquisition of knowledge, critical thinking, empathy, and action can be applied within the classroom, within personal lives, and within communities.

CHANGE THROUGH ART+ADVOCACY



Module 1 Knowledge

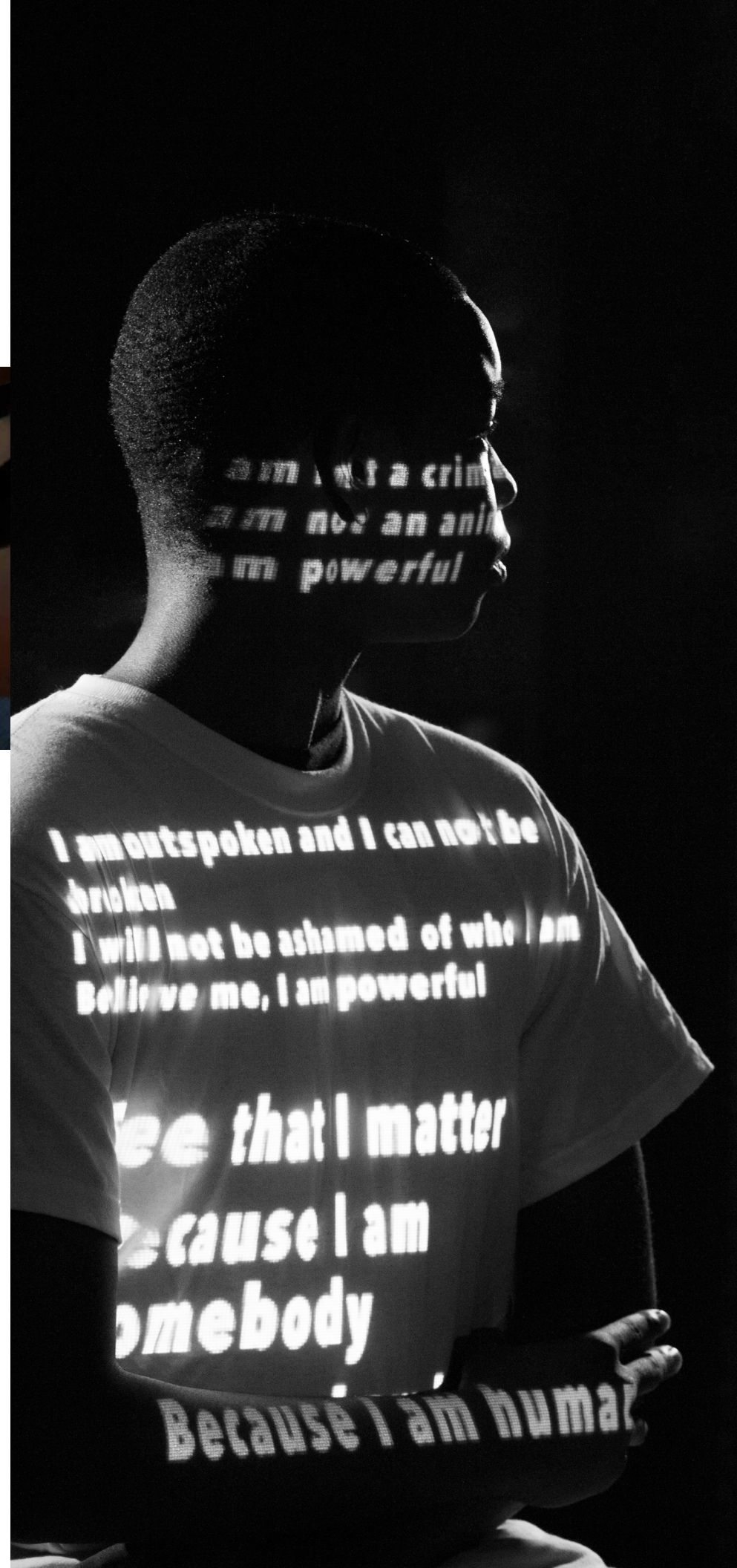
Objective: By using the artwork made by incarcerated youth in the Performing Statistics project, accompanying discussion questions, and relevant artists, students will discuss the school-to-prison pipeline and youth incarceration. Students will create work in order to portray information as well as their thoughts and feelings on the school-to-prison pipeline and youth incarceration.

Module 2 Empathy

Objective: By using the artwork made by incarcerated youth in the Performing Statistics project, accompanying discussion questions, and relevant artists, students will discuss empathy, privilege and stereotypes. Students will create work in order to portray their thoughts and feelings of empathy toward people and communities affected by the school-to-prison pipeline and youth incarceration.

Module 3 Action

Objective: By using the artwork made by incarcerated youth in the Performing Statistics project, accompanying discussion questions, and relevant artists, students will discuss action and why action matters. Using tactics identified by the Legal Aid Justice Center, students and teachers will learn to advocate for change in their classroom and schools while connecting to a city and state-wide movement. What are other people doing to help and what can I do to help? How do these actions affect me? Students will create work in order to manifest action.



This Performing Statistics curriculum contains:

- » Tips for creating a safe space in order to lead thoughtful discussions
- » Guiding questions and suggestions for looking at artwork
- » Links to information in order to educate the facilitator and/or students
- » Three modules: Knowledge, Empathy, and Action, which include:
 - Guiding questions attached to specific images, audio pieces and films within the Performing Statistics newspaper and [interactive website](#) can be used to deepen understanding and personal relevance
 - Artists and artworks to spark discussion and inspire action
 - Suggestions for activities
- » SOLs for grades 6-12 in Visual Arts, History and Social Science, and English

TIPS

tips for group discussions

Set up a safe space:

» Lynn Weber's [Guidelines for Classroom Discussions](#) (can be adapted for age)

» Come up with rules of safe space together

Encourage all students to engage in ways that they feel comfortable:

» Use tactics like writing first when responding to a question, that way students will have something to contribute to the conversation as a group

» Use small group work or allow non verbal participation in some way (like writing) in order to engage all learners

» Encourage wait time: Instruct students to think for a moment before raising their hands

» Be aware of who you are calling on; encourage people who may not have spoken, and validate their thoughts when they do speak

guiding questions and tips for looking at and interpreting artwork

Start with basics of what you actually see, then move to meaning and discussion of application to personal lives or community.

Encourage deeper looking with follow up questions:

» What do you mean by that? (Tell us more about that.)

Ask open-ended questions:

» What do you see? (Describe what you see. Tell us what you see.)

» How do you know? (Please point out what you see and how you know that.)

» What else do you see?

» Why do you think the artist chose to....? (Use those colors, subject matter, composition, materials, etc.)

» How does your life influence how you see this work of art?

» How does this apply to your life? Your community? Your school?

educate and prepare yourself to teach

Performing Statistics: What is [Performing Statistics](#)? The project connects incarcerated teens with an incredible group of artists, designers, educators, and Virginia’s leading policy advocates to transform the juvenile justice system.

- Three main goals of Performing Statistics:**
- 1) Work with incarcerated youth to become creative and civic leaders in their communities
 - 2) **Educate and Activate communities across Virginia around juvenile justice reform**
 - 3) Support Legal Aid Justice Center’s advocacy work to directly affect laws and public policy that affect the school to prison pipeline

Preparing yourself to teach:

Courage to approach difficult subject matter

- » [Speak Up at School: How to Respond to Everyday Prejudice, Bias, and Stereotypes](#)
- » [Begin Within: Preparing Yourself to Speak Up in Public School](#)
- » [How to be an Advocate for Your Students](#)

Identifying bias

- » [Test Yourself for Implicit Bias](#)
- » [Teaching “Those Kids”](#)



vocabulary / key concepts

Visit these sites to learn more

Colorblind racism

- » [The Challenge of New Colorblind Racism in Art Education](#)
- » [Colorblindness: The New Racism?](#)

- Disproportionality: People of color are disproportionately put into jail**
- » [Virginia Tops Nation in Sending Students to Cops, Court](#)
 - » [Race, Crime, and Punishment in the Twentieth and Twenty First Centuries](#)
 - » [Disproportionate Juvenile Minority Confinement: A State Level Assessment of Racial Threat](#)

- Intersectionality: A concept that describes the ways in which oppressive institutions (racism, sexism, homophobia, transphobia, ableism, xenophobia, classism, etc.) are interconnected and cannot be examined separately from one another.**
- » [Intersectionality 101](#)

