ART730 – Advanced Ceramics
A Course Outline for Fine Arts

Developed: October 2015
Revised: 
Approved: 

Approved by the Board of Education
October 22, 2015
# Table of Contents

- **STATEMENT OF PURPOSE** ................................................................. 3
- **THE LIVING CURRICULUM** .............................................................. 4
- **AFFIRMATIVE ACTION** ..................................................................... 4
- **MODIFICATIONS AND ADAPTATIONS** .............................................. 4
- **GRADING PROCEDURES** ................................................................. 6
- **COURSE PROFICIENCIES** ................................................................. 7
- **BIBLIOGRAPHY** ............................................................................. 17
- **APPENDIX A** SAMPLE AUTHENTIC ASSESSMENT .......................... 18
- **APPENDIX B** ASSESSMENT ............................................................... 20
- **APPENDIX C** NEW JERSEY STUDENT LEARNING STANDARDS ......... 22
- **APPENDIX D** CURRICULUM MODIFICATIONS & ADAPTATIONS ....... 23
STATEMENT OF PURPOSE
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.

Advanced Ceramics

Students may take Advanced Ceramics after masterful completion of Ceramics I. This full year course is intended for students who wish to further develop their ceramic skills through hand building and wheel throwing. 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 develop a personal voice and style as an artist. Through deeper understanding of form and function, they will be able to design and construct advanced work suitable for exhibit and competition.

This course is aligned with the New Jersey Core Curriculum Content Standards for Fine Art and the New Jersey Student Learning Standards for Technological Literacy (NJSLS for Technological Literacy).
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, which 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, the texts 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*.
2. understand the principles of two-dimensional design using the The Elements of Art*.
3. understand the principles of three-dimensional design using the 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 tools and equipment.
12. explore careers in the field of art.

*The Elements of Art are line, shape, color, space, value, texture, and form.
GRADING PROCEDURES

Students’ grades are based on the following:

Performance: 60%
- Meets/Exceeds personal ability
- Demonstrates mastery of skills
- Ensures all criteria have been met for assignment

Analysis: 20%
- Self-Assessment Written
- Assessment Oral
- Critique

Work Ethic: 20%
- Concept Sketches
- Digital Portfolio Maintenance
- Stays on task during class time

High School

<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>
</tbody>
</table>


PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
COURSE PROFICIENCIES

Course:  ART730
Title:  ADVANCED CERAMICS

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Core Curriculum Content Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:

1. develop a personal artistic style.
2. extend technical skills of clay construction.
3. examine the possibilities and limitations of clay.
4. demonstrate self-discipline and time management skills.
5. make appropriate and discriminating choices of glazes for original ceramic art works.
6. extend knowledge of glaze formulation and application.
7. use the potter’s wheel competently.
8. distinguish between decorative, practical, and conceptual approaches to clay.
9. explore non-traditional techniques.
10. solve advanced problems independently.
11. apply design concept that form follows function.
12. practice safe habits in the ceramics studio.
13. provide and receive constructive feedback in classroom critiques.
14. exhibit original work.
15. photograph and edit work to maintain a digital portfolio.
16. examine career opportunities in the ceramics industry.
17. evaluate and discuss works of art from a variety of historical and world cultures.
18. use historical and cultural content of art as inspiration for work.
19. maintain a log of ceramics techniques, design resources, and historical research.
**Essential Questions**

What construction method is best suited to express my artistic voice?

What strengths do I possess for creative expression?

How can proper structure and creativity coexist in the same piece?

How can I make an everyday object that is personal and unique?

How do cultural and historical pieces affect my work process?

**Enduring Understandings**

Many rules can be broken when creating art, but some rules must always be followed to ensure success.

There are many ways to solve the same problem.

Everyone’s vision is different.

Function and form can coexist.

Others may interpret my work differently than I do.

