



Califon Public School Curriculum

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|--|-----------------|------------------|-------------------------|
| Subject: Art | Grade: K | Unit #: 1 | Pacing: 40 weeks |
| Unit Title: Creating: Artistic Elements | | | |

OVERVIEW OF UNIT:

Basic elements of art such as line, color, shape, form, texture, space and value influence the work of an artist. Original artwork can serve as an inspiration to an artist. There are a wide variety of art media each having its own materials processes and technical application methods. In this unit, students will create art projects using a variety of mediums incorporating multiple artistic elements.

| Unit References | |
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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. | <ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? ● How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How |

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| <ul style="list-style-type: none"> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. | <p>do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <ul style="list-style-type: none"> What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? |
| Objectives | |
| <ul style="list-style-type: none"> Students will be able to identify a line and find them in their environment and art Students will be able to determine how art is developed using shapes Students will be able to identify the difference between primary and secondary colors Students will be able to determine how an artist communicates and expresses emotions with color Students will be able to identify warm and cool color families Students will be able to use a color wheel to direct their art Students will be able to identify how their work can be influenced by original works of art Students will identify how art is influenced by artistic elements such as line, color, shape, form, texture, space, and value | |
| Assessment | |
| <p>Formative Assessment:</p> <ul style="list-style-type: none"> Class discussions Project Teacher-Student Conferences <p>Summative Assessment:</p> | |

- Performance Task
- Project

Benchmark:

- Unit Benchmark Assessment

Alternative:

- Performance Task
- Modified Projects (independently developed by teacher)

Key Vocabulary

- Explore
- Investigate
- Reflect
- Refine
- Continue
- Art elements
- Line – straight, curved, vertical, horizontal
- Shape – circle, square, triangle
- Color – primary, secondary, warm, cool
- Texture
 - Actual Texture
 - Implied Texture
- Symbols
- Shape
- Form
- Slab
- Texture
- Medium
- Movement

Resources & Materials

- Art Supplies

- SMARTBoard
- Teacher-made resources
- Picture books
- Reproductions of art
- Poetry

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:

- Assorted Websites
- Integrated learning games

| Standard | Standard Description |
|-------------|--|
| 8.1.2.CS.1: | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |

Interdisciplinary Integration

Activities:

- Class discussion

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>

- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
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| SL.K.6. | Speak audibly and express thoughts, feelings, and ideas clearly. |

21st Century Life Skills Standards

Activities:

- Class Discussion
- Creative Expression
- Projects

| Standard | Standard Description |
|------------|--|
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work |

Careers

Activities:

- Class Discussion
- Projects

| Standard | Standard Description |
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| 9.1.2.CAP.1 | Make a list of different types of jobs and describe the skills associated with each job. |
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| Standards | |
|-------------|---|
| Standard # | Standard Description |
| 1.5.2.Cr1a | Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. |
| 1.5.2.Cr1b | Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. |
| 1.5.2.Cr2a | Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. |
| 1.5.2.Cr2b | Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. |
| 1.5.2.Cr2c: | Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. |
| 1.5.2.Cr3a | Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. |

| Differentiation | | | |
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| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts |

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| <ul style="list-style-type: none"> ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <p>http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p> | <ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |
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Califon Public School Curriculum

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|---|-----------------|------------------|-------------------------|
| Subject: Art | Grade: K | Unit #: 2 | Pacing: 40 weeks |
| Unit Title: Presenting: Art Preservation | | | |

OVERVIEW OF UNIT:

In this unit, students will learn what artwork gets picked for presentation in places like museums, galleries, and art collections. They will learn how artwork is displayed and preserved. Students will learn the impact that the specific artwork has on society and history. Students will learn the impact that the specific artwork has on society and history.

| Unit References | |
|---|---|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation. ● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. | <ul style="list-style-type: none"> ● How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation? ● What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are |

- Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

considered when selecting work for presentation, a portfolio, or a collection?