LGBTQ issues in incarceration

- » [Beyond Bullying: How Hostile School Climate Perpetuates the School-to-Prison Pipeline for LGBTQ Youth](#)
- » [Messy, Butch, and Queer: LGBTQ Youth and the School-to-Prison Pipeline](#)
- » [The Unfair Criminalization of Gay and Transgender Youth: An Overview of the Experiences of LGBT Youth in the Juvenile Justice System](#)

Mass Incarceration

- » [Mass Incarceration](#)

School-to-prison pipeline: The “school-to-prison pipeline” refers to the policies and practices that push our nation’s schoolchildren, especially our most at-risk children, out of classrooms and into the juvenile and

- criminal justice systems. This pipeline reflects the prioritization of incarceration over education.**
- » [ACLU fact sheet](#)
 - » [Video: How The School to Prison Pipeline Ruins Lives Before They Start: BRAVE NEW FILMS](#)
 - » [Enhancing Educators’ Capacity to Stop the School-to-Prison Pipeline](#)
 - » [Still I Rise: Youth Caught Between the Worlds of Schools and Prisons](#)

- Systemic racism: Institutional racism or systemic racism describes forms of racism which are structured into political and social institutions. It occurs when organizations, institutions or governments discriminate, either deliberately or indirectly, against certain groups of people to limit their rights.**
- » [What is Systemic Racism?](#)

Youth Incarceration

- » [Uncompromising Photos Expose Juvenile Detention in America](#)
- » [An Unusual Glimpse Behind Bars: Juveniles In the Justice System](#)
- » [54,000 children: The Geography of America’s Dysfunctional & Racially Disparate Youth Incarceration Complex](#)
- » [“It Was Basically College to Us”: Poverty, Prison, and Emerging Adulthood](#)
- » [The Impact of Incarceration on Juvenile Offenders](#)

Additional Projects and Artists on Prison Systems

- » [Artists Grapple with America’s Prison System](#)
- » [Windows From Prison](#)
- » [Project NIA: Building Peaceful Communities](#)
- » [Prison Photography](#)
- » [Trent Bell: Reflect Project](#)



BIG IDEA: KNOWLEDGE

Module 1

Because Virginia sends more students to law enforcement than any other state in the country

Because more than 9,500 youth were locked up in Virginia in 2015 and over 500 locked up in a correctional facility

Because 40% of incarcerated youth locked up are between 8 and 15 years old

Because 78.3% of incarcerated youth are rearrested after 3 years

Because 64% of committed incarcerated youth have significant mental health disorders

—PERFORMING STATISTICS NEWSPAPER

Key Concepts:

School-to-prison pipeline,
youth incarceration, juvenile
justice reform

Essential Questions:

What is the school-to-prison
pipeline? What is youth
incarceration? How does it
affect me? How does it affect
my community?

Objective:

By utilizing the Performing
Statistics newspaper and
[interactive website](#), alongside
the accompanying discussion
questions, and relevant
artists, students will discuss
the school-to-prison pipeline
and youth incarceration.
Students will create work in
order to portray information
as well as their thoughts and
feelings on the school-to-
prison pipeline and youth
incarceration.

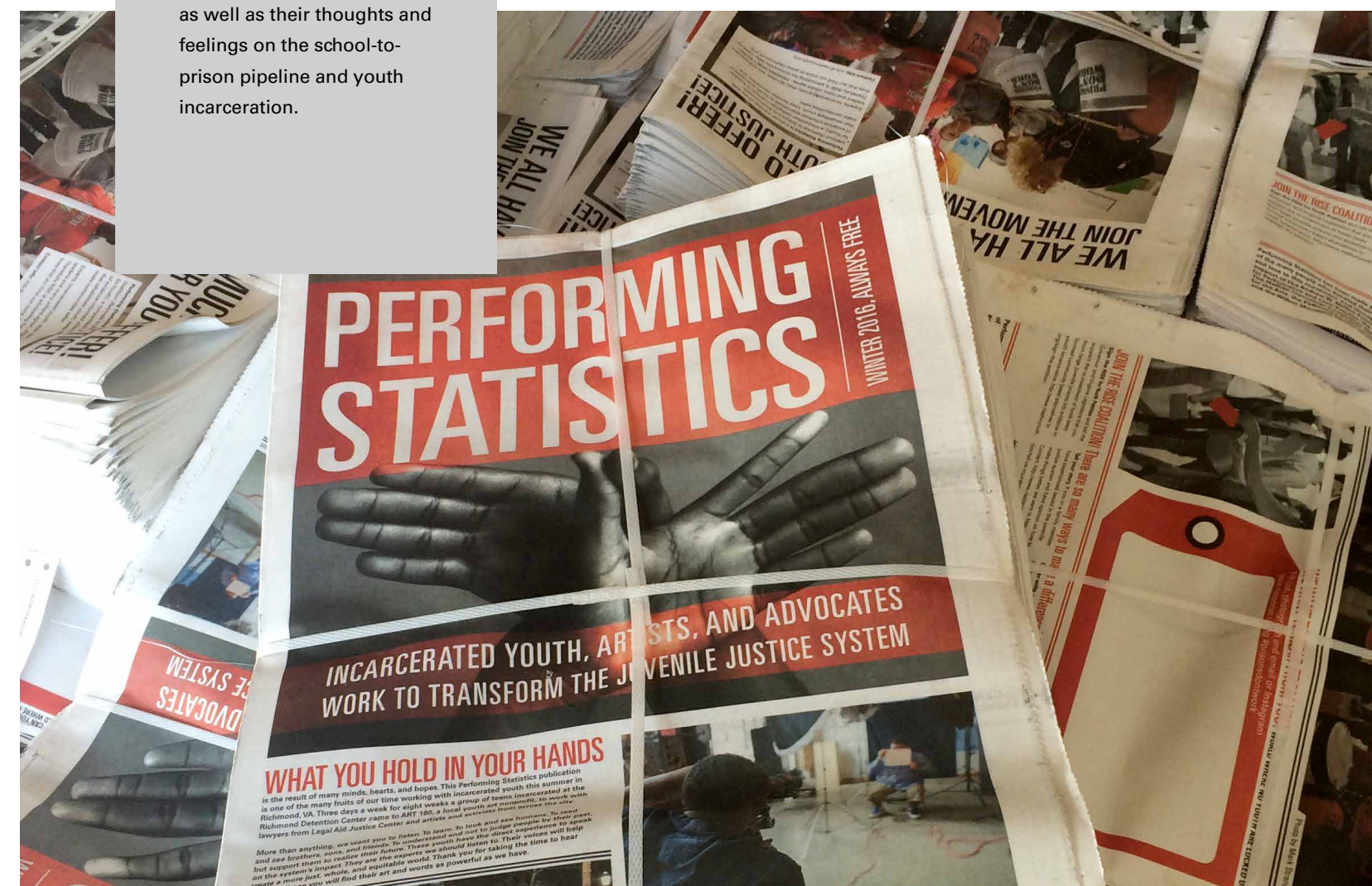
LESSON

Hook: Watch a video and discuss

Video: [How The School to Prison Pipeline Ruins Lives Before They Start:](#)
[BRAVE NEW FILMS](#)

Instructional Input: Ignite critical discussion by looking at newspaper
pictures or relevant artists that follow