The smallest detail can make a big difference.
## ADVANCED CERAMICS

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>Standards</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student will be able to:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
● create several pieces based on a common theme.  
● explore and develop a unique glazing method. | Log of concept sketches  
Log of construction plans  
Class participation  
Teacher observation | |
● combine hand-building and throwing to construct a teapot.  
● use advanced tools to create surface texture on functional ware. | Log of concept sketches  
Log of construction plans  
Class participation  
Project Rubric  
Class Critique  
Written Self Assessment | |
<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>Standards</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>1.3.12.D.2 1.3.12.D.4 1.3.12.D.1 1.3.12.D.2 1.4.12.B.1</td>
<td>Students will: • build a functional piece that visually ‘defies gravity’. • create a sculpture that breaks the rules of clay. • incorporate non-clay materials into clay to create texture or translucency in a piece.</td>
<td>Log of concept sketches Log of construction plans Class participation Written Self Assessment Teacher observation</td>
<td></td>
</tr>
<tr>
<td>PROFICIENCY / OBJECTIVE</td>
<td>Standards</td>
<td>SUGGESTED ACTIVITY</td>
<td>EVALUATION/ ASSESSMENT</td>
<td>TEACHER NOTES</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>The student will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. demonstrate self-discipline and time management skills.</td>
<td>1.1.12.D.2 1.3.12.D.1 1.3.12.D.2 1.4.12.A.1</td>
<td>- develop a timeline in which a series of pieces are to be created. &lt;br&gt; - design projects that can be completed according to a given deadline.</td>
<td>Log of concept sketches  Class participation  Project Rubric  Class Critique  Written Self Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. make appropriate and discriminating choices of glazes for original ceramic works.</td>
<td>1.1.12.D.1 1.1.12.D.2 1.3.12.D.1 1.4.12.A.2</td>
<td>- create tumblers with glazes that are appealing for use. &lt;br&gt; - create a figural sculpture that uses several types of glaze to depict various textures. &lt;br&gt; - work in a series that shows a change or progression of glaze development.</td>
<td>Log of glazes  Class Critique  Written Self Assessment</td>
<td>Teacher observation</td>
</tr>
</tbody>
</table>
## ADVANCED CERAMICS

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>Standards</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. extend knowledge of glaze formulation and application.</td>
<td>1.1.12.D.2 1.3.12.D.1 1.3.12.D.2 1.4.12.A.1</td>
<td>● create and maintain glaze logs.  ● make glaze chip samples using various layering techniques.  ● create a series of objects that have a variety of glaze application techniques.</td>
<td>Log of glaze techniques  Written Self Assessment  Teacher observation  Teacher created rubric</td>
<td></td>
</tr>
<tr>
<td>7. use the potter’s wheel competently.</td>
<td>1.2.12.A.2 1.3.12.D.1 1.3.12.D.3</td>
<td>● make a bottle form on the wheel.  ● make a closed form on the wheel.  ● make 3 or more pieces that are identical in size and shape.</td>
<td>Log of concept sketches  Log of construction plans  Class participation  Project Rubric  Class Critique  Written Self Assessment</td>
<td></td>
</tr>
<tr>
<td>PROFICIENCY / OBJECTIVE</td>
<td>Standards</td>
<td>SUGGESTED ACTIVITY</td>
<td>EVALUATION/ASSESSMENT</td>
<td>TEACHER NOTES</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------</td>
<td>-------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| 8. distinguish between decorative, practical and conceptual approached to clay. | 1.3.12.D.4 1.3.12.D.1 | ● create a pieced vessel.  
● create a set of nesting bowls.  
● create a non-functional place setting. | Class participation        |               |
|                          |             |                                                             | Project Rubric              |               |
|                          |             |                                                             | Class Critique              |               |
|                          |             |                                                             | Written Self Assessment     |               |
● create a functional piece using non-traditional building techniques. | Class Critique              |               |
|                          |             |                                                             | Written Self Assessment     |               |
● create a sculptural piece that requires selective drying.  
● research reasons for glaze faults and resolve them. | Log of construction plans   |               |
|                          |             |                                                             | Class participation         |               |
|                          |             |                                                             | Project Rubric              |               |
|                          |             |                                                             | Class Critique              |               |
|                          |             |                                                             | Written Self Assessment     |               |
### ADVANCED CERAMICS

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>Standards</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. apply the design concept of form following function.</td>
<td>1.3.12.D.2 1.3.12.D.4 1.3.12.D.1 1.4.12.B.1</td>
<td>● create a non-functional tea set.  ● create a vessel based on pelisse ware.  ● create a pitcher for a specific use that mimics its contents.</td>
<td>Log of concept sketches  Log of construction plans  Class participation  Project Rubric  Class Critique  Written Self Assessment</td>
<td>This occurs throughout the entire course.</td>
</tr>
<tr>
<td>12. practice safe habits in the ceramics studio.</td>
<td>1.2.12.A.2 1.3.12.D.1 1.3.12.D.3</td>
<td>● clean work area with wet wiping.  ● use a mask when sanding work.  ● unload a kiln properly.</td>
<td>Class participation  Teacher observation</td>
<td></td>
</tr>
</tbody>
</table>

