ELA801 – ART PALOOZA: PAST, PRESENT AND FUTURE
A Course Outline for 8th Grade Art

Approved by the Board of Education
October 22, 2015
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STATEMENT OF PURPOSE

MIDDLE SCHOOL

The Middle School Art Program is a continuation of the philosophy, concepts, and skills learned in the kindergarten through fifth 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 are objectives indicating that 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 New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts, and the NJSLS for Technology. Separately we assess students to gauge progress and inform instruction. Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 6 through 8 are administered once per quarter.

ART PALOOZA

This semester course is a fusion of Art History and Art Making. In this course, students will study and create art inspired by different movements, the artists who helped create these movements, and their work. Art history, art appreciation, problem solving, and critical thinking are integrated throughout this course, allowing students to develop increasingly sophisticated creative strategies, skills, and habits of mind.
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.
GRADE 8 GENERAL 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. be introduced to aesthetic inquiry.
7. utilize specific artifacts or artists from diverse time periods and cultures to present, and implement art projects.
8. work with various artistic styles of the past and modern time (Realism, Impressionism, Fauvism, Cubism, Pop, Surrealism and Abstract Expressionism).
9. identify the role that functional and decorative arts have played in world cultures.
10. become familiar with art forms created by different cultures.
11. study an artist.
   a. recognize the way the artist manipulates expressive qualities, technical qualities, and media.
   b. recognize the dominant theme found in the artist’s work.
   c. study the pertinent history of the artist's life.
   d. be able to identify and describe works of art by the artist.
   e. recognize and identify a style of art.
   f. identify the selected artist’s use of artistic techniques to convey an idea or message.
12. integrate technology into the art curriculum.
13. learn how to analyze and critique artworks based on the knowledge of the art elements, principles of design and art history.
14. exhibit proficiency in the terminology and techniques related to areas of art study.
15. develop skills in the safe use of art supplies and equipment.
16. explore careers in the field of art.

*Elements of Art and Principles of Design*

<table>
<thead>
<tr>
<th>Color</th>
<th>Symmetry &amp; Asymmetry</th>
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<tbody>
<tr>
<td>Line</td>
<td>Contrast</td>
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<td>Value</td>
<td>Dominance</td>
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<td>Composition</td>
<td>Repetition</td>
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<td>Balance</td>
<td>Rhythm</td>
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<td>Texture</td>
<td>Theme &amp; Variation</td>
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**ASSESSMENT PROCEDURES**

Students' grades are based on the following:

Performance: 80%
- Meets/Exceeds personal ability
- Demonstrates mastery of skills
- Stays on task
- Ensures all criteria have been met for assignment

Concept Analysis: 20%
- Shows evidence of planning
- Completion of homework assignments (if applicable)
- Participates in oral and/or written critiques of individual and peer work
- Expresses ideas through class discussions
- Comprehends individual progress and strives for improvement

Middle School

| Pass (P-ES) | Exceeds Standards (Letter Grade Equivalent, A: 90-100) | Learner demonstrates a full/in-depth understanding of the concepts/skills and can **consistently apply them in a variety of ways**, including explaining to others. Work could serve as a model/example for others. |
| Pass (P-MS) | Meets Standards (Letter Grade Equivalents, B, C, D: 60 - 89) | Learner demonstrates an understanding of **some** of the concepts/skills, and can **usually** apply them. |
| Fail | Not Meeting Standards (Letter Grade Equivalent, F) | Learner demonstrates little or no understanding of the concepts/skills and can **minimally** apply them. |
In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

All students will:

1. use the elements of Art and the Principles of Design to develop a composition.
2. use the three component parts in all compositions: mid-ground, foreground, and background.
3. use line to create form.
4. create a movement and direction, using lines and form.
5. create shaded forms.
6. understand that line and form may be used to express feelings, create moods, show harmony, achieve repletion, and show depth.
7. identify drawing concepts, as demonstrated in various cultures in the history of Art.
8. integrate artistic concepts using technology.
9. develop the ability to mix secondary, intermediate, and tertiary colors.
10. Identify famous color schemes and demonstrate their use.
11. learn the tools for and the possibilities of ceramics in its different stages of construction and produce a ceramic sculpture based on an historical artist or artistic movement.
12. create a 2D or 3D artwork based on an historical artist or artistic movement that illustrates the use of positive and negative space.
13. utilize the gridding technique to reproduce a famous work of art.
14. critique personal artwork and artwork of others in terms of selected art elements and/or principles.
Essential Questions:

1. What is art?
2. Who is an artist?
3. How does art represent personal expression, exploration, and/or insight?
4. What can we learn about a culture through its art forms?
5. How do people express themselves through art today?
6. How do artists choose tools, techniques, and material to express their ideas?
7. What skills and vocabulary do I need to appreciate visual art?
8. How do I use my knowledge of art skills & vocabulary to create art?
9. How is art a vital part of our everyday lives?

Enduring Understandings:

1. Art reflects and contributes to culture.
2. Art reflects the time period, culture, geography, and status of a region’s inhabitants.
3. Artists of different cultures express meanings and ideas in different ways.
4. Using visual arts terminology allows us to communicate our personal response to artwork.
5. The process of sharing and reflecting enables one to better understand and appreciate art.
6. Art provides a framework for viewing my world.
7. Artists connect knowledge and skills in art to other areas, such as the humanities, sciences, social studies and technology.
8. Through visual creation I can express myself.
9. Artists express ideas visually that cannot be expressed by words alone.
**ART PALOOZA: PAST, PRESENT AND FUTURE**

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>Standards</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION / ASSESSMENT</th>
<th>TEACHER NOTES</th>
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<td>The student will:</td>
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</tbody>
</table>
| 1. use the elements of Art and the Principles of Design to develop a composition. | 1.1.8.D.1  
1.1.8.D.2  
1.2.8.A.2  
1.3.8.D.1  
1.3.8.D.2  
1.3.8.D.3  
1.3.8.D.5  
1.4.8.A.5  
1.4.8.B.1  
1.4.8.B.2  
8.1.8.E.1 | • use line, color, balance, and value in a composition using only letters.  
• create a stamp pattern, utilizing an historical theme (ex: Egyptian or Indian art), to demonstrate rhythm and variation (Photoshop may also be used to create a pattern found in a famous work of art).  
• create an artwork the uses the Principles of Design while replicating a specific artist’s use of line and texture (ex: Jackson Pollack, Claude Monet, Vincent Van Gogh). | Teacher observation  
Teacher assessment  
Project Rubric  
Class Discussion |               |
| 2. use the three component parts in all compositions: mid-ground, foreground, and background. | 1.1.8.D.1  
1.1.8.D.2  
1.3.8.D.1  
1.3.8.D.2  
1.3.8.D.6  
1.4.8.B.1  
1.4.8.B.2 | • arrange and accurately draw a still life in the style of Vincent Van Gogh.  
• create a drawing that focuses on the compositional and artistic styling of Peter Max. | Project Rubric  
Teacher observation  
Class Discussion  
Oral Peer Critique |               |
| 3. use line to create form. | 1.1.8.D.1  
1.1.8.D.2  
1.3.8.D.1  
1.3.8.D.2  
1.3.8.D.3  
1.3.8.D.4  
1.4.8.B.2 | • create a continuous contour line drawing in the style of Pablo Picasso  
• create a collage that focus on the line work and style of Henri Matisse.  
• create an Op Art drawing. | Written Peer Critique  
Project Rubric |               |
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<td>4. create movement and</td>
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<td>• create a drawing</td>
<td>Oral Peer Critique</td>
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<td>direction, using lines</td>
<td>1.2.8.A.2</td>
<td>showing movement in</td>
<td>Class Discussion</td>
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<td>and form.</td>
<td>1.3.8.D.1</td>
<td>the style of Marcel</td>
<td>Project Rubric</td>
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<td></td>
<td>1.3.8.D.2</td>
<td>Duchamp’s “Nude</td>
<td>Display of Artwork</td>
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<td></td>
<td>1.3.8.D.4</td>
<td>Descending a</td>
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<td>1.4.8.B.2</td>
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<td>movement in form.</td>
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<td>5. create shaded forms.</td>
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<td>• study the analytical</td>