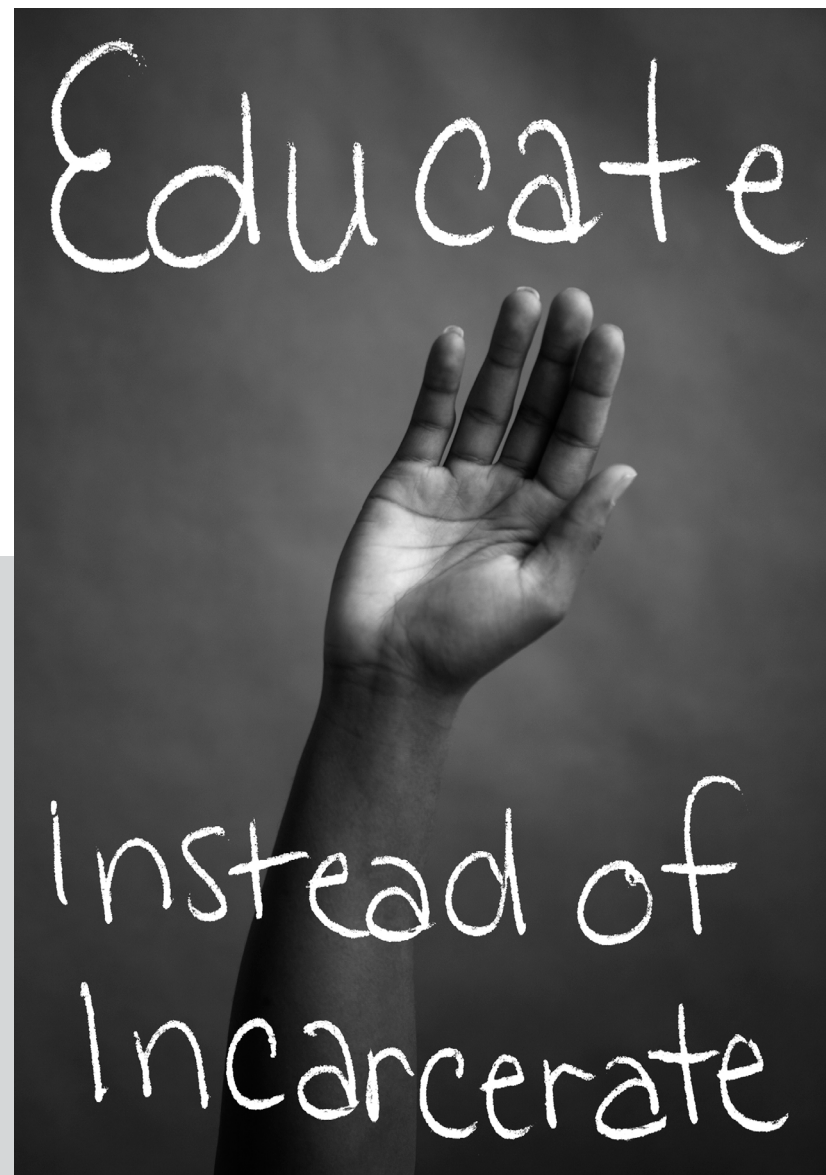
School-to-prison pipeline and youth incarceration: The “school-to-prison
pipeline” refers to the policies and practices that push our nation’s
schoolchildren, especially our most at-risk children, out of classrooms and
into the juvenile and criminal justice systems. This pipeline reflects the
prioritization of incarceration over education.



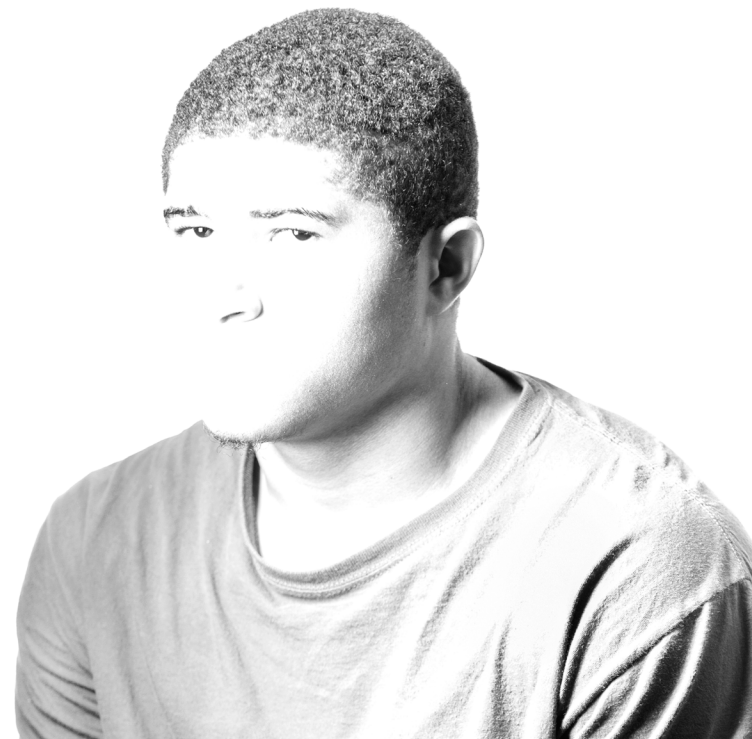
newspaper articles & discussion questions

“Educate instead of incarcerate.”

What does this mean? Do you agree?
What is the purpose of school? What is the value of learning? What are informal and formal ways of educating/being educated? Do you agree with suspension? What are alternatives to suspension?



I Like to Make People Smile I Love My family
I am Caring and have an uplifting Spirit
I Need More Opportunities In My Community
I'm Not a Mean Person
I'm Scared of losing Loved ones
I want to be a Youth Counselor
I Struggle with trusting people
I want to Change the Situation me
and My Mom and brother are in.



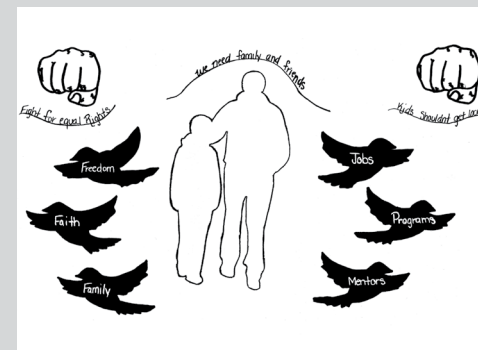
“I like to make people smile. I love my family. I am caring and have an uplifting spirit. I need more opportunities in my community. I’m not a mean person. I’m scared of losing loved ones. I want to be a youth counselor. I struggle with trusting people. I want to change the situation me and my mom and my brother are in.”

What would your ideal community have? What are opportunities you have in your community? What opportunities do you wish you had? How does the school-to-prison pipeline hinder lives and opportunities?



“We fear being forgotten, being gone for too long.”

Who was this drawn by? What are they trying to communicate? Call the number and listen. Put yourself in this person’s shoes. How would you feel while incarcerated? Do you think incarceration is the answer? What are other options?



“Fight for equal rights. We need family and friends. Kids shouldn’t get locked up. Freedom. Faith. Family. Jobs. Programs. Mentors.” Do you agree or disagree that kids should be locked up? Why or why not? What are other options? What would you add to this list?



[Click names to learn more](#)

- » [Pepon Osorio](#)
- » [Jon Wippich](#)
- » [Keisha Mrotek](#)
- » [Michael D'Antuono](#)
- » [Manifest Justice](#)

