PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

A COURSE OF STUDY FOR
ART705 CERAMICS II

APPROVED BY THE BOARD OF EDUCATION

January 24, 2013

Developed: 1995
Revised: December 2013
RATIONALE

Art – High School

The high school art program is a continuation of the philosophy, concepts, and skills learned in the kindergarten through eighth grade art curriculum these concepts and skills have been outlined and sequenced according to the levels of complexity appropriate for students at each grade level. Students will understand the historical and social contexts associated with the skills in the production of art. The students will be familiar with the disciplines of art criticism, art history, philosophy of art, and studio production. The proficiencies listed at each grade level indicate when the concept is formally introduced. The art curriculum promotes the use of a variety of evaluative procedures. Emphasis is placed on the development of art critiquing skills and self-assessment techniques. This course of study has been revised to reflect the integration of the NJSLS for Visual and Performing Arts (See Appendix). In addition, computer technology, and interdisciplinary skills are integrated. Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. *Special Note: Only final exams are administered at the end of quarter courses and semester courses.

Ceramics II

Students may take Ceramics II after successful completion of Ceramics I. This semester course is intended for students who wish to develop more refined skills in the area of ceramics. Students will review the principles learned in Ceramics I and build upon a foundation of techniques, terms and definitions, art history, and safety procedures. Individual work with advanced instruction and professional critique will be emphasized. Students will identify their own interests and concentrate either on one process or continue to experience a variety of processes. They will develop greater facility and deeper understanding of form and function.
THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material that might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, that exits and the instruction inherent in this course.

MODIFICATIONS AND ADAPTATIONS

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the Curriculum Modifications and Adaptations included as an Appendix in this curriculum. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.
K-12 GENERAL ART GOALS

All students will:

1. understand the principles of drawing using the elements of art. (*see list)
2. understand the principles of two-dimensional design using the elements of art.*
3. understand the principles of three-dimensional design using the elements of art.*
4. based on these studies, develop skills in the production of art projects, utilizing a wide variety of media and techniques.
5. recognize ethnic diversity through the study of art history and artifacts of diverse cultures.
6. understand that the complex history of a civilization is reflected in the visual and verbal expressions of selected time periods.
7. be introduced to aesthetic inquiry.
8. utilize specific artifacts or artists from diverse time periods and cultures to present and implement art projects.
9. integrate technology into the art curriculum.
10. exhibit proficiency in the terminology and techniques related to areas of art study.
11. develop skills in the safe use of art supplies and equipment.
12. explore careers in the field of art.

*Elements and Principles of Art

<table>
<thead>
<tr>
<th>Color</th>
<th>Symmetry &amp; Asymmetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line</td>
<td>Contrast</td>
</tr>
<tr>
<td>Value</td>
<td>Dominance</td>
</tr>
<tr>
<td>Composition</td>
<td>Repetition</td>
</tr>
<tr>
<td>Balance</td>
<td>Rhythm</td>
</tr>
<tr>
<td>Texture</td>
<td>Theme &amp; Variation</td>
</tr>
</tbody>
</table>
PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
COURSE PROFICIENCIES

COURSE: ART 705

TITLE: CERAMICS II

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AN
THE NEW JERSEY STUDENT LEARNING STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR
THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.

The student will:

1. construct free forms.
2. identify and use different design techniques.
3. identify the causes for clay cracking/exploding.
4. load a kiln.
5. identify the temperature differentials between bisque firing and glaze firing.
6. describe and apply different surface decoration techniques.
7. write about and discuss ceramics using art terminology.
8. apply their knowledge of the origins and history of ceramics.
9. be responsible for maintaining a successful studio environment.
10. organize and implement a creative process.
11. expand the use of The Elements of Art and The Principles of Design to include advanced and subtle concepts.
12. create more advanced hand-built work.
13. throw a cylinder on the potter’s wheel.
14. experiment with various surface decoration techniques.
15. document and present work.
16. express the meaning or message in their work of art.
ASSESSMENT PROCEDURES

Students’ grades are based on the following:

Analysis of Skills: 30%
- Self-Assessment
- Partner Assessment
- Teacher Observation
- Written Assessment

Performance: 30%
- Meets/Exceeds Personal Ability
- Demonstration of Skills
- Understanding of Rules

Class/Group Participation 20%
- Group Cooperation

Preparation: 20%

<table>
<thead>
<tr>
<th>Final Grade – Full Year Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Year Course</strong></td>
</tr>
<tr>
<td>- Each marking period shall count as 20% of the final grade (80% total).</td>
</tr>
<tr>
<td><strong>The midterm assessment will count as 10% of the final grade, and the final assessment will count as 10% of the final grade.</strong></td>
</tr>
</tbody>
</table>
## CERAMICS II