<td>Project Rubric</td>
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<td></td>
<td>1.3.8.D.2</td>
<td>cubism of Pablo</td>
<td>Teacher/Student Feedback</td>
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<td>1.3.8.D.3</td>
<td>Picasso and create a</td>
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<td>1.4.8.B.2</td>
<td>• listen to various</td>
<td>Individual Oral Critique</td>
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<td>jazz songs and</td>
<td>Teacher/Student Feedback</td>
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<td>Wassily Kandinsky.</td>
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<td>6. understand that line</td>
<td>1.1.8.D.1</td>
<td>• create a Keith</td>
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<td>and form may be used</td>
<td>1.1.8.D.2</td>
<td>Haring-inspired</td>
<td>Individual Oral Critique</td>
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<td>to express feelings,</td>
<td>1.2.8.A.2</td>
<td>drawing using Sharpies</td>
<td>Teacher/Student Feedback</td>
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<td>create moods, show</td>
<td>1.3.8.D.2</td>
<td>and a pair of white</td>
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<td>harmony, achieve</td>
<td>1.3.8.D.3</td>
<td>canvas shoes.</td>
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<td>repletion, and show</td>
<td>1.3.8.D.4</td>
<td>• listen to various</td>
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<td>depth.</td>
<td>1.4.8.A.1</td>
<td>jazz songs and</td>
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<td>1.4.8.B.1</td>
<td>recreate a painting</td>
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| 7. identify drawing concepts, as demonstrated in various cultures in the history of Art. | 1.1.8.D.1  
1.1.8.D.2  
1.2.8.A.2  
1.3.8.D.1  
1.3.8.D.2  
1.3.8.D.4  
1.4.8.B.1  
1.4.8.B.2  
8.1.8.E.1 | • study Chinese bamboo brush paintings and ikebana. Make an ikebana vase and apply painted details in a similar fashion.  
• using charcoal, create a mural that replicates cave drawings. | Display of Work  
Class Discussion  
Project Rubric |               |
| **8. Integrate artistic concepts using technology.** | 1.1.8.D.2  
1.2.8.A.2  
1.2.8.A.3  
1.3.8.D.1  
1.3.8.D.3  
1.4.8.B.1  
1.4.8.B.2  
8.1.8.A.2  
8.1.2.B.1  
8.1.8.E.1 | • discuss composition and recreate a famous still life using photography.  
• discuss Tim Burton and his use of stop motion animation and have students create their own movie/flipbook.  
• use Sherwin-Williams “Paint Color Visualizer” app/site to create a color palette from famous works of art. | Written Peer Critique  
Teacher/Student Feedback  
Project Rubric |               |
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| 9. develop the ability to mix secondary, intermediate, and tertiary colors. | 1.3.8.D.1  
1.3.8.D.2  
1.3.8.D.6  
1.4.8.B.1  
1.4.8.B.2 | • design and accurately paint a color wheel based on the art deco movement. | Written Self-Assessment  
Peer Critique  
Teacher observation/feedback  
Project Rubric |               |
| 10. identify famous color schemes and demonstrate its use. | 1.1.8.D.1  
1.1.8.D.2  
1.3.8.D.1  
1.3.8.D.2  
1.3.8.D.3  
1.3.8.D.4  
1.3.8.D.6  
1.4.8.B.1  
1.4.8.B.2  
8.1.8.E.1  
8.1.8.F.1 | • research and choose an artist, replicate the palette work of one of their works of art (ex: The Scream – Edvard Munch, The Kiss – Gustav Klimt) and create a painting with that palette.  
• research and discuss color schemes and color psychology in pop culture and create a logo using a self-chosen color scheme. | Teacher observation  
Classroom Presentation  
Project Rubric  
Oral Peer Critique |               |
| 11. learn the tools for and the possibilities of ceramics in its different stages of construction and produce a ceramic sculpture based on an historical artist or artistic movement. | 1.1.8.D.1  
1.1.8.D.2  
1.3.8.D.1  
1.3.8.D.2  
1.3.8.D.4  
1.3.8.D.6  
1.4.8.B.1  
1.4.8.B.2  
8.1.8.E.1 | • create a ceramics piece based on the Surrealism movement.  
• create a ceramic piece based on Claes Oldenburg food sculptures. | Project Rubric  
Written Peer Critique |               |
### ART PALOOZA: PAST, PRESENT AND FUTURE