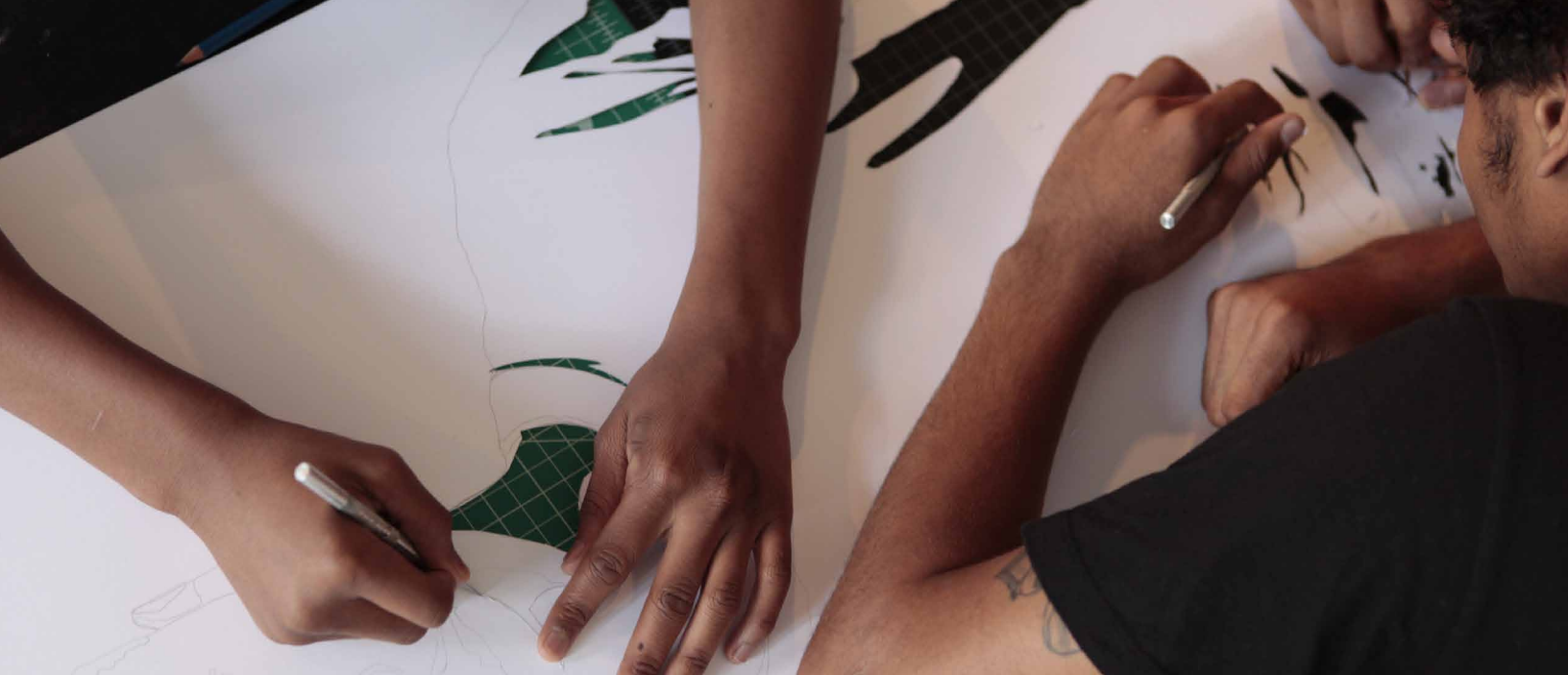
suggested activities:

- » Research an aspect of youth incarceration or the school-to-prison pipeline in groups or individually. Present on your findings through artwork, infographics, or actual presentations.
- » Interview relevant people within your community about these issues. Write an article or blogpost on your findings.
- » Write a persuasive argument about your thoughts on the school-to-prison pipeline.
- » Analyze different points of view from the media on the school-to-prison pipeline. Write an article or blogpost on your findings.
- » Create expressive artwork (painting, collage, drawing) about a relevant issue that you learned about that strikes you.
- » Create (draw, diorama, etc.) or write about an ideal classroom, school, or neighborhood where youth incarceration does not exist: What would it include? Not include? What would it look like? How would people act?
- » Create artwork or write about how youth incarceration (or incarceration in general) has affected you.
- » POWER-MAPPING: Identify all the participants along the school-to-prison pipeline. Think beyond police, resource officers, teachers, and students. Who else—from school board to politicians, families, community members, or mentors—play a part in a student's success or pushout from school?

closure

Reflect on what you have learned. What did you learn that you did not previously know about? How does it make you feel? What are the next steps? Where do you want to go from here?





BIG IDEA: EMPATHY

Module 2

“More than anything, we want you to listen. To learn. To look and see humans. To read and see brothers, sons, and friends. To understand and not to judge people by their past, but support them to realize their future. These youth have the direct experience to speak on the system’s impact. They are the experts we should listen to. Their voices will help create a more just, whole, and equitable world. Thank you for taking the time to hear them. We hope you will find their art and words as powerful as we have.”

—PERFORMING STATISTICS NEWSPAPER

Key Concepts:

Empathy, Privilege,
Stereotypes

Essential Questions:

How does youth incarceration and the school-to-prison pipeline affect people’s lives? How do they feel? What privileges do I have that others may not have? What stereotypes do people or myself hold of incarcerated people? Why should I care? What similarities and differences do I have to someone who may be incarcerated, or to the families of those incarcerated?

Objective:

By utilizing the Performing Statistics newspaper and [interactive website](#), alongside the accompanying discussion questions, and relevant artists, students will discuss empathy, privilege and stereotypes. Students will create work in order to portray their thoughts and feelings of empathy toward people and communities affected by the school-to-prison pipeline and youth incarceration.

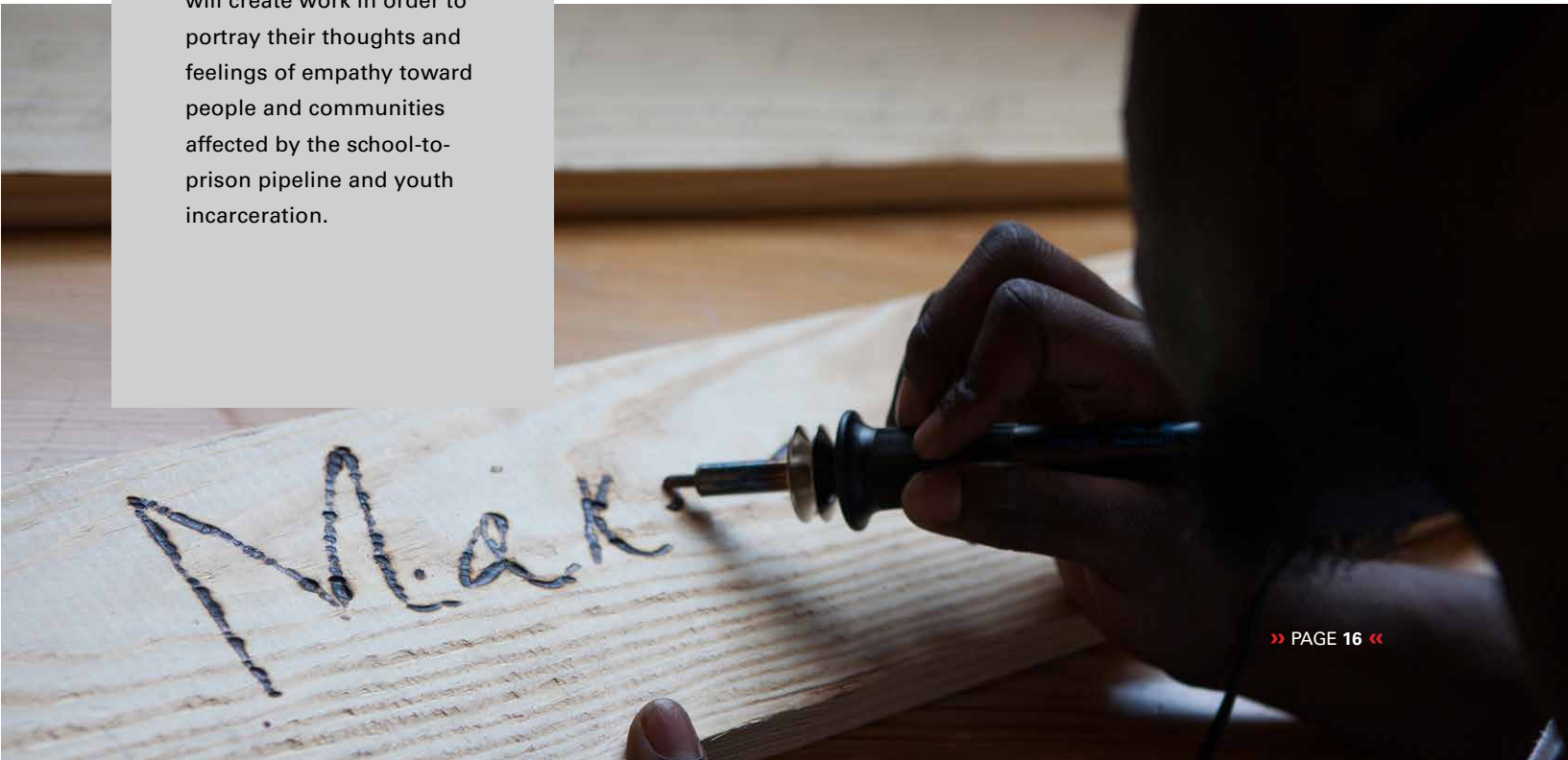
LESSON

Hook: Look at images from any of these resources and discuss feelings about them, or use the Performing Statistics [interactive website](#) to access powerful videos and radio pieces made by incarcerated youth to hear their stories, dreams, and demands. What did you listen to or see? Who did you listen to or see? How are youth represented? As victims? As resilient powerful human beings? Both? Discuss the social constructions of power and privilege that normalize certain images of youth and how we teach ourselves to resist stereotypes.

