

**Califon Public School
Curriculum**



Subject: Art	Grade: 2nd	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.

Big Ideas

- 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.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Essential Questions

- 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 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?
- 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

- Students will be able to identify a line and find them in their environment and in 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

Formative Assessment:

- Class discussions
- Project
- Teacher-Student Conferences

Summative Assessment:

- 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
 - o Actual Texture
 - o Implied Texture
- Symbols
- Shape
- Form

- Slab
- Texture
- Medium
- Movement

Resources & Materials

- Art Supplies
- Promethean Board
- Teacher-made resources
- Picture books
- Reproductions of art
- Poetry

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

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 Educator 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
NJSLS-ELA SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

21st Century Life Skills Standards

Activities:

- Class Discussion
- Creative Expression
- Projects

Standard	Student Learning Objectives
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

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards

Standard #	Standard Description
1.2.2.Cr.1a	Discover, share, and express ideas for media artworks through experimentation, sketching, and modeling
1.2.2.Cr.1b	Brainstorm and improvise multiple ideas using a variety of tools, methods, and materials.
1.2.2.Cr.1c	Explore form ideas for media art production with support.
1.2.2.Cr.1d	Connect and apply ideas for media art production.
1.2.2.Cr.1e	Choose ideas to create plans for media art production.
1.2.2.Cr.2a	Explore form ideas for media art production with support.
1.2.2.Cr.2b	Connect and apply ideas for media art production.

1.2.2.Cr.2c	Choose ideas to create plans for media art production.
1.2.2.Cr.3a	Create and assemble content for media arts productions, identifying basic principles (e.g., pattern positioning, attention, and repetition.)
1.2.2.Cr.3b	Identify and describe the effects of altering, refining, and completing media artworks.
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

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes 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/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- 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, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Art	Grade: 2nd	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.

Big Ideas

- 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.
- 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 cultivation of appreciation and understanding.

Essential Questions

- 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 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
- Promethean Board
- Teacher-made resources
- Web-based resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

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 Educator 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
NJSLS-ELA SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

21st Century Life Skills Standards

Activities:

- Class Discussion
- Creative Expression
- Projects

Standard	Student Learning Objectives
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	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards	
Standard #	Standard Description
1.2.2.Pr.4a	With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
1.2.2.Pr.4b	Practice combining varied academic, arts, and media content to form media artworks.
1.2.2.Pr.5a	Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artwork.
1.2.2.Pr.5b	Identify, describe, and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
1.2.2.Pr.5c	Discover, experiment with, and demonstrate creative skills for media artworks.
1.2.2.Pr.6a	With guidance and moving towards independence, identify, share, and discuss reactions to and experiences of the presentation of media artworks.
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
Students with 504 plans
- Preferential seating - Guided notes - Extra time - Teacher check-ins - Use graphic organizers - Redirect attention - Prioritize tasks - Small group testing - Provide modifications & accommodations per individual student's 504 plan
Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes 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/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- 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, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Art	Grade: 2nd	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.

Big Ideas

- 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.
- People evaluate art based on various criteria.

Essential Questions

- 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 and using visual art vocabulary help us understand and interpret works of art?
- 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

- 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**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

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

Resources & Materials

- Picture Books
- Video
- Poetry
- Reproductions
- Promethean Board
- Teacher-made resources

Technology Infusion**Teacher Technology:**

- Promethean 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>
- 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 Educator 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
NJSLS-ELA SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

21st Century Life Skills Standards

Activities:

- Class Discussion
- Performance tasks
- Student projects

Standard	Student Learning Objectives
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

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards	
Standard #	Standard Description
1.2.2.Pr.4a	With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
1.2.2.Pr.4b	Practice combining varied academic, arts, and media content to form media artworks.
1.2.2.Pr.5a	Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artwork.
1.2.2.Pr.5b	Identify, describe, and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
1.2.2.Pr.5c	Discover, experiment with, and demonstrate creative skills for media artworks.
1.2.2.Pr.6a	With guidance and moving towards independence, identify, share, and discuss reactions to and experiences of the presentation of media artworks.
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
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher

- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes 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/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- 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, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Art	Grade: 2nd	Unit #: 4	Pacing: 40 weeks
------------------------	----------------------	---------------------	----------------------------

Unit Title: Connecting: Art History & 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.

Big Ideas

- 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.

Essential Questions

- 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
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

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/>
- 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 Educator 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
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	Student Learning Objectives
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

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards

Standard #	Standard Description
1.2.2.Cn.10a	Use personal experiences, interests, information, and models in creating media artworks

1.2.2.Cn.10b	Share and discuss experiences if media artworks, describing their meaning and purpose.
1.2.2.Cn.11a	Discuss and demonstrate how media artworks, messages, environments, and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
1.2.2.Cn.11b	Interact appropriately with media arts tools and environments considering safety, rules, and fairness.
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	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech	

- Use of a 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>

Enrichment

- 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, and groups should be varied
- NJDOE resources