<table>
<thead>
<tr>
<th>PROFICIENCIES/OBJECTIVES</th>
<th>NJSLS</th>
<th>SUGGESTED ACTIVITIES</th>
<th>EVALUATIONS/ASSESSMENTS</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. construct free forms.</td>
<td>1.1.12.D.1 1.3.8.D.2 1.4.8.A.1 8.1.12.C.1 8.1.12.A.1</td>
<td>pull a handle and properly attach to a vessel using and slip. construct a container combining two hand-techniques. construct a sculpture using abstract forms construct animal/human forms. construct a traditional or nontraditional teapot construct and assemble producing forms. construct a vessel incorporating facial expressions.</td>
<td>Class participation Class presentation and critique Student self-assessment Teacher observation</td>
<td></td>
</tr>
<tr>
<td>PROFICIENCIES/OBJECTIVES</td>
<td>NJSLS</td>
<td>SUGGESTED ACTIVITIES</td>
<td>EVALUATIONS/ASSESSMENTS</td>
<td>TEACHER NOTES</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
<td>----------------------</td>
<td>-------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>The student will:</td>
<td></td>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3. identify the causes for clay cracking/exploding. | 1.1.12.D.1 | • wedge clay to remove air bubbles.  
• hollow out thick, sculptural forms.  
• put holes in hollow shapes allow air to escape.  
• monitor drying of clay  
• recognize the characteristics of bone-dry clay. | Student self-assessment  
Teacher observation |              |
|                           |       |                      |                         |              |
| 4. load a kiln.           | 1.3.8.D.2 | • observe proper loading of kiln.  
• assist in the proper loading of kiln.  
• assist in the proper emptying of kiln. | Class participation  
Teacher observation |              |
|                           |       |                      |                         |              |
| 5. identify the temperature differentials between bisque firing and glaze firing. | 1.3.8.D.2  
1.4.8.A.1 | • be able to understand and refer to Orton Pyrometric Cone Chart.  
• be able to describe the and firing properties of clay. | Class participation |              |
<table>
<thead>
<tr>
<th>PROFICIENCIES/ OBJECTIVES</th>
<th>NJSLS</th>
<th>SUGGESTED ACTIVITIES</th>
<th>EVALUATIONS/ ASSESSMENTS</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
</table>
- identify the differences between unfired and fired glaze.  
- create glaze swatches for reference.  
- identify and utilize acrylic paint for surface decoration.  
- distinguish between glaze acrylic paint.  
- understand the difference between matte and gloss.  
- understand the difference between opaque and semi-opaque. | Class participation  
Class presentation and critique  
Student self-assessment  
Teacher observation |                      |
- describe and interpret contemporary and historic artworks.  
- reflect upon and assess the characteristics and merits of their work, and the work of others. | Class presentation and critique  
Student self-assessment |                      |
<p>| 7. write about and discuss ceramics using art terminology. | 1.3.8.D.2 1.4.8.A.1 8.1.12.D.1 |                                                                      |                                      |</p>
<table>
<thead>
<tr>
<th>PROFICIENCIES/OBJECTIVES</th>
<th>NJSLS</th>
<th>SUGGESTED ACTIVITIES</th>
<th>EVALUATIONS/ASSESSMENTS</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>1.1.12.D.1</td>
<td>- research various global cultures and their influence on ceramics.</td>
<td>Class participation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3.8.D.2</td>
<td>- view and analyze ceramic pieces from various global cultures.</td>
<td>Class presentation and critique</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4.8.A.1</td>
<td>- develop a modern interpretation from a cultural concept or motif.</td>
<td>Student self-assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.1.12.E.1</td>
<td>- research a contemporary ceramic artist and present findings to the class.</td>
<td>Teacher observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- develop a modern piece inspired by a contemporary artist.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- construct a mask, a specific global culture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. apply their knowledge of the origins and history of ceramics.</td>
<td></td>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- work cooperatively to maintain a clean and organized studio.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- thoroughly clean and store tools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- keep an organized, working record of their progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. be responsible for maintaining a successful studio environment.</td>
<td>1.4.8.A.1</td>
<td>- work cooperatively to maintain a clean and organized studio.</td>
<td>Class participation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- thoroughly clean and store tools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- keep an organized, working record of their progress.</td>
<td>Teacher observation</td>
<td></td>
</tr>
<tr>
<td>PROFICIENCIES/OBJECTIVES</td>
<td>NJSLS</td>
<td>SUGGESTED ACTIVITIES</td>
<td>EVALUATIONS/ASSESSMENTS</td>
<td>TEACHER NOTES</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
<td>----------------------</td>
<td>-------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>he student will:</td>
<td></td>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 10. organize and implement a creative process. | 1.1.12.D.1  
1.3.8.D.2  
1.4.8.A.1  
8.1.12.F.1 | • develop a series of evaluate and revise leading to development of final sketch.  
• develop an individual Project Plan, including timeline and Goals.  
• present ideas to the teacher before working with clay.  
• present the final project and artist statement to the class. | Class participation  
Class presentation and critique  
Student self-assessment  
Teacher observation |              |
| 11. expand the use of The Elements of Art and The Principles of Design to include advanced, and subtle concepts. | 1.1.12.D.1  
1.3.8.D.2  
8.1.12.F.1  
8.2.12.A.2 | • create a work of art with a social, political, or environmental theme.  
• create a 3-dimensional parody of a famous piece of 2-dimensional art.  
• create 3-dimensional visual pun.  
• create an abstract sculpture based on a realistic form.  
• create a 3-dimensional figurative or conceptual portrait. | Class participation  
Class presentation and critique  
Student self-assessment  
Teacher observation |              |
<table>
<thead>
<tr>
<th>PROFICIENCIES/OBJECTIVES</th>
<th>NJSLS</th>
<th>SUGGESTED ACTIVITIES</th>
<th>EVALUATIONS/ASSESSMENTS</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 12. create more advanced hand-built work. | 1.3.8.D.2 8.2.12.B.1 8.1.12.A.1 | • combine hand-building techniques to construct incorporate details such as inlay or advanced coil design.  
• forms that match in color, shape, and/or design.  
• construct a series of work based on a particular idea or subject.  
• construct a form using relief to convey a story or theme. | Class participation  
Class presentation and critique  
Student self-assessment  
Teacher observation |                       |
• know the proper for working on the wheel. center clay successfully on the wheel.  
• open and pull a cylinder successfully.  
• trim a cylinder. | Class participation  
Class presentation and critique  
Student self-assessment  
Teacher observation |                       |
• use paper stencils to create patterns. | Class participation  
Class presentation and critique  
Student self-assessment |                       |
<table>
<thead>
<tr>
<th>PROFICIENCIES/ OBJECTIVES</th>
<th>NJSLS</th>
<th>SUGGESTED ACTIVITIES</th>
<th>EVALUATIONS/ ASSESSMENTS</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>he student will:</td>
<td>Students will:</td>
<td>• simulate a texture (like denim or tie dye).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. (continued)</td>
<td></td>
<td>• use collage techniques to decorate a bisque surface.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use ink printing to decorate a bisque surface.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. document and present work.</td>
<td>1.3.8.D.2</td>
<td>• photograph work with a concern for background and lighting.</td>
<td>Class presentation and critique</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.2.12.E.1</td>
<td>• digitally catalog all work; prepare work for display.</td>
<td>Teacher observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.1.12.A.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.1.12.A.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. express the meaning or message in their work of art.</td>
<td>1.4.8.A.1</td>
<td>• compare multiple purposes for creating works of art.</td>
<td>Class presentation and critique</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.1.12.A.1</td>
<td>• describe and compare a variety of individual responses to their own artworks, and to artworks from various eras and cultures.</td>
<td>Student self-assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• reflect upon and assess the characteristics and merits of their work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