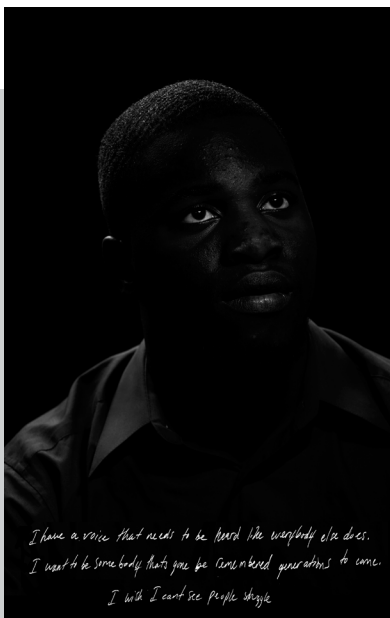
- » [Uncompromising Photos Expose Juvenile Detention in America](#)
- » [An Unusual Glimpse Behind Bars: Juveniles In The Justice System](#)

Instructional Input: Ignite critical discussion by looking at newspaper pictures or relevant artists that follow

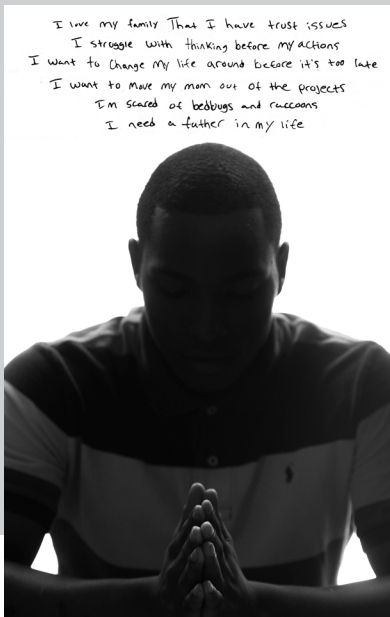
- » **Empathy:** What is empathy? How does youth incarceration and the school-to-prison pipeline affect people’s lives? How do they feel?
- » **Privilege:** What is privilege? What privileges do I have that others may not have?
- » **Stereotypes:** What are stereotypes? What stereotypes do people hold of incarcerated people? What stereotypes do I hold?



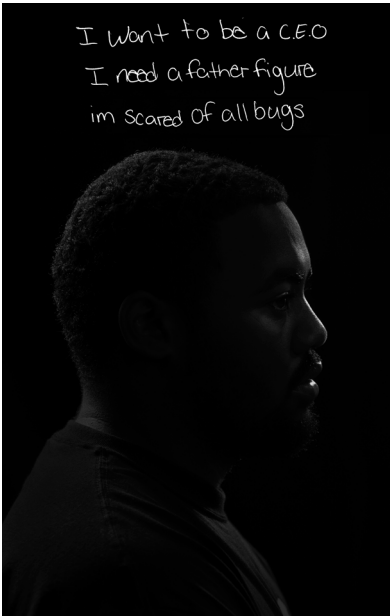
newspaper articles &
discussion questions



"I have a voice that needs to be heard like everybody else does. I want to be somebody that's gone be remembered generations to come. I wish I can't see people struggle." Have you ever felt voiceless? When? What do you want to say? What would you like to do in your life? What obstacles are there? Are these obstacles able to be overcome? What obstacles do other people face? Do you see people struggling in your community? What does your community do to help? Is it effective? What could you do or how could you community be more effective in helping people overcome obstacles?



"I love my family. That I have trust issues. I struggle with thinking before my actions. I want to change my life around before it's too late. I want to move my mom out of the projects. I'm scared of bedbugs and raccoons. I need a father in my life." What can you relate to about this. What are you surprised or not surprised about? What stereotypes do you hold of incarcerated people?



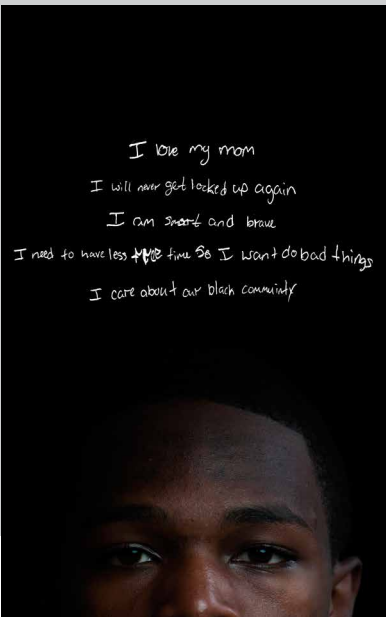
"I want to be a C.E.O. I need a father figure. I'm scared of all bugs." What can you relate to about this. What are you surprised or not surprised about? What stereotypes do you hold of incarcerated people?



"Imma make it big you'll soon see. It's not a big difference from you and me, Imma move my family in a bigger house." What do you want for your family? Who is important to you?



"I have a voice that needs to be heard like everybody else does. I need more support to become what I want to be. I am not a thug just because I am black." What are stereotypes? Do you think stereotypes are fair or true? How do people stereotype you? Do stereotypes help or hurt people? How can you battle stereotypes? How do you think stereotypes are created? What are some stereotypes you have been guilty of?



“I didn’t have a role model growing up, so I had to be my own role model. Sometimes I had to learn things on my own. I need more support to become what I want to be. I’m scared of losing my mom and my aunt and sister, and niece. I want to be successful and a better person.” What can you relate to about this. What are you surprised or not surprised about? What stereotypes do you hold of incarcerated people?

“I love my mom. I will never get locked up again. I am smart and brave. I need to have less free time so I won’t do bad things. I care about our black community.” What stereotypes do you hold of incarcerated people? How do you feel when reading these stories? What do you care about in your community?

suggested activities:

- » Draw your “river of life”: What has happened to you throughout your life? Share your artwork with a small group of classmates perhaps.
- » Interview and record or document your own or other’s stories either about incarceration or another topic to build empathy and get to know someone better.
- » Tell your life story to a classmate in two minutes.
- » Create a “Humans of New York” type blog and share stories of reality with others.
- » The big wind blows game: Call out things that are true that have happened to you, have everyone that this applies to as well move to another spot. See link for more detailed description.
- » Write a poem or story or create a work of art about stereotypes or privilege and how you have been affected by either or both.
- » Write a letter to a person in jail: Someone fictional or real, perhaps a person in the Performing Statistics newspaper or someone you know. How can you empathize with them? How do you relate? How would you like to change our system?
- » Invent a way for your school to see every person as they are, beyond stereotypes or judgments: portraits, interviews, radio show, podcast, blog, etc. Get creative!

“We have to read to get our minds off everything. We stay ourselves by laughing and smiling through the pain. I’ll never see the inside of a facility again.” How do you take care of yourself? What are healthy ways to deal with feelings? Why is this important?



“UNITY: There’s not a big difference from YOU & ME.” Do you agree with this after seeing and reading all of these statements and photographs?