**Students will:**
<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>Standards</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>1.3.12.D.1 1.3.12.D.2 1.4.12.B.1</td>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. provide and receive constructive feedback in classroom critiques.</td>
<td></td>
<td>• participate in an oral critique.</td>
<td>Class participation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• write a review of another student’s work.</td>
<td>Project Rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• write a reaction to an oral critique of their work.</td>
<td>Class Critique</td>
<td></td>
</tr>
<tr>
<td>14. exhibit original work.</td>
<td></td>
<td>• choose work to be displayed in district.</td>
<td>Class participation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• set up a one artist display of work.</td>
<td>Project Rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• enter local contests and exhibits.</td>
<td>Class Critique</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3.12.D.1 1.3.12.D.2 1.4.12.B.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. photograph and edit work to maintain a digital portfolio.</td>
<td></td>
<td>• photograph work using a sweep.</td>
<td>Project Rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• edit photographs using iPhoto or Lightroom.</td>
<td>Class Critique</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Written Self Assessment</td>
<td></td>
</tr>
<tr>
<td>16. examine career opportunities in the ceramics industry.</td>
<td></td>
<td>• research and write a paper on a given career.</td>
<td>Class participation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• make a visual and oral presentation on a chosen career in ceramics.</td>
<td>Project Rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Class Critique</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Written Self Assessment</td>
<td></td>
</tr>
</tbody>
</table>
### ADVANCED CERAMICS

#### PROFICIENCY / OBJECTIVE

<table>
<thead>
<tr>
<th>The student will be able to:</th>
<th>Standards</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
</table>
| 17. evaluate and discuss works of art from a variety of historical and world cultures. | 1.3.12.D.2  
1.3.12.D.4  
1.3.12.D.1  
1.3.12.D.2  
1.4.12.B.1 | ● compare student work to historical pieces during a critique.  
● research, compare and contrast two cultures’ ceramic work in an oral presentation. | Class participation  
Project Rubric | |
| 18. Use historical and cultural content as inspiration for work. | 1.3.12.D.1  
1.3.12.D.2  
1.4.12.B.1 | ● choose ceramic work from a culture to research and use as inspiration for a sculpture.  
● choose a culture’s motif to use as inspiration for a personal motif in a series.  
● examine ancient cultures’ texture making techniques and duplicate them. | Log of concept sketches  
Log of construction plans  
Class participation  
Written Self Assessment | |
| 19. Maintain a log of ceramics techniques, design resources and historical research. | 1.3.12.D.1  
1.3.12.D.2  
1.4.12.B.1  
● create a pin board of ideas.  
● maintain a blog of art research and concepts. | Log of concept sketches  
Class participation  
Project Rubric | |
BIBLIOGRAPHY

Resources

II. Glaze: The Ultimate Ceramic Artist's Guide to Glaze and Color
IV. Graphic Clay: Ceramic Surfaces & Printed Image Transfer Techniques
V. The Ceramic Design Book: A Gallery of Contemporary Work

WEBSITES

http://ceramicartsdaily.org/
http://www.ceramicsnow.org/
www.ceramics.org
http://lakesidepottery.com/Pages/Tips.html
http://www.simonleachpottery.com/
APPENDIX A SAMPLE AUTHENTIC ASSESSMENT
## Slab Construction Rubric

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Low Performance</th>
<th>Developing Performance</th>
<th>Good Performance</th>
<th>Exemplary Performance</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Symmetry</strong></td>
<td>No attention was paid to symmetry. The piece appears sloppy.</td>
<td>The artist makes an attempt at symmetry yet major problems exist.</td>
<td>The piece is symmetrical, yet minor flaws exist.</td>
<td>The piece is perfectly symmetrical, smooth, with all edges finished.</td>
<td><em>Feedback</em></td>
</tr>
<tr>
<td><strong>Glaze</strong></td>
<td>Glaze is very spotty and uneven.</td>
<td>The ceramic is glazed but poor workmanship is evident.</td>
<td>The ceramic is glazed evenly. Bottom has not been properly cleaned.</td>
<td>The ceramic is glazed evenly. Bottom is clean. No overlapping or gaps of glaze exist.</td>
<td><em>Feedback</em></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Student displays no original thinking in form or expression.</td>
<td>Student displays some attempt at original thinking in form or expression.</td>
<td>Student displays significant original thinking in form or expression.</td>
<td>Student displays unique and original thinking in form or expression. An element of surprise is apparent.</td>
<td><em>Feedback</em></td>
</tr>
<tr>
<td><strong>General Craftsmanship</strong></td>
<td>Student made a sloppy attempt to create a slab box.</td>
<td>The piece is not extremely well-formed. The rules for creating a slab project were barely followed.</td>
<td>The piece is well designed according to the rules for creating the box. The piece has minor problems involving smoothness and shape.</td>
<td>The piece was very neatly formed and craftsmanship is excellent. There are no imperfections in the construction.</td>
<td><em>Feedback</em></td>
</tr>
</tbody>
</table>
APPENDIX B  ASSESSMENT
Coil Mug Reflection
Write a two paragraph, vivid description about the experience of using your wheel thrown mug. In your description mention the following:

Appearance – color, shape, size, texture
Feel – weight, thickness, surface, what it feels like in your hand
Function – handle, lip, foot, balance, what it’s like to drink from

## Coil Mug Rubric

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Low</th>
<th>Developing</th>
<th>Good</th>
<th>Exemplary</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symmetry</td>
<td>No attention was paid to symmetry. The cup and/or handle appears sloppy.</td>
<td>The cup and handle makes an attempt at symmetry yet major problems exist.</td>
<td>The cup and handle are symmetrical, yet minor flaws exist.</td>
<td>The cup and handle are perfectly symmetrical, smooth, with all edges finished.</td>
<td></td>
</tr>
<tr>
<td>Glaze</td>
<td>Glaze is very spotty and uneven.</td>
<td>The mug is glazed but poor workmanship is evident.</td>
<td>The mug is glazed evenly, but very simply.</td>
<td>The mug is glazed evenly and layered or detailed.</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Student displays no original thinking in form or expression.</td>
<td>Student displays some attempt at original thinking in form or expression.</td>
<td>Student displays significant original thinking in form or expression.</td>
<td>Student displays unique and original thinking in form or expression. An element of surprise is apparent.</td>
<td></td>
</tr>
<tr>
<td>General Craftsmanship</td>
<td>Student made a sloppy attempt to create a cup and/or handle.</td>
<td>The cup and/or handle is not extremely well-formed. The rules for creating a handle were barely followed.</td>
<td>The mug is well designed. The mug has minor problems involving smoothness and shape.</td>
<td>The mug and handle were very neatly formed and craftsmanship is excellent. There are no imperfections in the construction.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C   NEW JERSEY STUDENT LEARNING STANDARDS

1 - Visual and Performing Arts
8 - Technology
9 - 21st Century Life and Careers
APPENDIX D  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 of 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>Move in this direction only when necessary</td>
</tr>
<tr>
<td>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:</td>
</tr>
<tr>
<td>• A student with a short attention span staying on task for 5 minutes.</td>
</tr>
<tr>
<td>• Using a switch to act as 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>
<tr>
<td>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:</td>
</tr>
<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 Adaptions

<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><em>For example:</em> Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.</td>
<td><em>For example:</em> Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.</td>
<td><em>For example:</em> 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 complete.</td>
</tr>
<tr>
<td><em>For example:</em> Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.</td>
<td><em>For example:</em> Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.</td>
<td><em>For example:</em> 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><em>For example:</em> In geography, have a student hold the globe, while others point out the locations.</td>
<td><em>For example:</em> In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.</td>
<td><em>For example:</em> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
</tbody>
</table>

Adaptations

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></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>
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: 4

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 words 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>Input</th>
<th>Output</th>
<th>Time</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>Difficulty</th>
<th>Level of Support</th>
<th>Size</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>Degree of Participation</th>
<th>Alternate Goal</th>
<th>Substitute Curriculum</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>

Center for School & Community Integration, Institute for the Study of Developmental Disabilities, Indiana University, Bloomington, IN
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>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>
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>
</tr>
</thead>
</table>

**Student Name:**
- Age:
- Grade:
- Parent/Guardian:
- Classroom Teacher:
- Inclusion Support Teacher:

**Room:**

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

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

**Items requiring accommodations and/or modifications:**

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

**Projects, supplemental activities, and homework:**

**Items requiring accommodations and/or modifications:**

**Assessment(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  
**Date:**

### 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. "Chocolate" posterboard (Activities for a Diverse Classroom)
3. Family interview questions
4. Silhouettes and overheads

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

### 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:
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 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 as student’s instructional level
3. Provide word bank or magazine pictures

### Assessment(s) and final products. Summarize actual student performance attach examples on 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  
**Student Name**: Corey Santos  
**Age**: 8  
**Grade**: 2  
**Parent/Guardian**: Ms. Anita Santos  
**Classroom Teacher**: Mr. Sean Garrett  
**Inclusion Support Teacher**: Ms. Tangela Hunter  
**Room**: 21