TEACHER AND STUDENT RESOURCES

Artist’s Magazine. Cincinnati, OH: Jeffry Lopen Publisher.
Brady, Sharon. Artists of the Southwest. (VIDEO)
Chesek, Carol. Design and Techniques in Pottery Making. (SLIDES)
BIBLIOGRAPHY-TEACHER/STUDENT RESOURCES (continued)

Perspective Drawing. Stamford, CT: Educational Dimensions. (SLIDES)
Scholastic Art Magazine. Jefferson City, MO.
Shorewood Prints. Sandy Hook, CT: Shorewood Publishers, Inc., ND.

SOFTWARE/MEDIA:
Art Explosion 125,000 Images. Calabosas, CA: Nova Development Corp.
Art of Imperial China. New York: Metropolitan Museum.
Bryce, Poser, Fantographer, Painter, Flash and others to be cataloged shortly.

All sources are available in the Art Room or within the school.
APPENDIX A

ART VOCABULARY LIST
<table>
<thead>
<tr>
<th>ART VOCABULARY LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract Art Air</td>
</tr>
<tr>
<td>Brush Analogous</td>
</tr>
<tr>
<td>Colors Art</td>
</tr>
<tr>
<td>Museum</td>
</tr>
<tr>
<td>Art Reproduction</td>
</tr>
<tr>
<td>Asymmetrical Balance</td>
</tr>
<tr>
<td>Background</td>
</tr>
<tr>
<td>Balance</td>
</tr>
<tr>
<td>Bleed</td>
</tr>
<tr>
<td>Brush Stroke</td>
</tr>
<tr>
<td>Carving Tools</td>
</tr>
<tr>
<td>Chiaroscuro</td>
</tr>
<tr>
<td>Clay</td>
</tr>
<tr>
<td>Clay Boards</td>
</tr>
<tr>
<td>Collage</td>
</tr>
<tr>
<td>Color</td>
</tr>
<tr>
<td>Color Wheel</td>
</tr>
<tr>
<td>Complementary Colors</td>
</tr>
<tr>
<td>Composition</td>
</tr>
<tr>
<td>Cool Colors</td>
</tr>
<tr>
<td>Cubism</td>
</tr>
<tr>
<td>Dark and Light</td>
</tr>
<tr>
<td>Deep Space</td>
</tr>
<tr>
<td>Design</td>
</tr>
<tr>
<td>Dominant/Sub-Dominant</td>
</tr>
<tr>
<td>Elements</td>
</tr>
<tr>
<td>Emotionalism</td>
</tr>
<tr>
<td>Expressionism</td>
</tr>
<tr>
<td>Fantasy</td>
</tr>
<tr>
<td>Focal Point</td>
</tr>
<tr>
<td>Foreground</td>
</tr>
<tr>
<td>Formalism</td>
</tr>
<tr>
<td>Genre Variation</td>
</tr>
<tr>
<td>Visual Texture</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

SAMPLE AUTHENTIC ASSESSMENT
SAMPLE AUTHENTIC ASSESSMENT

TASK:
An art gallery is putting together a ceramics exhibit titled, “Three.” They have asked for you to create a series of three pieces that relate to one another in at least one way. For example - theme, shape, fit, texture, design, color, etc. Work may be sculptural (symbolic, realistic, or abstract) functional (vases, picture frames, etc.). The client has requested a layout plan for the work and an artist’s statement.

OR TEACHER USE (Can students follow these procedures independently?):

- Must conform to the requirements of the gallery
- Must have a theme for your work
- Must have 3 pieces of artwork related to the theme
- Must provide a layout plan for exhibit, utilizing the size and space of the gallery
- Must provide an artist’s statement
- Must provide digital images to be emailed to the gallery
- Must have descriptions for each piece: title, medium, dimensions, and a brief explanation
- Must present work and statement to the gallery’s curator
### SAMPLE AUTHENTIC ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXEMPLARY</th>
<th>DEVELOPING</th>
<th>BEGINNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td>Digital images (or thumbnails) are very logically organized and aesthetically pleasing.</td>
<td>Digital images (or thumbnails) are organized adequately with some aesthetic value.</td>
<td>Digital images (or thumbnails) have little organization or aesthetic value.</td>
</tr>
<tr>
<td></td>
<td>Descriptions of pieces include title, medium, dimensions, and a clear explanation.</td>
<td>Descriptions of pieces include title, medium, dimensions, and a clear explanation.</td>
<td>Descriptions of pieces include limited information and/or explanation.</td>
</tr>
<tr>
<td><strong>EFFORT AND REPRESENTATION</strong></td>
<td>Layout for the work depicts a highly organized plan for display that fully utilizes the size and space of the gallery.</td>
<td>Layout for the work depicts a plan for display that somewhat utilizes the size and space of the gallery.</td>
<td>Building description includes limited information and/or explanation.</td>
</tr>
<tr>
<td></td>
<td>Artist statement includes a clear, well thought out theme.</td>
<td>Artist statement includes a general theme.</td>
<td>Artist statement lacks a clear theme.</td>
</tr>
<tr>
<td><strong>CRAFTSMANSHIP AND SKILL</strong></td>
<td>All pieces are professionally constructed and glazed.</td>
<td>All pieces are satisfactorily constructed and glazed.</td>
<td>Some pieces are inadequately constructed and/or glazed.</td>
</tr>
<tr>
<td></td>
<td>Student worked enthusiastically towards the client’s goal.</td>
<td>Student worked towards client’s goal.</td>
<td>Student showed little attempt to work towards client’s goal.</td>
</tr>
</tbody>
</table>
APPENDIX C