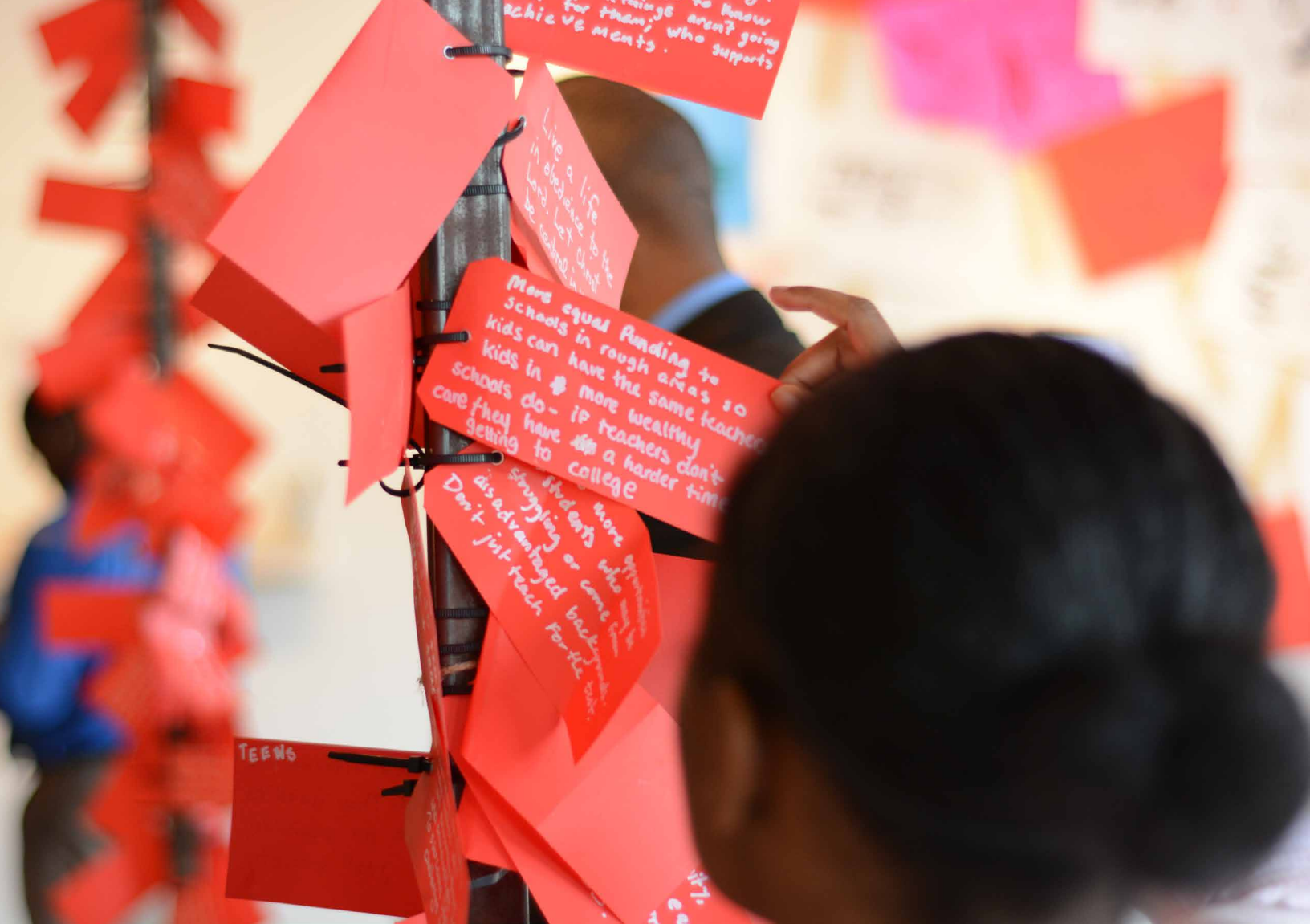


Click names to learn more

- » [Sonya Clark](#)
- » [Brett Crawford](#)
- » [Titus Kaphar](#)
- » [Damon Locks](#)
- » [Kehinde Wiley](#)
- » [Humans of New York: Inmate stories](#)
- » [Aaron Axelrod](#)

closure

Reflect on how it feels to be a seen as who you really are. Have you experienced this? When? By who? How can you take action to make other people feel this way?



BIG IDEA: ACTION

Module 3

WHAT CAN YOU DO TO CREATE A WORLD WHERE NO YOUTH
ARE LOCKED UP?

—PERFORMING STATISTICS NEWSPAPER

Key Concepts:

Micro and Macro actions,
change, advocacy and
education

Essential Questions:

What is action? Where do
you see action in your life?
How does change happen?
What micro and macro
actions can I take or help
make happen? What can I
do to help? What are other
people doing to help? How
does change happen? How
do these actions affect our
community? How do these
actions affect me?

Objective:

By utilizing the Performing
Statistics newspaper
and [interactive website](#),
alongside the accompanying
discussion questions, and
relevant artists, students
will discuss action and why
action matters. What are
other people doing to help
and what can I do to help?
How do these actions affect
myself and our community?
Students will create work in
order to manifest action.

LESSON

Hook: Watch these teen-created videos and discuss their importance: Who made these? Why? What is the purpose? What do they tell us? How do they make us feel? Do you think they are important? Why? Have you ever created something to ignite action?

» [How Can We Keep Kids Free?](#) A series of short films made by teens in the Performing Statistics program.

» [Suspension Stories:](#) Collection of Stories About Students' Experiences of Being Suspended and/or Expelled From School.

» [No Place for Kids:](#) A Film about Youth Incarceration. This is a documentary that was directed and produced by two high school seniors at Francis Parker School in Chicago. Nina and Keely interned for the year at Project NIA, a grassroots organization focused on ending juvenile incarceration.

Instructional Input: Ignite critical discussion by looking at newspaper pictures or relevant artists that follow.



WE WANT TO
HEAR FROM YOU!

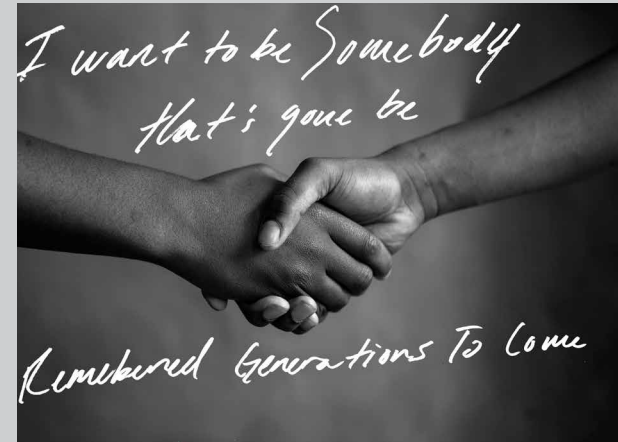
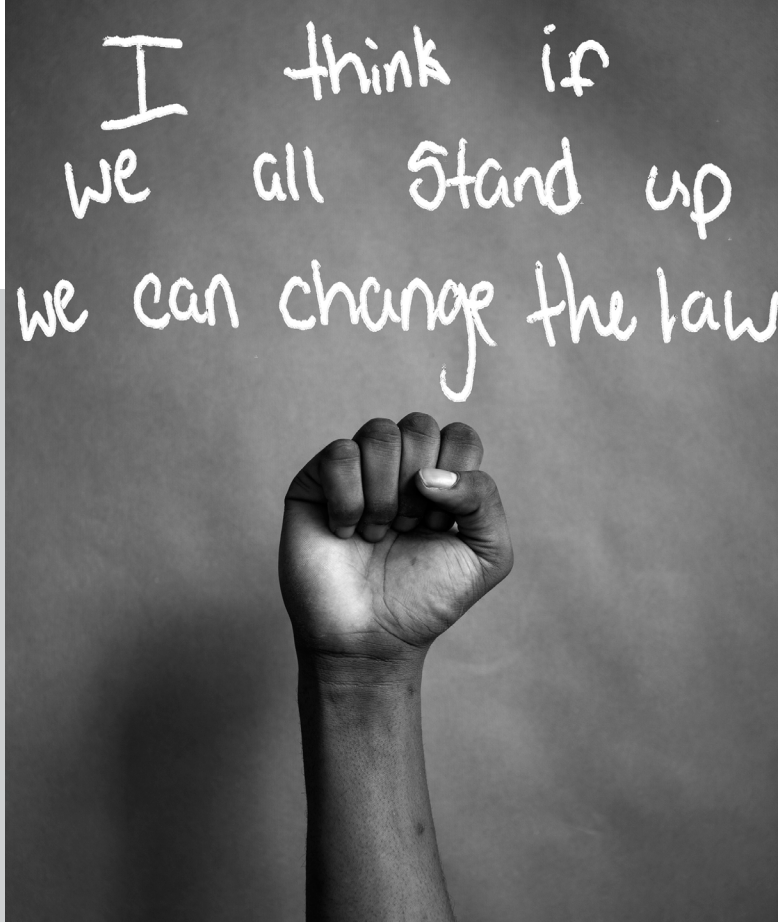
WHAT CAN YOU DO TO HELP CREATE A WORLD WHERE NO YOUTH ARE LOCKED UP?

Fill out, photograph and email or Instagram your response using #prisonsdontwork

newspaper articles & discussion questions

“I think If we all stand up, we can change the law.” Do you agree or disagree?