<table>
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<th>PROFICIENCY / OBJECTIVE</th>
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<tr>
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</tbody>
</table>
| 12. create a 2D or 3D artwork based on an historical artist or artistic movement that illustrates the use of positive and negative space. | 1.1.8.D.1 | • create a stenciled artwork based on various famous street artists (Ex: Shepard Fairey, Space Invader, Banksy).  
  • using cardboard, create a dynamic sculpture using the name and style of a specific artist (Ex: WARHOL name sculpture, each letter painted to replicate famous Andy Warhol artworks).  
  • create an instrument collage in the synthetic cubism style of Pablo Picasso. | Project Rubric  
Oral Peer Critique  
Display of Artwork |             |
| 13. utilize the gridding technique to reproduce a famous work of art. | 1.1.8.D.2 | • grid and recreate a mural-sized version of a famous work of art.  
  • grid and create ceramic tiles to construct a ceramic version of a famous work of art (Ex: Van Gogh’s “Starry Night”, Pablo Picasso’s “Guernica”, a Georgia O’Keefe piece). | Project Rubric  
Oral Peer Critique  
Display of Artwork |             |
<table>
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<tr>
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<td>The student will:</td>
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</table>
| 14. critique personal artwork and artwork of others in terms of selected art elements and/or principles. | 1.1.8.D.1 1.3.8.D.1 1.3.8.D.2 1.3.8.D.3 1.3.8.D.6 1.4.8.A.1 8.1.8.A.2 8.1.5.B.1 | - interview a fellow classmate about their work and write an article for an art magazine, critiquing their work.  
- perform a Ping Pong Ball critique in class.  
- go to the Museum of Modern Art and have a class-wide critique on famous works of art. | Class Discussion  
Oral Peer Critique  
Written critique |
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)
Introduction to Figure Drawing. Stamford, CT: Educational Dimensions. (SLIDES)
Lettering. Educational Dimensions. (SLIDES)
TEACHER AND STUDENT RESOURCES (continued)


SOFTWARE/MEDIA:

*Art Explosion 125,000 Images.* Calabosas, CA: Nova Development Corp.


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WEBSITES

http://www.art21.com
http://www.google.com
http://www.moma.org
http://www.metmuseum.org
http://www.sherwin-william.com/visualizer
http://www.pinterest.com
APPENDIX A ART VOCABULARY LIST
ART VOCABULARY LIST

abstract    focal point    Pop Art
ancient    foreground    portrait
application    form    practice
archive    functional    pressure
artifact    genre    proportion
artist    glaze    Realism
assess    harmony    rhythm
background    height    scheme
balance    history    sculpture
brushstroke    hue    shape
ceramics    illusion    silhouette
color    Impressionism    space
contemporary    landscape    still life
collage    line    style
artistic    Masterpiece    subject
creative    Meaning    surrealism
critique    midground    symbolism
cropping    monochromatic    technique
expression    mood    temperature
cubism    movement    theme
culture    mural    three-dimensional
depth    paint    thumbnails
cesign    panoramic    tint
elements    perspective    tone
emotion    perspective    translucent
emphasis    photography    transparent
effect    composition    two-dimensional
era    image    value
experiment    lighting    vessel
evaluation    cropping    width
Expressionism    plan

ART801: Art Palooza: Past, Present and Future
APPENDIX B  AUTHENTIC ASSESSMENT
TASK:

The school district is looking for students to collaboratively develop a series of posters to educate students on Violence Awareness. The posters will be displayed throughout the school during Violence Awareness week. In groups, students will individually research a specific art period in history and create a violence awareness-themed poster communicating the issue of violence awareness in their chosen era’s style.