WORK FOLDER AND PORTFOLIO DATA SHEET
WORK FOLDER AND PORTFOLIO DATA SHEET – ART

<table>
<thead>
<tr>
<th>STUDENT ASSESSMENT</th>
<th>PERFORMANCE LEVELS</th>
<th>GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Projects</td>
<td>4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Works Independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works in Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows Creativity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows Talent in This Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops Critiquing Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops Appropriate Art Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows Directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Performance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TESTS

TESTS

<table>
<thead>
<tr>
<th>DRAWING</th>
<th>DESIGN</th>
<th>COLOR</th>
<th>CONSTRUCTION</th>
<th>CERAMICS</th>
<th>GRAPHICS: LETTERING</th>
<th>PRINTMAKING</th>
<th>COMPUTER GRAPHICS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LEVELS OF PERFORMANCE</th>
<th>4 EXCELLENT</th>
<th>3 GOOD</th>
<th>2 FAIR</th>
<th>1 IMPROVEMENT NEEDED</th>
<th>0 INCOMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART705 CERAMICS II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

SUGGESTED STUDENT EVALUATION SCORING GUIDE
FOR PROJECTS
# CERAMICS II – Student Scoring Guide

*Project Name*

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXPERT 5</th>
<th>COMPETENT 4</th>
<th>NOVICE 3</th>
<th>NEEDS DEVELOPMENT 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRAFTSMANSHIP</strong></td>
<td>Form is carefully planned and balanced. Edges are smooth and refined. Walls are of even thickness. Joining is secure and hidden. All surfaces are smooth, without burrs or wobbles.</td>
<td>Form is somewhat planned and is slightly asymmetrical. Most edges are smooth and refined. Walls are of even thickness with minimal wobbles. Joining is secure and hidden. Most surfaces are smooth, without any burrs.</td>
<td>Form is unplanned and lacks balance. Some edges are smooth but many are unrefined. Joining is secure but is obvious. Walls vary in thickness with some wobbles. Surfaces are mostly smooth with some wobbles but some burrs are evident.</td>
<td>Form lacks planning and effort. Surfaces are of uneven thicknesses, burrs readily appear. Joining is insecure. Surfaces and edges are unrefined.</td>
</tr>
<tr>
<td><strong>CREATIVITY</strong></td>
<td>Design is unique and planned. There is a concept behind your project. Your work stands out from your classmates.</td>
<td>Design is expressive and has some unique features. There is somewhat of a concept behind your project.</td>
<td>Design lacks individuality and a concept. Project looks like you made decisions as you worked. Your work does not stand out from your classmates.</td>
<td>Design lacks any creativity at all. No attempt to show individuality. There is a concept behind your work.</td>
</tr>
<tr>
<td><strong>PRODUCTION/EFFORT</strong></td>
<td>Uses class time to the maximum. Always on task. Time and effort are evident in the execution of the piece. Is respectful and open to positive suggestions. Cleans work area thoroughly.</td>
<td>Uses class time for work but is sometimes distracted by others. Work falls short of excellence. Is respectful and accepts suggestions. Cleans work area most of the time.</td>
<td>Has difficulty focusing on the project much of the time. Easily distracted by others. Lacks openness of suggestions for improvement. Has difficulty being on task to cleaning up.</td>
<td>Hardly evidences caring about quality of the work. No additional effort is noted than to complete it.</td>
</tr>
<tr>
<td><strong>WORK HABITS/ATTITUDE</strong></td>
<td></td>
<td></td>
<td></td>
<td>Leaves clean-up to others. Has an “attitude” and is not open to assistance or suggestions.</td>
</tr>
</tbody>
</table>

Please put your score for each category in the “box” and then total your points for your grade. **TOTAL POINTS (you fill in): ____**

**TEACHER COMMENTS:**
APPENDIX E SAMPLE SELF-ASSESSMENT
SAMPLE SELF-ASSESSMENT
Mi Casa Slab Critique

NAME: __________________________
GRADE: __________ PERIOD: __________

Write a paragraph (do not answer in question/answer format). Discuss your ideas.

. Discuss the idea/concept behind your house.

. Does your house resemble your original sketch? If not, how did it change and why?

. Can you tell by looking at the construction of your house what the concept was, or are you telling your story through the glaze and decorations? Please explain.

. What areas of your project need improvement?

. What areas of your project are you proud of and why?

. Overall, do you feel you were successful?
Take a look at all of the projects displayed.

Choose one that you think is interesting. Sketch or describe the piece, and tell why you think it is interesting.

Choose one that you think is carefully done and well finished. Sketch or describe, and tell why you think so. Do you think this piece took a long time to construct? Why or why not?

Choose a piece that you think is unique. Sketch or describe it. Why do you think it is unique?

Choose a piece that you really like. Sketch or describe it. What do you like about it?

Choose a piece that you think is beautiful. Describe it. What do you like about it?

Which piece is your favorite? Why? Which criteria do you think affects your decision (beauty, how well finished it is, its uniqueness, how long it took to make, how carefully it as made, etc.)?
APPENDIX F  NEW JERSEY STUDENT LEARNING STANDARDS

1 - Visual and Performing Arts
8 - Technology
9 - 21st Century Life and Careers
APPENDIX G  CURRICULUM MODIFICATIONS & ADAPTATIONS
There is no recipe for adapting general education curriculum to meet each student’s needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation.

Keep in mind that curriculum does not always need to be modified. By providing multi-level instruction you will find that adapting a lesson may not always be necessary. Differentiating instruction and providing multiple ways assess allows more flexibility for students to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations. In addition, supports for one student may not necessarily be the same in all situations, e.g., a student who needs full time support from a paraprofessional for math may only need natural supports from peers for English, and no support for art. And, supports should not be determined by the disability label, instead supports should be used when the instructional or social activity warrants the need for assistance. (Fisher and Frey, 2001).