## Major standards, objectives and expectations for the unit
1. Increase comprehension by rereading, retelling, and discussion.  
2. Determine the main idea in nonfictional 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 journals;  
3. Summary sheet to be completed on each book;  
4. Family response journal (homework);  
5. Video versions of Dr. Seuss books;  
6. Computer - ClarisWorks program;  
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
**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

## Items requiring accommodations and/or modifications
1. Preview for prior knowledge  
2. Picture schedule of activity  
3. Design with sentence stems  
4. Create list of materials to locate  
5. Pictures for web  
6. Picture checklist of process

## 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 kindergarten, then read aloud to him or her

## Items requiring accommodations and/or modifications
1. Parent tips for activity  
2. Assistance in selecting books

## Assessment(s) and final products
**Summarize actual student performance (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. Reduce rubric to focus on thematic analysis  
2. Use pictures to support self-assessment

---

PEAK Parent Center, Inc. 1999
**SAMPLE FORM (Secondary)**

![Academic Unit Lesson Plan](image)

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

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

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

**Projects, supplemental activities, and homework**

**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 Details
- **Name:** Kelley Glass  
- **Age:** 15  
- **Grade:** 10  
- **Parent/Guardian:** Ms. Rebecca Glass  
- **Phone:** 555-1212  
- **Advocate Teacher:** Mr. David Porter  
- **Classroom Teacher:** Ms. Juanita Fouche

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

#### Room
- **Block 1:** 22  
- **Block 2:** 147  
- **Block 3:** 106  
- **Block 4:** 150  
- **Block 5:** 17

#### 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.

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 discuss current research on cells

#### Instructional Arrangements
- **Time and Opportunities for Large Group, Small Group, Circle Group, Learning Centers, Individual Activities, Nonclassroom 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 maps, and chapter review  
3. Two cell labs will be completed in partners (onion skin & Jell-O)  
4. Individual time to complete illustrated vocabulary

#### 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

#### Assessment(s) 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. Order textbook from publisher on cassette.  
- 2. Modify videos to emphasize key points of chapters.  
- 3. Record science magazine article on audio tape.  

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

---

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

**Items requiring adaptations and/or modifications**
- 3. 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

<table>
<thead>
<tr>
<th>Academic Unit Lesson Plan</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Student Name: Kelley Glass</th>
<th>Class Schedule</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age: 15</td>
<td>Block 1: Math</td>
<td>22</td>
</tr>
<tr>
<td>Grade: 10</td>
<td>Block 2: English</td>
<td>147</td>
</tr>
<tr>
<td>Parent/Guardian: Ms. Rebecca Glass Phone: 555-1212</td>
<td>Block 3: Biology</td>
<td>108</td>
</tr>
<tr>
<td>Advocate Teacher: Mr. David Porter</td>
<td>Block 4: World Geography</td>
<td>150</td>
</tr>
<tr>
<td>Classroom Teacher: Mr. John Moore</td>
<td>Block 5: 3-D Art</td>
<td>19</td>
</tr>
</tbody>
</table>

**Major standards, objectives and expectations for the unit:**
1. Students will evaluate their beliefs related to prejudice and diversity.
2. Students will learn about the plight of the migrant farm worker.
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 Saxmer
2. Copy of the novel Of Mice and Men by John Steinbeck
3. Video of the books Of Mice and Men
4. "I Am" poem worksheet (see activity under Projects)
5. "Open Mind" activity worksheet (see activity under Projects)

**Instructional arrangements. Time and opportunities for large group, small group, cross group, learning centers, individual activities, non-classroom instruction.**
1. Large group instruction for introduction of the time period, Steinbeck, the Depression and migrant farm workers; 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 completes chapter worksheets
2. "I Am" poem on short story "The Circuit" Students complete outline of poem format that includes descriptive phrases, parallel structure within lines, and constructive characters
3. Simulated trial of George for killing Lennie
4. Homework: rehearsal roles in trial, some reading of novel at home
5. Illustration of vocabulary words
6. "Open Mind" activity students fill in thoughts from the perspective of specified characters
7. Circle of friends activity students complete circular diagram to identify their relationships with family and friends; students complete similar diagram for Lennie's character (from Of Mice and Men)

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

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

1. Peer takes notes in class, student takes notes on computer for both

**Items requiring adaptations and/or modifications**
1. Reformatted worksheets completed on the computer with the peer tutor
2. Game options for responses for completing poem (3 choices for each line of the poem)
3. Listen to audio tape and complete family members read book.
4. Rehearse parts in play with picture aids cards
5. Word bank, use for completing "Open Mind" activity

---

PEAK Parent Center, Inc. 1999