- What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Objectives

- Students will be able to explain how artworks are cared for and who they are cared for by.
- Students will be able to explain the criteria, method, and processes that are used to select work for presentation and preservation.
- Students will be able to explain why people place value in objects, artworks, and artifacts, and select them for presentation.
- Students will be able to define the methods and processes that are considered when preparing artwork for presentation and preservation.
- Students will be able to explain the criteria that are considered when selecting work for a presentation, portfolio, or museum.
- Students will be able to define what an art museum is.

Assessment

Formative Assessment:

- Class discussions
- Project

Summative Assessment:

- Performance Task
- Project

Benchmark:

- Unit Benchmark Assessment

Alternative:

- Performance Task

- Modified Projects (independently developed by teacher)

Key Vocabulary

- Analyze
- Select
- Share
- art museum
- artifacts
- artwork
- presentation
- preservation
- collections

Resources & Materials

- Art Supplies
- SMARTBoard
- Teacher-made resources
- Web based resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:

- Web based activities
- Online presentation examples

| Standard | Standard Description |
|-------------|--|
| 8.1.2.CS.1: | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |

Interdisciplinary Integration

Activities:

- Class Discussion

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
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| Standard | Standard Description |
|----------|--|
| SL.K.6. | Speak audibly and express thoughts, feelings, and ideas clearly. |

21st Century Life Skills Standards

Activities:

- Class Discussion
- Creative Expression
- Projects

| Standard # | | Student Learning Objectives |
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| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives | |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work | |

| Careers | |
|---|---|
| Activities: <ul style="list-style-type: none"> • Class Discussion • Projects | |
| Standard | Standard Description |
| 9.1.2.CAP.1 | Make a list of different types of jobs and describe the skills associated with each job |

| Standards | |
|-------------|--|
| Standard # | Standard Description |
| 1.5.2.Pr4a | Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. |
| 1.5.2.Pr5a | Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. |
| 1.5.2.Pr6a: | Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. |

| Differentiation | | | |
|-------------------|---------------------------------|--------------------------------|------------|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |

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| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |
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Califon Public School Curriculum

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|--|-----------------|------------------|-------------------------|
| Subject: Art | Grade: K | Unit #: 3 | Pacing: 40 weeks |
| Unit Title: Responding: Expression/Critique | | | |

OVERVIEW OF UNIT:

The medium of art allows an artist to show expression. Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, and possibilities. In this unit, students will explore ways in which art influences our response to the world and ways to develop critique using appropriate art terminology.

| Unit References | |
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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. ● People gain insights into meanings of artworks by engaging in the process of art criticism. | <ul style="list-style-type: none"> ● How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? ● What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing |

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| <ul style="list-style-type: none"> ● People evaluate art based on various criteria. | <p>and using visual art vocabulary help us understand and interpret works of art?</p> <ul style="list-style-type: none"> ● How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? |
| Objectives | |
| <ul style="list-style-type: none"> ● Students will be able to explain how an artist chooses a medium to illustrate their expression ● Students will be able to explain how an artist is influenced by their imagination, observations, and experiences ● Students will be able to identify two and three dimensional forms of art and where they can be found ● Students will be able to identify how shapes and forms of art allow artists to express their ideas ● Students will be able to describe the value in engaging in the process of art criticism. ● Students will be able to describe how personal preference varies from an evaluation. | |
| Assessment | |
| <p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Class discussions ● Project <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Performance Task ● Project <p>Benchmark:</p> <ul style="list-style-type: none"> ● Unit Benchmark Assessment <p>Alternative:</p> <ul style="list-style-type: none"> ● Performance Task ● Modified Projects (independently developed by teacher) | |
| Key Vocabulary | |
| <ul style="list-style-type: none"> ● Perceive ● Interpret | |

- Analyze
- Repetition
- Rhythm
- Variety
- Unity
- Narrative
- Positive Space
- Negative Space
- critique
- criteria
- evaluation
- interpretation

Resources & Materials

- Picture Books
- Video
- Poetry
- Reproductions
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Smart Board
- iPad
- Computer/Chromebook
- Google Classroom