The forms and examples on the following pages provide information about curriculum and types of adaptations that could be considered in developing the appropriate strategy for a particular student. Examples are provided for both elementary and secondary levels.
A Curricular Adaptation and Decision-making Process

This decision-making flowchart can be used to conceptualize the process of selecting and implementing curricular adaptations. It should be used as a tool for a team in determining an individual student’s needs.

1. Identify the student’s individual educational goals and objectives to be emphasized during general education activities

2. Articulate the expectations for the student’s performance in general education activities

3. Determine what to teach
   As a team, determine the content of the general education activity, theme or unit study

4. Determine how to teach
   As a team, determine if, without modification, the student can actively participate and achieve the same essential outcomes as non-disabled classmates. If the student cannot achieve the same outcomes...

5. Select design appropriate adaptations
   - Select instructional arrangement
   - Select lesson format
   - Employ student-specific teaching strategies
   - Select curricular goals specific to the lesson
   - Engineer the physical and social classroom environment
   - Design modified materials
   - Select natural supports and supervision arrangements

6. If the above adaptation strategies are not effective, design an alternative activity

7. Evaluate effectiveness of adaptations
A Curricular Adaptation and Decision-making Model

Examine the Structure of the Instruction

1. Can the student actively participate in the lesson without modification? Will the same essential outcome he achieved?
2. Can the student’s participation be increased by changing the instructional arrangement?
   - From traditional arrangements to:
     - Cooperative groups
     - Small groups
     - Peer partners
     - Peer or cross-age tutors
3. Can the student’s participation be increased by changing the lesson format?
   - Interdisciplinary/thematic units
   - Activity-based lessons, games, simulations, role-plays
   - Group investigation or discovery learning
   - Experiential lessons
   - Community-referenced lessons
4. Can the Student’s participation and understanding be increased by changing the delivery of instruction or teaching style?

Examine the Demands and Evaluation Criteria of the Task

5. Will the student need adapted curricular goals?
   - Adjust performance standards
   - Adjust pacing
   - Same content but less complex
   - Similar content with functional/direct applications
   - Adjust the evaluation criteria or system (grading)
   - Adjust management techniques

Examine the Learning Environment

6. Can the changes he made in the classroom environment or lesson location that will facilitate participation?
   - Environmental/physical arrangements
• Social rules
• Lesson location

Examine the Materials for Learning

7. Will different materials be needed to ensure participation?
   • Same content but variation in size, number, format
   • Additional or different materials/devices
   • Materials that allow a different mode of input
   • Materials that allow a different mode of output
   • Materials that reduce the level of abstraction of information

Examine the Support Structure

8. Will personal assistance be needed to ensure participation?
   • From peers or the general education instructor?
   • From the support facilitator’?
   • From therapists’?
   • From paraprofessionals?
   • From others?

Arrange Alternative Activities that Foster Participation and Interaction

9. Will a different activity need to be designed and offered for the student and a small group of peers?
   • In the classroom
   • In other general education environments
   • In community-based environments

## Curriculum Adaptations

It is important to correlate adaptations with the IEP. In other words, we are not adapting for adaptations sake but, to meet the student’s needs as identified on an IEP.

<table>
<thead>
<tr>
<th>a. <strong>Curriculum as is.</strong> This is the type we forget most frequently. We need to constantly be looking at the general education curriculum and asking if the students on IEPs may gain benefit from participating in the curriculum as is. We need to keep in mind that incidental learning does occur. Curriculum as is supports outcomes as identified in standard curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Move in this direction only when necessary</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. <strong>Different objective within the same activity and curriculum.</strong> The student with an IEP works with all the other students in the classroom participating in the activity when possible but, with a different learning objective from the other students. This is where the principle of partial participation fits. Examples include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A student with a short attention span staying on task for 5 minutes.</td>
</tr>
<tr>
<td>• Using a switch to activate a communication device to share during a class discussion.</td>
</tr>
<tr>
<td>• Expressing one’s thoughts by drawing in a journal instead of writing.</td>
</tr>
<tr>
<td>• Holding a book during reading time.</td>
</tr>
<tr>
<td>• Understanding the effect World War II has on the present rather than knowing the names and dates of key battles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. <strong>Material or environmental adaptations.</strong> The material or environmental changes are utilized so that participation in the general education curriculum by the student with the IEP may occur. Examples include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 5 spelling words from the weekly list instead of the standard 20.</td>
</tr>
<tr>
<td>• Completing a cooking assignment by following picture directions rather than written directions.</td>
</tr>
<tr>
<td>• Changing the grouping of the class from large group to small groups (possible with the additional support staff).</td>
</tr>
<tr>
<td>• Changing the instructional delivery from lecture to the cooperative learning format.</td>
</tr>
<tr>
<td>• Using a computer to write an assignment instead of paper and pencil.</td>
</tr>
<tr>
<td>• Reading a test to a student.</td>
</tr>
<tr>
<td>• Highlighting the important concepts in a textbook.</td>
</tr>
<tr>
<td>• Having the student listen to a taped textbook.</td>
</tr>
<tr>
<td>• Using enlarged print.</td>
</tr>
<tr>
<td>• Using an assistive technology device.</td>
</tr>
<tr>
<td>• Using visual cues such as picture and/or word schedules for those who have difficulty staying on task.</td>
</tr>
<tr>
<td>• Using a note taking guide listing the key concepts during a lecture.</td>
</tr>
</tbody>
</table>
### d. Providing Physical assistance

Assistance from another person may be needed for a student to participate in a classroom activity. If possible, it is better to use natural supports (peers) as these will be the people always present in the student’s life. If the use of peers is not possible, then either the support teacher, the paraprofessional, the classroom teacher, the classroom aide, or a parent volunteer may provide the assistance. Most peers and staff will need training in the correct way of providing physical assistance. In addition, we need to keep in mind the principle of partial participations. Examples include:

- Starting a computer for an student with an IEP to use.
- Guiding a hand during handwriting.
- Assisting in activating a switch.
- Completing most of the steps of an activity and having a student with an IEP do the remainder.
- Pushing a student in a wheelchair to the next activity.