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

• Poster must be at least 3’x5’ big
• Must submit preliminary written proposal and sketch for their poster idea
• Must provide a detailed record of each students’ contribution
• Text may be used in the poster, but minimally so as not to distract the viewer from the visual message
• Must develop a poster consistent in mood, composition, and style of their chosen era.
• Final poster must be in color
• All aspects of the poster must be hand-drawn
• Must present work and statement to the Principal for review prior to displaying
• All work must look clean and complete
APPENDIX C  SAMPLE AUTHENTIC ASSESSMENT RUBRIC
## SAMPLE AUTHENTIC ASSESSMENT

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXEMPLARY</th>
<th>DEVELOPING</th>
<th>BEGINNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEME AND STYLE</strong></td>
<td>• Clear theme throughout poster.</td>
<td>• Theme is somewhat clear throughout poster design.</td>
<td>• Theme is inconsistent and unclear throughout poster.</td>
</tr>
<tr>
<td></td>
<td>• Style and mood directly relates to specific era’s theme, and is</td>
<td>• Style and mood somewhat relate to the specific era’s theme but is</td>
<td>• Style and mood are not cohesive and do not reflect the specific era’s</td>
</tr>
<tr>
<td></td>
<td>completely consistent throughout the poster design.</td>
<td>somewhat inconsistent throughout poster.</td>
<td>theme.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Poorly developed.</td>
</tr>
<tr>
<td><strong>EFFORT AND PRESENTATION</strong></td>
<td>• All group members participated equally in the production and creation</td>
<td>• Group participation was somewhat equal in the production and creation</td>
<td>• Group participation was inconsistent and lacked cooperation.</td>
</tr>
<tr>
<td></td>
<td>of poster.</td>
<td>of poster.</td>
<td>• Preliminary proposal and sketches were incomplete and poorly developed.</td>
</tr>
<tr>
<td></td>
<td>• Preliminary proposal and sketches were clear and well developed.</td>
<td>• Preliminary proposal and sketches were somewhat clear and developed.</td>
<td>• Final presentation and statement are unclear and inconsistent.</td>
</tr>
<tr>
<td></td>
<td>• Final presentation and statement are clear and concise.</td>
<td>• Final presentation and statement are somewhat clear and concise.</td>
<td></td>
</tr>
<tr>
<td><strong>CRAFTSMANSHIP AND SKILL</strong></td>
<td>• Layout for the work depicts a highly organized plan for presentation</td>
<td>• Layout for the work depicts a somewhat organized plan for presentation</td>
<td>• Layout for the work depicts little or no plan for presentation and</td>
</tr>
<tr>
<td></td>
<td>that fits criteria.</td>
<td>that fits criteria.</td>
<td>does not fulfill criteria.</td>
</tr>
<tr>
<td></td>
<td>• Students worked enthusiastically towards the overall goal.</td>
<td>• Students worked towards overall goal.</td>
<td>• Students shows little attempt to work towards overall goal.</td>
</tr>
</tbody>
</table>
APPENDIX D  SUGGESTED STUDENT EVALUATION SCORING GUIDE FOR PROJECTS
## SUGGESTED STUDENT EVALUATION SCORING GUIDE FOR PROJECTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished Artist</th>
<th>Developing Artist</th>
<th>Beginning Artist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material Application &amp; Techniques</td>
<td>30-21</td>
<td>20-10</td>
<td>9-0</td>
</tr>
<tr>
<td>Demonstrates qualities &amp; characteristics of various media, techniques &amp; processes.</td>
<td>Demonstrates some qualities &amp; characteristics of various media, techniques &amp; processes.</td>
<td>Lacks demonstration of qualities &amp; characteristics of various media, techniques &amp; processes.</td>
<td></td>
</tr>
<tr>
<td>Understanding of Content</td>
<td>5-4</td>
<td>3-2</td>
<td>1-0</td>
</tr>
<tr>
<td>Insight and depth of content understanding are evident.</td>
<td>Some depth of content understanding is evident.</td>
<td>Lacks content understanding and is clearly a work in progress.</td>
<td></td>
</tr>
<tr>