Research historical movements that have done this. How do things change? What would happen if no one takes action? What are small actions you can take? Big actions? (Micro and macro actions)

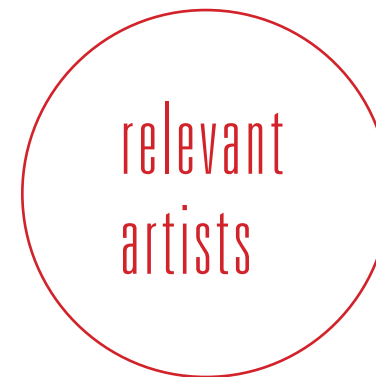


“I want to be somebody that’s gone be remembered generations to come.”

Research the childhoods of someone historically relevant or someone you admire that helped to create change. How did they do it? What was their life path? Perhaps look at people who overcame adverse circumstances.

suggested activities:

- » Silkscreen or design and print posters about the school-to-prison pipeline. Put them up in your school or neighborhood or participate in a local justice parade (follow [Performing Statistics on Facebook](#) for updates!)
- » Create a zine or publication on the computer or by analogue means which advocates for youth and issues that are important to this cause. Distribute in your school or community.
- » Join a rally as a class and bring posters, signs, or t-shirts that you all designed and created.
- » Make a movie or a PSA which advocates for youth or related issues. Distribute on the internet or submit to festivals.
- » Have a screening of a relevant movie and then have a Q & A after, or invite a panel of relevant people to come speak after.
- » Reach out to the Performing Statistics team to organize an exhibition. At the opening, screen some of the teen’s films and invite local advocates, politicians, and school administrators to see the work.
- » Work with the Performing Statistics team to organize an event that connects students with police officers, youth, advocates and politicians.
- » Create a mural or public art which advocates and educates your community.
- » Work with your class to rewrite your school’s “codes of conduct” based on the theme “what can keep kids free and in school?” Hold a press conference to share your work.
- » Start your own [Youth for RISE](#) student group.
- » Come up with your own way to help and take action! Get creative!



Click names to learn more

- » [Luba Lukova](#)
- » [Charlie Becker](#)
- » [Chris Stain & Josh MacPhee](#)
- » [Chase Erachi](#)
- » [Damon Davis](#)
- » [Richie Pope](#)
- » [Joseph Delappe](#)

closure

Reflect on how it feels to be a part of action and change! What could you do next? How can you help others feel confident in creating action? What helped you feel confident?

Suggestions for action from the Performing Statistics newspaper

- » Sign the RISE for Youth Petition and tell the Governor and Virginia Legislators that you support the reinvestment of funds away from large juvenile prisons into evidence informed, community-based alternatives to youth incarceration. <http://www.riseforyouth.org/signthepetition/>
- » Tell your story. If you or a family member have experienced issues in the juvenile justice system and have an opinion on how to make things better, we want to hear about it. <http://www.riseforyouth.org/take-action/tell-us-your-story/>
- » Join us for our spring actions during the General Assembly Session <http://www.riseforyouth.org/news/upcoming-events/>
- » Call or write and tell them youth prisons don't work, but alternatives do! You can find your legislator at: <http://whosmy.viriniageneralassembly.gov/>
- » Write an op-ed or letter to the editor on why juvenile justice reform is important. For tips on how to write an op-ed or letter to the editor download the RISE for Youth Action Kit here: <http://www.riseforyouth.org/wpcontent/uploads/2015/09/RISEActionKit.pdf>
- » Join the Youth for RISE Advisory Network. Youth and young adults ages 13 to 24 with experience in the juvenile justice system and/or interest in juvenile justice reform are encouraged to join the Youth for RISE Advisory Network. For more information contact Valerie Slater at valerie@justice4all.org.



SOLs

Visual Arts

6.3	The student will communicate personal ideas, experiences, and narratives through the creation of works of art, using a variety of media.
6.9	The student will identify the components of an artist’s style, including materials, design, technique, subject matter, and purpose.
6.11	The student will describe ways artists contribute to society through their work.
6.14	The student will use critical inquiry skills when describing, responding to, interpreting, and evaluating works of art.
6.15	The student will describe ideas and emotions expressed in works of art.
6.16	The student will identify how visual language communicates personal meaning.
6.17	The student will respond to questions about why artists create works of art.
6.18	The student will describe the manner in which the beliefs and values of a viewer may influence ideas and feelings about works of art.
6.19	The student will explain the means by which works of art evoke personal sensory, emotional, and aesthetic responses.
7.4	The student will communicate ideas, experiences, and narratives through the creation of works of art, using traditional and contemporary media.
7.12	The student will identify the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and contemporary media.
7.14	The student will identify subjects, themes, and symbols as they relate to meaning in works of art.
7.15	The student will apply processes of art criticism to evaluate works of art.
7.17	The student will analyze, interpret, and evaluate works of art, based on personal and contextual information.
7.18	The student will analyze and reflect on the purposes and meaning of art.
7.20	The student will interpret ways that social and cultural beliefs can influence responses to works of art.

8.4	The student will synthesize prior knowledge and experience to create works of art.
8.5	The student will convey points of view about contemporary issues in personal works of art.
8.6	The student will communicate ideas, experiences, and narratives through the creation of original works of art, using selected media.
8.12	The student will describe how works of art are influenced by social, political, and economic factors.
8.14	The student will identify the roles of artists in society.
8.15	The student will analyze how visual organization in works of art affects the communication of ideas.
8.16	The student will analyze the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and contemporary media.
8.17	The student will communicate how personal experiences influence critical interpretations and evaluations of works of art.
8.20	The student will analyze purposes, values, and meanings of works of art.
AI.3	The student will communicate ideas in works of art by identifying and using steps of an artistic process, including selecting media and incorporating elements of art and principles of design.
AI.5	The student will employ a variety of subject matter, including cultural or social concepts, to express ideas in original works of art.
AI.11	The student will analyze major art movements and influential artists according to events, places, cultures, and historical periods.
AI.15	The student will use art criticism skills to interpret, analyze, and evaluate works of art.
AI.16	The student will evaluate how social, cultural, and historical context contribute to meaning in works of art and design.
AI.17	The student will analyze how media and visual organization in works of art affect the communication of ideas.
AII.5	The student will use contemporary media, tools, and processes to create works of art.
AII.6	The student will express personal beliefs and values in works of art.
AII.13	The student will examine and discuss social, political, economic, and cultural factors that influence works of art and design.
AII.17	The student will use art criticism skills when analyzing, interpreting, and evaluating personal and professional works of art and design.
AII.18	The student will participate in art criticism processes based on one or more established models.
AII.19	The student will evaluate the effectiveness of the communication of ideas in personal works of art and design.

AVI.4	The student will use the artistic process to develop and inform artistic vision/voice.
AVI.9	The student will present and exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.
AVI.11	The student will research and analyze artists, art styles, and cultures that inspire personal works.
AVI.12	The student will explain how themes throughout the history of art have been influenced by traditions, norms, values, beliefs, and events.
AVI.17	The student will interpret works of art for symbolic and metaphorical meanings.
AVI.20	The student will view art exhibitions and write reflections about them.

AV.3	The student will use the artistic process to refine and inform artistic vision/voice.
AV.6	The student will select subject matter, symbols, images, and media to communicate ideas and themes.
AV.9	The student will exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.
AV.13	The student will interpret works of art, including personal work, in order to construct meaning.
AV.17	The student will explain how personal experiences and values affect aesthetic responses to works of art.

History and Social Sciences

VIRGINIA STUDIES

VS.1	The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to b) determine cause and effect relationships; e) make connections between past and present; h) evaluate and discuss issues orally and in writing;
VS.8	The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans, and American Indians;
VS.9	The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; d) identifying the political, social, and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

UNITED STATES HISTORY: 1865-PRESENT

USH.1	The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to b) make connections between the past and the present; e) evaluate and debate issues orally and in writing; i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.
USH.4	The student will demonstrate knowledge of how life changed after the Civil War by c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post Reconstruction South;
USH.9	The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by a) examining the Civil Rights Movement and the changing role of women;

CIVICS AND ECONOMICS

CE.1	The student will develop the social studies skills responsible citizenship requires, including the ability to a) examine and interpret primary and secondary source documents; c) analyze political cartoons, political advertisements, pictures, and other graphic media; e) review information for accuracy, separating fact from opinion; g) formulate an informed, carefully reasoned position on a community issue; h) select and defend positions in writing, discussion, and debate.
CE.3	The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws; d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society; e) evaluating how civic and social duties address community needs and serve the public good.
CE.4	The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by b) practicing courtesy and respect for the rights of others; c) practicing responsibility, accountability, and self-reliance; d) practicing respect for the law; e) practicing patriotism; f) practicing decision making; g) practicing service to the school and/or local community.