### e. Alternative/substitute curriculum

This is sometimes referred to as functional curriculum as it usually involves the acquisition of “life skills.” The decision to use alternative/substitute curriculum is a major change and needs to be reflected on the IEP. This decision should be carefully made after weighing all of the pros and cons of using an alternative curriculum. The alternative curriculum may or may not take place in the general education classroom. Examples include:

- Community-based instruction (which all students may benefit from!)
- Learning job skills in the school cafeteria.
- Learning how to use a communication device.
- Doing laundry for the athletic department.
- Learning cooking/grooming skills at the home.

Overlap does occur among the five types of curriculum adaptations.

---

## Nine Types of Adoptions

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the way instruction is delivered to the learner.</td>
<td>Adapt how the learner can respond to instruction</td>
<td>Adapt the time allotted and allowed for learning, task completion or testing.</td>
</tr>
<tr>
<td>For example: Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.</td>
<td>For example: Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.</td>
<td>For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</td>
<td>Increase the amount of personal assistance with specific learner.</td>
<td>Adapt the number of items that the learner is expected to learn or compete.</td>
</tr>
<tr>
<td>For example: Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.</td>
<td>For example: Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.</td>
<td>For example: Reduce the number of social studies terms a learner must learn at any one time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of Participation</th>
<th>Alternate Goals</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the extent to which a learner is actively involved in the task.</td>
<td>Adapt the goals or outcome expectations while using the same materials.</td>
<td>Provide the different instruction and materials to meet a learner’s individual goals.</td>
</tr>
<tr>
<td>For example: In geography, have a student hold the globe, while others point out the locations.</td>
<td>For example: In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.</td>
<td>For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
</tbody>
</table>

Adaptations

ADAPTATIONS

Curricular
Adapt what is taught

Supplementary
Add social, communication, study or processing skills to general curriculum

Simplified
Change level of difficulty or include fewer objectives

Alternative
Teach functional skills plus embedded social, communication and motor skills

Instructional
Adapt how it is taught and how learning is demonstrated

Instructional stimulus or input
Difficulty/amount
Modality
Formal materials

Student response or output
Difficulty/amount
Modality
Formal materials

Ecological
Adapt the setting—where, when and with whom

When
Adapt the place

Where
Adapt the schedule

Who
Adapt staffing, grouping

Stages of Adapations

Stage 1
General Adaptations
Blueprints or formats for adapting predictable activities and routines

Stage 2
Specific Adaptations
Time-limited adaptations for a particular lesson, activity or unit

Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:
   reading  math  science  social studies  writing  music  health  P.E.  art
   Grade Level: ....................

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know
   ........................................................................................................................................

4. Briefly identify the instructional plan for most learners: As teacher, I will ........................................
   ........................................................................................................................................

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   ........................................................................................................................................

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what
   or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty</td>
<td>Level of Support</td>
<td>Size</td>
</tr>
<tr>
<td>Degree of Participation</td>
<td>Alternate Goal</td>
<td>Substitute Curriculum</td>
</tr>
</tbody>
</table>
Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:
   - reading
   - math
   - science
   - social studies
   - writing
   - music
   - health
   - P.E.
   - art

   Grade Level: ...

2. Select the lesson topic to be taught (on one day): **Vocabulary comprehension**

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know ...the meaning of new vocabulary works from their story...

4. Briefly identify the instructional plan for most learners: As teacher, I will **ask students to complete a matching activity in which they match words and definitions on paper. The students will also choose one word and write a sentence using the word on the bottom of their paper.**

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan: **Kim**

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th><strong>Input</strong></th>
<th><strong>Output</strong></th>
<th><strong>Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Place students in cooperative groups and divide the task between group members. Each member teaches their vocabulary work to team members.</td>
<td>Allow the student to record all or part of the assignment on tape.</td>
<td>Ask the student to complete the assignment at home and return it the next day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Difficulty</strong></th>
<th><strong>Level of Support</strong></th>
<th><strong>Size</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select different vocabulary words for the student to learn; words that are less difficult or in some cases more difficult.</td>
<td>Ask a classmate, peer tutor or teaching assistant to assist in completing the assignment.</td>
<td>Select fewer (or more) words for the student to learn, but leave the assignment the same as for other students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Degree of Participation</strong></th>
<th><strong>Alternate Goal</strong></th>
<th><strong>Substitute Curriculum</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to check classmates’ definitions against as answer key.</td>
<td>Set the goal as being to write the words only, or being able to pronounce the words, or just listening to the words and definitions.</td>
<td>Choose a different story for the student to read and identify one or several words the learner needs to know.</td>
</tr>
</tbody>
</table>
Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   - math
   - science
   - history
   - literature
   - business
   - P.E.
   - fine arts
   - health
   Grade Level: 

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the *curricular* goal for most learners: By the end of this class, most students will know

4. Briefly identify the *instructional* plan for most learners: As teacher, I will

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of Participation</th>
<th>Alternate Goal</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE FORM

Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   math    science    history    literature    business    P.E.    fine arts    health
   Grade Level: 10

2. Select the lesson topic to be taught (on one day): Concept comprehension

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will be able to define and explain the relevance of five concepts from their text chapter.

4. Briefly identify the instructional plan for most learners: As teacher, I will ask the students to read the chapter, identify five key concepts and write a short paragraph describing each concept they have chosen.