<td>Completion</td>
<td>10-9</td>
<td>8-4</td>
<td>5-0</td>
</tr>
<tr>
<td>Most of the steps are completed to the best of student ability.</td>
<td>Some of the steps are completed but needs finishing touches.</td>
<td>Artwork appears to be a work in progress.</td>
<td></td>
</tr>
<tr>
<td>Tool/Material Responsibility</td>
<td>15-11</td>
<td>10-6</td>
<td>5-0</td>
</tr>
<tr>
<td>Demonstrates respectful use of tools and materials.</td>
<td>Demonstrates some respect for art tools and materials.</td>
<td>Demonstrates little or no respect for the art tools and materials.</td>
<td></td>
</tr>
<tr>
<td>Craftsmanship</td>
<td>10-8</td>
<td>7-4</td>
<td>3-0</td>
</tr>
<tr>
<td>Artwork reflects deliberate control having good craftsmanship.</td>
<td>Artwork reflects adequate control and having some craftsmanship.</td>
<td>Artwork appears to be a work in progress with little or no control of craftsmanship.</td>
<td></td>
</tr>
<tr>
<td>Creative Process</td>
<td>Expresses original idea and insightful perspectives with an appropriate amount of details.</td>
<td>Expresses original ideas but has few details.</td>
<td>Lacks original idea and has few details.</td>
</tr>
<tr>
<td><strong>Control of Media/Materials</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>The structure of the Pop Art sculpture has been created successfully, no parts of the sculpture are caving in or bumpy. The sculpture is solid and paris craft has been applied smoothly everywhere.</td>
<td>Structure of the sculpture has been created successfully but could be a bit less bumpy in some areas. The sculpture is solid, but the paris craft could have been smoothed out a bit more in some areas.</td>
<td>Structure of sculpture could have been stuffed with more newspaper in order to create a more solid form, paris craft has not been smoothed out in more than one area.</td>
<td>More focus needed when creating the structure of the pop art sculpture, some areas are not covered in paris craft and look like they are caving in.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Effort/Neatness</strong></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th><strong>Feedback/guidance.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has clearly pushed themselves to the best of their creative abilities. Finished work is very clean. It is clear that the student has taken their time to create each part of the sculpture.</td>
<td>Student has put in a good effort but could have pushed themselves to be a bit more creative. Finished work is neat with minimal areas that could have used more attention.</td>
<td>Student has put in mediocre effort and has not pushed themselves to the best of their creative abilities. In multiple areas more attention could have been paid.</td>
<td>More effort needed in the future. Student has not pushed themselves creatively, project looks unfinished and rushed. Always remember to take your time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Color/Design</strong></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th><strong>Feedback/guidance.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has painted their pop art sculpture neatly and carefully. Spacing of all words and designs have been created clearly and neatly while replicating the designs and words that are seen on the package that they have recreated.</td>
<td>The finished product looks neat with proper word and design spacing, but more details could have been added in order to replicate the product that they are recreating.</td>
<td>The finished product has some white spots, word and design spacing could be neater. Few details have been added. Finished product could better resemble the product that they have chosen to recreate.</td>
<td>The finished product has several white spaces, word and design spacing could be neater. Multiple details are missing, finished product could better resemble the product that they have chosen to recreate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
POP ART CULTURE
APPENDIX E  SAMPLE STUDENT CRITIQUE
## ART REFLECTION