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:

- Assorted Websites
- Integrated learning games

| Standard | Standard Description |
|-------------|--|
| 8.1.2.CS.1: | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |

Interdisciplinary Integration

Activities:

- Class Discussions

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
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- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
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| Standard | Standard Description |
|----------|--|
| SL.K.6. | Speak audibly and express thoughts, feelings, and ideas clearly. |

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|---|--|
| Activities: | |
| <ul style="list-style-type: none"> • Class Discussion • Performance tasks • Student projects | |
| Standard | Standard Description |
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work |

| Careers | |
|--|---|
| Activities: | |
| <ul style="list-style-type: none"> • Class Discussion | |
| Standard | Standard Description |
| 9.1.2.CAP.2 | Explain why employers are willing to pay individuals to work. |

| Standards | |
|-------------------|--|
| Standard # | Standard Description |
| 1.5.2.Re7a | Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. |
| 1.5.2.Re7b | Describe, compare and categorize visual artworks based on subject matter and expressive properties. |
| 1.5.2.Re8a | Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. |
| 1.5.2.R3a: | Use art vocabulary to explain preferences in selecting and classifying artwork. |

| Differentiation |
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| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
|--|--|---|--|
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |



**Califon Public School
Curriculum**

| | | | |
|---|-----------------|------------------|-------------------------|
| Subject: Art | Grade: K | Unit #: 4 | Pacing: 40 weeks |
| Unit Title: Connecting: Art History and Cultural Art | | | |

OVERVIEW OF UNIT:

Visual artwork from diverse cultures and historical eras has distinct characteristics and common themes that are revealed by contextual clues within the work of art. Students will create art projects based on techniques and influences of historical and cultural works of art.

| Unit References | |
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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. ● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. | <ul style="list-style-type: none"> ● How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? ● How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life? |
| Objectives | |

- Students will be able to explain about their culture through their art
- Students will be able to use colors, methods of arts, and materials to tell about their culture
- Students will be able to identify how culture has influenced functional art
- Students will be able explain why principles of art are important to creating landscapes

Assessment

Formative Assessment:

- Class discussions
- Project

Summative Assessment:

- Performance Task
- Project

Benchmark:

- Unit Benchmark Assessment

Alternative:

- Performance Task
- Modified Projects (independently developed by teacher)

Key Vocabulary

- Synthesize
- Relate
- Balance
- Line
- Shape
- Form
- Symbolism
- Foreground
- Middle ground
- Background

Resources & Materials

- Picture Books

- Reproductions
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:

- Web based activities
- Research
- Examples

| Standard | Standard Description |
|-------------|--|
| 8.1.2.CS.1: | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |

Interdisciplinary Integration

Activities:

- Class Discussion
- Projects

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>

- Engineering Go For It! - <http://egfi-k12.org/>
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- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
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- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|--------------------|---|
| 6.1.2.HistoryCC.3: | Make inferences about how past events, individuals, and innovations affect our current lives. |

21st Century Life Skills Standards

Activities:

- Classroom Discussion
- Following Class Rules and Expectations
- Projects

| Standard | Standard Description |
|------------|--|
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work |

Careers

Activities:

- Class Discussion

| Standard | Standard Description |
|----------|----------------------|
|----------|----------------------|

| | |
|-------------|---|
| 9.1.2.CAP.2 | Explain why employers are willing to pay individuals to work. |
|-------------|---|

| Standards | |
|-------------|--|
| Standard # | Standard Description |
| 1.5.2.Cn10a | Create art that tells a story or describes life events in home, school and community. |
| 1.5.2.Cn11a | Compare, contrast and describe why people from different places and times make art. |
| 1.5.2.Cn11b | Describe why people from different places and times make art about different issues, including climate change. |

| Differentiation | | | |
|---|--|---|---|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied |

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| <ul style="list-style-type: none">● NJDOE resources - http://www.state.nj.us/education/specialed/ | | | <ul style="list-style-type: none">● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |
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