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   John

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a review of the chapter prior to having the student complete the written work.</td>
<td>Allow the student to use a tape recorder to dictate the assignment instead of having to write the answers.</td>
<td>Allow the student an extra day to complete the task either in study hall or at home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the key concepts for the student but keep the remainder of the assignment the same.</td>
<td>Place the students in cooperative groups to complete this assignment. Group members can assist the student with reading or writing.</td>
<td>Select fewer or more concepts for the student to learn, but leave the assignment the same as for other students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of Participation</th>
<th>Alternate Goal</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to pick out related books from the library that will provide supplementary information for classmates.</td>
<td>Set the goal as being to write the key concept words only, or being able to pronounce the words, or just listening to the words and descriptions.</td>
<td>During this lesson the student can work on keyboarding skills in the computer lab.</td>
</tr>
</tbody>
</table>
### Thematic Lesson Plan

<table>
<thead>
<tr>
<th>School Name</th>
<th>Class</th>
<th>Unit</th>
<th>Room</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Age:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Parent/Guardian</td>
<td>Phone:</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Inclusion Support Teacher</td>
<td></td>
</tr>
</tbody>
</table>

**Major standards, objectives and expectations for the unit**

**Materials, books, media, worksheets, software, etc.**

**Instructional arrangements.** Time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:

**Projects, supplemental activities, and homework**

**Assessments(s) and final products.** Summarize actual student performance (attach examples as appropriate) on the reverse.

**Items requiring accommodations and/or modifications**

PEAK Parent Center, Inc. 1999
### Thematic Lesson Plan

**School Name:** Palm View Elementary  
**Class:** Social Studies  
**Unit:** More Alike Than Different

**Student Name:** Corey Santos  
**Age:** 8  
**Grade:** 2  
**Parent/Guardian:** Ms. Anita Santos  
**Phone:** 555-5432  
**Classroom Teacher:** Mr. Sean Garrett  
**Inclusion Support Teacher:** Ms. Tangela Hunter

**Room:** 21

**Major standards, objectives and expectations for the unit:**
1. Understand why personal and civic responsibility are important.
2. Understand the cultural traditions and contributions of various societies and groups.
3. Display appreciation of diversity in our society, including cultural, gender, and ability.

**Materials, books, media, worksheets, software, etc.:**
1. Children's books on topic
2. "Chocolates" posterboard (Activities for a Diverse Classroom)
3. Family interview questions
4. Slides and overheads

**Items requiring accommodations and/or modifications:**
1. Some books on tape
2. Highlighted posterboard
3. Fewer questions - done on audio tape

**Instructional arrangements, time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction, Does it change day to day? Explain:**
1. Large group for read aloud
2. Interactive lessons using various media
3. Cooperative groups to complete HyperStudio project
4. Small group for chocolate activity

**Items requiring accommodations and/or modifications:**
2. Modify if necessary
3. Paraprofessional assistance with computer

**Projects, supplemental activities, and homework:**
1. "Box of Chocolates" activity (Activities for a Diverse Classroom)
2. HyperStudio group project: Are We More Alike Than Different?
3. Homework - Family interview

**Items requiring accommodations and/or modifications:**
1. Highlight posterboard of key points
2. Select task items at student's instructional level
3. Provide word bank or magazine pictures

**Assessment and final products, Summarize actual student performance (attach examples as appropriate) on the reverse:**
1. Completion of group activities
2. Rubric for HyperStudio presentation
3. Family interview

**Items requiring accommodations and/or modifications:**
1. Assess on use of language
2. Modify rubric
### Thematic Lesson Plan

**School Name:** Palm View Elementary  
**Class:** Language Arts  
**Unit:** One Book, Two Book, Red Book, Blue Book: Author Study of Dr. Seuss  
**Room:** 21

#### Student Name: Corey Santos  
**Age:** 8  
**Grade:** 2  
**Parent/Guardian:** Ms. Anita Santos  
**Phone:** 555-5432  
**Classroom Teacher:** Mr. Sean Garrett  
**Inclusion Support Teacher:** Ms. Tangela Hunter

**Major standards, objectives and expectations for the unit:**
1. Increase comprehension by rereading, retelling, and discussion.  
2. Determine the main idea in nonprint communication.  
3. Write, question, and make observations about familiar topics, stories, and new experiences.  
4. Recognize personal preferences in literature.

**Materials, books, media, worksheets, software, etc.:**
1. Dr. Seuss books;  
2. Formatted reflective journal;  
3. Summary sheet to be completed on each book;  
4. Family response journal (homework);  
5. Video versions of Dr. Seuss books;  
6. Computer ClarisWorks programs;  
7. Biographical source materials

**Items requiring accommodations and/or modifications:**
1. Pictures available for use in journal  
2. Picture vocabulary writing program  
3. Taped readings of source material

**Instructional arrangements, time and opportunities for large group, small group, co-op groups, learning centers, individual activities, non-classroom instruction:**
Does it change day to day? Explain:  
1. Large group for K-W-L chart;  
2. Large group read aloud;  
3. Read-write-pair-share;  
4. Individual journal writing;  
5. Partner research in media center;  
6. Concept web of themes;  
7. Small group editing

**Projects, supplemental activities, and homework:**
1. Read 2 books—parent and child write in response journal (homework);  
2. Choose 4 books from list (one must be a video), analyze for common themes;  
3. Analyze for a kindergartner, then read aloud to him or her

**Assessments (attach examples as appropriate) on the reverse:**
1. Reflective journal entries  
2. Author project rubric of presentation  
3. Self-assessment of kindergarten reading  
4. Portfolio selection

**Items requiring accommodations and/or modifications:**
1. Parent tips for activity  
2. Assistance in selecting books  
3. Reduce rubric to focus on thematic analysis  
4. Use pictures to support self-assessment
SAMPLE FORM  (Secondary)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Class</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class Schedule:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td></td>
<td>Phone:</td>
</tr>
<tr>
<td>Advocate Teacher:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Major standards, objectives and expectations for the unit

Materials, books, media, worksheets, software, etc.

