Califon Public School
Curriculum

Subject: Art	Grade: 3	Unit #: 1	Pacing: 40 weeks
Unit Title: Create: Artistic Elements			

<u>**OVERVIEW OF UNIT**</u>*:*

This unit is about the methods and materials an artist uses and how it influences their artwork, and how artists transform creative imagination into representational form. In this unit, students will create art projects using a variety of mediums incorporating multiple artistic elements.

Unit References	
Big Ideas	Essential Questions
- 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	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?

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.	● 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 how art media, technique, and material share information about art history and reflection of the artist
- Students will be able to explain why technical skills are important for an artist
- Students will be able explain how materials available to the artist reflect the structure of their work

- Students will be able to explain how art media influences an artist's work

- Students will be able to explain where an artist finds inspiration

- Students will be able to describe how an artist demonstrates a dream-like image

- Students will be able to explain how an artist reflects their values and beliefs in their work

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
- Geometric
- Organic
- Abstract
- Proportion
- Visual rhythm
- Repetition
- Symbolism
- Realism
- Surrealism

Resources & Materials

- Reproductions
- Natural materials
- SMARTBoard
- Teacher-made resources

Technology Infusion		
Teacher Technology: ● Chromebook ● Google Classroom ● SmartBoard **Student Technology:** ● Google Classroom ● Chromebooks ● Internet Sources ● Google Apps for Education **Activities:** ●		
Standard	**Standard Description**	
Teacher Technology: ● Computer ● iPad ● Smart Board ● Google Docs **Student Technology** ● Smart Board ● Google Docs, Slides ● ChromeBooks **Activities:** ● Web based activities ● Interactive games activities ● Supplemental videos from web and youtube		

Standard	Standard Description
8.1.5.CS.2:	Model how computer software and hardware work together as a system to accomplish tasks.

Interdisciplinary Integration

Activities:

- Class Discussions
- Teacher Presentations

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
NJSLSA.L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

21st Century Life Skills Standards

Activities:
- Class Discussion

● Collaboration

Standard	Standard Description
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Careers
Activities: ● Class Discussion ● Projects

CRP #	Practice
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Standards	
Standard #	Standard Description
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Differentiation			
Special Education	**English Language Learners (ELL)**	**Response to Intervention (RTI)**	**Enrichment**
- 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/	- 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	- 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/	- 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: 3	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.

Unit References	
Big Ideas	Essential Questions
- 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.	- 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
- Student-Teacher Conferences

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

- Reproductions
- Web based resources
- 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
- Online presentation examples
- Projects

Standard	Standard Description
8.1.5.CS.2:	Model how computer software and hardware work together as a system to accomplish tasks.

Interdisciplinary Integration

Activities:
-

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

Activities:
- Class Discussions
- Reading Activities
- Teacher Presentations

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
NJSLSA.L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

21st Century Life Skills Standards

Activities:
- Class Discussions
- Collaboration

Standard #	Student Learning Objectives
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Careers

Activities:
- Class Discussion
- Projects

CRP#	Standard Description
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Standards	
Standard #	Standard Description
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
- 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	- 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	- 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/	- 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/specialed/			● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
Curriculum

Subject: Art	Grade: 3	Unit #: 3	Pacing: 40 weeks
Unit Title: Responding: How Artists Organize their Work/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	
Big Ideas	Essential Questions
● 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.	● 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

● People evaluate art based on various criteria.	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 identify how an artist uses the art elements and principles of design to make a strong, visual statement

- Students will be able to describe how a work of art captures a person's interest

- Students will be able to describe what they see when they look at artwork

- Students will be able to define specific vocabulary and criteria when talking about a work of art

- Students will be able to explain why people critique artwork

- Students will be able to describe why people have varying opinions about the quality and meaning of an artwork

Assessment

Formative Assessment:

- Class discussions
- Project
- Student-Teacher Conferences

Summative Assessment:

- Performance Task
- Project

Benchmark:

- Unit Benchmark Assessment

Alternative:

- Performance Task

● Modified Projects (independently developed by teacher)

Key Vocabulary
● Perceive ● Interpret ● Analyze ● Art elements ● Symmetrical ● Asymmetrical ● Shape ● Form ● Proportion ● Objective ● Subjective ● Criteria ● Context ● Theme
Resources & Materials
● Fine art reproductions ● Color wheel visual ● SMARTBoard ● Teacher-made resources

Technology Infusion
Teacher Technology: ● Chromebook ● Google Classroom ● SmartBoard **Student Technology:** ● Google Classroom ● Chromebooks

- Internet Sources
- Google Apps for Education

Activities:
- Projects
- Performance Task
- Web based activities
- Research

Standard	Standard Description
8.1.5.CS.2:	Model how computer software and hardware work together as a system to accomplish tasks.

Interdisciplinary Integration	

Activities:
- Class Discussions
- Teacher Presentations
- Research Activities

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
NJSLSA.L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

21st Century Life Skills Standards

Activities:
- Class Discussion
- Projects
- Written and/or oral presentations

Standard #	Student Learning Objectives
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Careers

Activities:
- Class Discussion
- Projects

CRP #	Practice
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Standards

Standard #	Standard Description
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re7b	Analyze visual arts including cultural associations.

| 1.5.5.Re8a | Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. |
| 1.5.5.Re9a | Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. |

Differentiation			
Special Education	**English Language Learners (ELL)**	**Response to Intervention (RTI)**	**Enrichment**
● 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/	● 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	● 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/	● 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: 3	Unit #: 4	Pacing: 40 weeks
Unit Title: Connecting: Art History and World Art			

OVERVIEW OF UNIT:

This unit is about the cultural inspirations and art form explorations. This will involve discussions about cultural and environmental themes, art media, art mediums, and two-dimensional and three-dimensional art forms. Students will create art projects based on techniques and influences of historical and cultural works of art.

Unit References	
Big Ideas	Essential Questions
● 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.	● 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 identify what they can learn by studying the art of different cultures

- Students will be able identify how the purpose of art varies in different cultures

- Students will be able to describe why people make art

Assessment

Formative Assessment:

- Class discussions
- Project
- Student-Teacher Conferences

Summative Assessment:

- Performance Task
- Project

Benchmark:

- Unit Benchmark Assessment

Alternative:

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

Key Vocabulary

- Synthesize
- Relate
- Portrait
- Still Life
- Landscape

●   Abstract

Resources & Materials
●   Smart board presentations ●   Fine art reproductions ●   Art examples from various cultures ●   SMARTBoard ●   Teacher-made resources

Technology Infusion

Teacher Technology:
    ●   Chromebook
    ●   Google Classroom
    ●   SmartBoard
 	
Student Technology:
    ●   Google Classroom
    ●   Chromebooks
    ●   Internet Sources
    ●   Google Apps for Education
 	
Activities:
    ●   Projects
    ●   Performance Task
    ●   Web based activities
    ●   Research

Standard	Standard Description
8.1.5.CS.2:	Model how computer software and hardware work together as a system to accomplish tasks.

Interdisciplinary Integration

Activities:
- Class Discussions
- Projects
- Research

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
6.1.5.HistoryUP.6:	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

21st Century Life Skills Standards

Activities:
- Class Discussion
- Student research
- Student Projects/Presentations

Standard #	Student Learning Objectives

9.4.5.Cl.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Careers	
Activities: • Class Discussions • Projects	
CRP #	Practice
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Standards	
Standard #	Standard Description
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/respo	• Process should be modified: higher order thinking skills, open-ended thinking, discovery

- 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/	- 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	- nse-to-intervention/effective-rti-strategies-for-teachers/ - Interventional Central - http://www.interventioncentral.org/	- 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