<table>
<thead>
<tr>
<th>REMEMBERING</th>
<th>UNDERSTANDING</th>
<th>APPLYING</th>
<th>ANALYZING</th>
<th>EVALUATING</th>
<th>CREATING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What did I do?</strong></td>
<td><strong>Describe what you did:</strong></td>
<td><strong>What was important about what you did:</strong></td>
<td><strong>Did you meet your goals?</strong></td>
<td><strong>2 stars (things you're proud of):</strong></td>
<td><strong>What should I do next?</strong></td>
</tr>
<tr>
<td><strong>What was important about what I did?</strong></td>
<td></td>
<td></td>
<td>YES ☐ NO ☐ — why not?</td>
<td>1 wish (something you would have changed)</td>
<td></td>
</tr>
<tr>
<td><strong>Could I use this again?</strong></td>
<td><strong>When have you used this skill before, in any subject matter, wherever in life?</strong></td>
<td><strong>How and where could you use this skill again?</strong></td>
<td><strong>Do I see any patterns in what I did?</strong></td>
<td><strong>How well did I do?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Did you follow a routine with this project?</strong></td>
<td><strong>Did you find that you usually make the same mistakes? Are their pattern in what you did and how you worked?</strong></td>
<td></td>
<td><strong>2 stars (things you're proud of):</strong></td>
<td><strong>If you had all the time, money, and resources in the world what would you do next?</strong></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F  SAMPLE STUDENT SELF-ASSESSMENT
DAY OF THE DEAD SKELETON

1. What was the subject matter and theme that you used on your final skeleton?

2. How did you use the elements of art in your composition?
   Give examples of how you used shape, line, and color to indicate various design aspects.

3. What area of your composition as the focal point. How did you make it stand out?

4. How does your skeleton show the use of unity?

5. What were two of the most important things that you learned from this lesson?
APPENDIX G NEW JERSEY STUDENT LEARNING

1 - Visual and Performing Arts
8 - Technology
9 - 21st Century Life and Careers
APPENDIX H  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
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.

| **a. Curriculum as is.** 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. |
| Move in this direction only when necessary |

| **b. Different objective within the same activity and curriculum.** 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: |
| • A student with a short attention span staying on task for 5 minutes. |
| • Using a switch to act as a communication device to share during a class discussion. |
| • Expressing one’s thoughts by drawing in a journal instead of writing. |
| • Holding a book during reading time. |
| • Understanding the effect World War II has on the present rather than knowing the names and dates of key battles. |

| **c. Material or environmental adaptations.** 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: |
| • 5 spelling words from the weekly list instead of the standard 20. |
| • Completing a cooking assignment by following picture directions rather than written directions. |
| • Changing the grouping of the class from large group to small groups (possible with the additional support staff). |
| • Changing the instructional delivery from lecture to the cooperative learning format. |
| • Using a computer to write an assignment instead of paper and pencil. |
| • Reading a text to a student. |
| • Highlighting the important concepts in a textbook. |
| • Having the student listen to a taped textbook. |
| • Using enlarged print. |
| • Using an assistive technology device. |
| • Using visual cues such as picture and/or word schedules for those who have difficulty staying on task. |
| • Using a note taking guide listing the key concepts during a lecture. |
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.

Move in this direction only when necessary

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>
</tbody>
</table>

**For example:**
Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.

**For example:**
Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.

**For example:**
Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

<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>
</tbody>
</table>

**For example:**
Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.

**For example:**
Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.

**For example:**
Reduce the number of social studies terms a learner must learn at any one time.

<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>
</tbody>
</table>

**For example:**
In geography, have a student hold the globe, while others point out the locations.

**For example:**
In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.

**For example:**
Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

---

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>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 - 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 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>
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>

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

Center for School & Community Integration, Institute for the Study of Developmental Disabilities, Indiana University, Bloomington, IN
## Thematic Lesson Plan

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

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher:</td>
<td></td>
</tr>
<tr>
<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, co-op group, 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 accommodations and/or modifications**
# SAMPLE FORM

## Thematic Lesson Plan

<table>
<thead>
<tr>
<th>School Name</th>
<th>Palm View Elementary</th>
<th>Class: Social Studies</th>
<th>Unit: More Alike Than Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name: Corey Santos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age: 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade: 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian: Ms. Anita Santos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher: Mr. Sean Garrett</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion Support Teacher: Ms. Tangela Hunter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room: 21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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" poster board (Activities for a Diverse Classroom)
3. Family interview questions
4. Slides and overheads