VIRGINIA AND UNITED STATES HISTORY

VUS.1	The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art, to increase unde standing of events and life in the United States; b) evaluate the authenticity, authority, and credibility of sources; e) communicate findings orally and in analytical essays or comprehensive papers; f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
VUS.8	The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruc tion through the early twentieth century by c) analyzing prejudice and discrimination during this time peri od, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. DuBois;
VUS.14	The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by a) identifying the importance of the Brown v. Board of Education decision, the roles ofThurgood Marshall and Oliver Hill, and how Virginia responded; b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

VIRGINIA AND UNITED STATES GOVERNMENT

GOVT.1	The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to a) analyze primary and secondary source documents; c) analyze political cartoons, political advertisements, pictures, and other graphic media; e) evaluate information for accuracy, separating fact from opinion; g) select and defend positions in writing, discussion, and debate.
GOVT.3	The student will demonstrate knowledge of the concepts of democracy by a) recognizing the fundamental worth and dignity of the individual; b) recognizing the equality of all citizens under the law; c) recognizing majority rule and minority rights; e) recognizing the freedom of the individual.
GOVT.8	The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by e) evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events
GOVT.11	The student will demonstrate knowledge of civil liberties and civil rights by e) explaining every citizen’s right to be treated equally under the law.
GOVT.17	The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by a) practicing trustworthiness and honesty; b) practicing courtesy and respect for the rights of others; c) practicing responsibility, accountability, and self-reliance; d) practicing respect for the law; e) practicing patriotism;
GOVT.18	The student will understand that thoughtful and effective participation in civic life is characterized by a) obeying the law and paying taxes; c) participating in the political process; d) performing public service; e) keeping informed about current issues; f) respecting differing opinions in a diverse society;

English

6.1	The student will participate in and contribute to small-group activities.
6.2	The student will present, listen critically, and express opinions in oral presentations.
6.3	The student will understand the elements of media literacy.
6.6	The student will read and demonstrate comprehension of a variety of nonfiction texts.
6.7	The student will write narration, description, exposition, and persuasion.
6.9	The student will find, evaluate, and select appropriate resources for a research product.

7.1	The student will participate in and contribute to conversations, group discussions, and oral presentations.
7.3	The student will understand the elements of media literacy.
7.6	The student will read and demonstrate comprehension of a variety of nonfiction texts.
7.7	The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
7.9	The student will apply knowledge of appropriate reference materials to produce a research product.

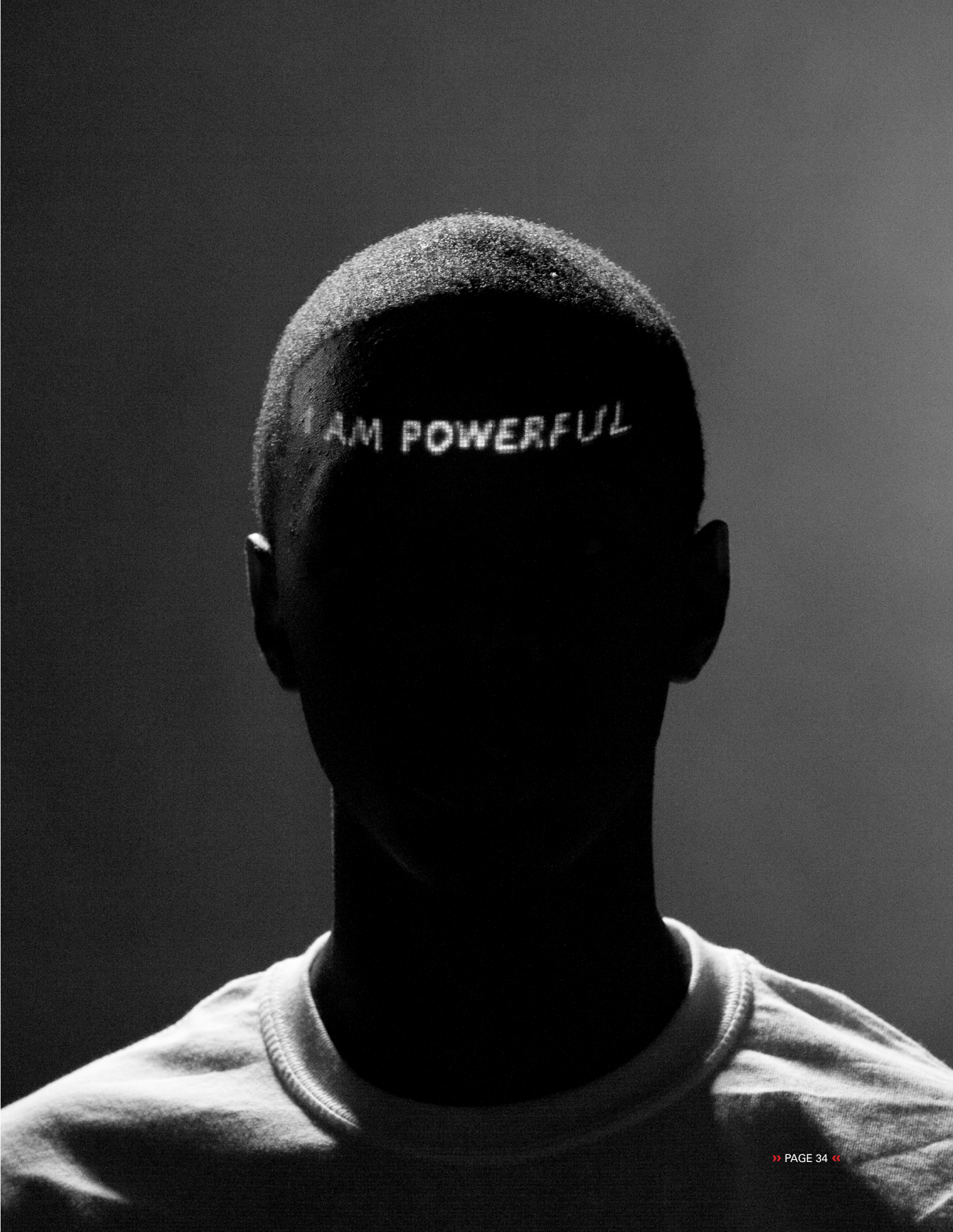
8.1	The student will use interviewing techniques to gain information.
8.2	The student will develop and deliver oral presentations in groups and individually.
8.3	The student will analyze, develop, and produce creative or informational media messages.
8.6	The student will read, comprehend, and analyze a variety of nonfiction texts.
8.7	The student will write in a variety of forms, including narration, exposition, persuasion, and informational.
8.9	The student will apply knowledge of appropriate reference materials to produce a research product.

9.1	The student will make planned oral presentations independently and in small groups.
9.2	The student will produce, analyze, and evaluate auditory, visual, and written media messages.
9.5	The student will read and analyze a variety of nonfiction texts.
9.6	The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
9.8	The student will use print, electronic databases, online resources, and other media to access information to create a research product.

10.1	The student will participate in, collaborate in, and report on small-group learning activities.
10.2	The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.
10.5	The student will read, interpret, analyze, and evaluate nonfiction texts.
10.6	The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
10.8	The student will collect, evaluate, organize, and present information to create a research product.

11.1	The student will make informative and persuasive presentations.
11.2	The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
11.4	The student will read, comprehend, and analyze relationships among American literature, history, and culture.
11.5	The student will read and analyze a variety of nonfiction texts.
11.6	The student will write in a variety of forms, with an emphasis on persuasion.
11.8	The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

12.1	The student will make a formal oral presentation in a group or individually.
12.2	The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
12.5	The student will read and analyze a variety of nonfiction texts.
12.6	The student will develop expository and informational, analyses, and persuasive/argumentative writings.
12.8	The student will write documented research papers.





114 West Marshall Street
Richmond VA 23220 | 804.233.4180
art180.org