Items requiring adaptations and/or modifications

Instructional arrangements. Time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:

Items requiring adaptations and/or modifications

Projects, supplemental activities, and homework

Items requiring adaptations and/or modifications

Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse:

Items requiring adaptations and/or modifications

PEAK Parent Center, Inc. 1999
# Academic Unit Lesson Plan

**School Name:** Central  
**Class:** Biology  
**Unit:** The Cell

| **Student Name:** Kelley Glass  
| **Age:** 15  
| **Grade:** 10  
| **Parent/Guardian:** Ms. Rebecca Glass  
| **Class:** Phone: 555-1212  
| **Advocate Teacher:** Mr. David Porter  
| **Classroom Teacher:** Ms. Juanita Fouk Script

**Class Schedule:**  
1. Block 1: Math  
2. Block 2: English  
3. Block 3: Biology  
4. Block 4: World Geography  
5. Block 5: 3-D Art

**Room:** 22

**Major standards, objectives and expectations for the unit:**
1. Students will understand the structure and function of the cell.  
2. Students will identify the parts of the cell.  
3. Students will identify how cells are organized in multi-cellular organisms.

**Materials, books, media, worksheets, software, etc.:**
1. Book: Modern Biology  
2. Educational videos related to chapter contents  
3. Art supplies for Cell projects  
4. Chapter worksheets  
5. Primary source: Science magazine article on the cell  
6. Local biology professor to share current research on cells

**Items requiring adaptations and/or modifications:**
1. Order textbook from publisher on cassette.  
2. Modify worksheets to emphasize key points of chapters.  
3. Record science magazine article on audio tape.

**Instructional arrangements, time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:**
1. Large group instruction with overheads to introduce the cell  
2. Small groups to complete labs, worksheets, mind map, and chapter review  
3. Two cell labs will be completed in partners (onion skin & Jell-O)  
4. Individual time to complete illustrated vocabulary

**Items requiring adaptations and/or modifications:**
1. Copy of teacher's overhead transparencies given to students.  
2. Peer takes notes and highlights key points; student types on to computer for both.  
3. Use of "Read, write, pair, share" strategy (see description on page 12) as chapter review

**Projects, supplemental activities, and homework:**
1. Homework: Complete vocabulary, bring in Jell-O cell food items  
2. "Design a cell" and "Parts of the cell" group projects & presentations  
3. Write-up for each completed lab with illustrations

**Items requiring adaptations and/or modifications:**
1. Magazine pictures to illustrate the meaning of vocabulary words  
2. Labs write-up sheet completed with peer using computer graphics & illustrations to supplement write-up

**Assessmental and final products. Summarize actual student performance (attach examples as appropriate) on the reverse:**
1. Add illustrated vocabulary words to class portfolio  
2. Culminating activity: "Design a cell" and "Parts of the cell" projects  
3. Chapter test

**Items requiring adaptations and/or modifications:**
1. Chapter test read orally with additional time given, reducing the number of options for multiple choice questions to focus on major concepts, and providing options for short answer questions.
## SAMPLE FORM

### Academic Unit Lesson Plan

**School Name:** Central  
**Class:** Sophomore  
**English**  
**Unit:** Of Mice and Men

**Student Name:** Kelley Glass  
**Age:** 15  
**Grade:** 10  
**Parent/Guardian:** Ms. Rebecca Glass  
**Phone:** 555-1234  
**Advocate Teacher:** Mr. David Porter  
**Classroom Teacher:** Mr. Sam Moore

**Class Schedule:**  
- Block 1: Math  
- Block 2: English  
- Block 3: Biology  
- Block 4: World Geography  
- Block 5: 3-D Art  
**Room:**  
- 22  
- 117  
- 108  
- 150  
- 19

**Major standards, objectives and expectations for the unit:**
1. Students will evaluate their behavior related to prejudice and diversity.
2. Students will learn about the plight of an migrant farmworker.
3. Students will learn about the times during the Depression and the time period in which Steinbeck did his writing.

**Materials, books, media, worksheets, software, etc.:**
1. Copy of the short story "The Circuit" by Francisco Jimenez  
2. Copy of the novel Of Mice and Men by John Steinbeck  
3. Worksheets for each of the six chapters  
4. Video of the book Of Mice and Men  
5. Video camera  
6. "I Am" poem to use with "The Circuit"  
7. "Open Mind" worksheet (see activity under Projects)  
8. Circle of Friends worksheet (see activity under Projects)

**Instructional arrangements:**
- Time and opportunities for large group, small group, partner, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain
  1. Large group instruction for introduction of the time period, Steinbeck, the Depression and migrant farmworkers. Use of opening question in Socratic dialogue format: Am I my brother's keeper?  
2. Small groups for "I Am" poem for "The Circuit"  
3. Student pairs to complete worksheets  
4. Large group presentation for trial for George (with every student having a part in the trial)

**Projects, supplemental activities, and homework:**
1. Class complete chapter worksheets  
2. "I Am" poem on short story "The Circuit" Students complete outline of poem format that includes descriptive phrases, parallel structure, and concrete thinking  
3. Simulated trial of George for killing Lennie  
4. Homework: review week in trial, some reading of novel at home  
5. Illustration of vocabulary words  
6. "Open Mind" activity students fill in from perspectives of specified characters  
7. Circle of Friends activity, students complete circular diagram to identify their relationships with family members, friends, students complete similar diagram for Lennie's character (From OF Mice and Men)

**Assessment and final products:**
- Summarize actual student performance (attach examples as appropriate) on the reverse.  
  1. Trial presentation/Videotaped  
  2. Objective test  
  3. Evaluative essay

**Items requiring adaptations and/or modifications:**
1. Audio/visuals instead of the short story "The Circuit"  
2. Audio/visuals instead of the novel Of Mice and Men  
3. Reformat chapter summary worksheets and comprehension questions using outlines, pictures, or other format

**Items requiring adaptations and/or modifications:**
1. Peer takes notes in class; student types notes on computer for both  
2. Give options for responses for completing plans (3 choices for each line of the poem)  
3. Listen to audio/visual family members read book  
4. Rehearse play in class with picture cue cards  
5. Word bank to use for completing "Open Mind" activity

---

**PEAK Parent Center, Inc. 1999**