**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

**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

**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. Some books on tape
2. Highlighted poster board
3. Fewer questions - done on audio tape

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

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

**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  
- **Phone:** 555-5432  
- **Classroom Teacher:** Ms. Sean Garrett  
- **Inclusion Support Teacher:** Ms. Tanya 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 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 program;  
7. Biographical source materials

## Items requiring accommodations and/or modifications
1. Pictures available for use in journal  
2. Taped readings of source material

## Instructional Arrangements, Time, and Opportunities for Large Group, Small Group, and Small Group 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.  
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 on web  
6. Pictures for web  
7. 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
<table>
<thead>
<tr>
<th>School Name</th>
<th>Class</th>
<th>Unit</th>
</tr>
</thead>
</table>

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

**Class Schedule:**
- Room:
- Phone:

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

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

**Instructional arrangements:** Time and opportunities for large group, small group, corridor, 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:**
(Example for student Kelsey Glass)

**Academic Unit Lesson Plan**

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td>Biology</td>
</tr>
<tr>
<td>Unit:</td>
<td>The Cell</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Kelsey Glass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>15</td>
</tr>
<tr>
<td>Grade:</td>
<td>10</td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td>Ms. Rebecca Glass Phone: 555-1212</td>
</tr>
<tr>
<td>Advocate Teacher:</td>
<td>Mr. David Porter</td>
</tr>
<tr>
<td>Classroom Teacher:</td>
<td>Ms. Jeanie Fouché</td>
</tr>
</tbody>
</table>

| Class Schedule: |
| Block 1: Math | 22 |
| Block 2: English | 147 |
| Block 3: Biology | 10 |
| Block 4: World Geography | 150 |
| Block 5: 3-D Art | 17 |

| Room: |
|

**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 supply 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

**Items requiring adaptations and/or modifications**

1. Order textbook from publisher on cassette.
2. Modify worksheets to emphasize key points of chapter.
3. Record science magazine article on audio tape.

**Instructional arrangements. Time and opportunities for large group, small group, circle 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 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

**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 copies on to computer for both
3. Use of “Read, write, pair, share” strategy (see description on page 12) as chapter review

**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. 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

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>School Name: Central</th>
<th>Class Schedule:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class: Sophomore English</td>
<td>Block 1: Math</td>
<td>22</td>
</tr>
<tr>
<td>Student Name: Kelley Glass</td>
<td>Block 2: English</td>
<td>117</td>
</tr>
<tr>
<td>Age: 15</td>
<td>Block 3: Biology</td>
<td>108</td>
</tr>
<tr>
<td>Grade: 10</td>
<td>Block 4: World Geography</td>
<td>156</td>
</tr>
<tr>
<td>Parent/Guardian: Ms. Rebecca Glass</td>
<td>Block 5: 3-D Art</td>
<td>17</td>
</tr>
<tr>
<td>Phone: 555-1212</td>
<td>Advocate Teacher: Mr. David Porter</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher: Mr. Sam Moore</td>
<td></td>
<td></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 workers.
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 Serratore
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)
9. Items requiring adaptations and/or modifications
   1. Audio/tape recorder of the short story "The Circuit"
   2. Audio/tape recorder of the novel "Of Mice and Men"
   3. Reformat chapter summary worksheets and comprehension questions using outlines, pictures, or yes/no format

Instructional arrangements: Time and opportunities for large group, small group, whole group, learning centers, individual activities, and discussion. Does it change day to day? Explode.
1. Large group instruction for introduction of the time period, Steinbeck, the Depression, and migrant farm workers; use of 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. 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 conclusion checking
3. Simulated trial of George for killing Lennie
4. Homework: rework roles in trial, some reading of novel as homework
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 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. Evaluation essay

Items requiring adaptations and/or modifications
1. Reformatted worksheets completed on the computer with the peer tutor.
2. Core options for responses for completing poem (3 choices for each line of the poem)
3. Listen to audio tape and/or family members read book
4. Rehearse part in play with pictures and cues
5. Write book for completing "Open Mind" activity

PEAK Parent Center, Inc. 1999