

Art 1

**Prepared by:
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***Superintendent of Schools:*
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**Approved by the Midland Park Board of Education on
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Born On July 18, 2022

Art 1

Course Description: Art 1 is a one-year art course which serves as a prerequisite for other art classes offered at Midland Park High School. Art history, the works and lives of notable artists, and various art techniques will be explored. Knowing that not everyone will choose to become a professional artist, emphasis is placed on effort. Quality of work also has a bearing on a student's grade.

Course Sequence:

Unit 1: One-Point Perspective

Unit 2: Shading

Unit 3: Figure Drawing

Unit 4: Painting

Unit 5: Ceramics

Unit 6: Collage

Unit 7: Still Life and Landscape Drawing

Unit 8: 3-D

Prerequisite: None

Unit 1 - Overview**Content Area: Art 1****Unit Title: One Point Perspective****Grade Level: 9-12**

Unit Summary: Students will study one-point perspective. By looking at and discussing famous paintings using one point perspective they will understand the origins of one-point perspective. Students will create original works using one-point perspective using geometric shapes that they will make up. They will also create one-point perspective drawings of “real” things such as the school hallways, the rooms in the building, and the sides of the school. They will add color and shadows to make the drawing more realistic.

Unit 1 - Standards**CPI#:****Statement:****Performance Expectations (NJSL)****1.1.12.D.1**

Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.1.12.D.2

Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

1.2.12.A.1

Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2

Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.3.12.D.1

Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

1.3.12.D.2

Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

1.3.12.D.4

Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

1.1.12.D.1

Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

Career Readiness, Life Literacies, and Key Skills**9.2.12.CAP.4**

Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
Computer Science and Design Thinking	
8.2.12.ED.5	Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics.
8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
Companion Standards	
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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NJSLSA.W2	Write informative/explanatory tests to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Interdisciplinary Connections	
6.1.12.Econ ET. 2.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.History UP.12.a	Determine how the 9/11 attacks contributed to the debate over national securities and civil liberties.
Cross Cultural Statements/Mandates	
Social Awareness	Recognize and identify the thoughts, feelings, and perspective of others
Equity, Diversity and Inclusion	Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom. Holocaust Law: Emphasis on each citizens responsibility to fight racism and hatred through discussion about the events on 9/11

Unit Essential Questions <ul style="list-style-type: none"> • What is one-point perspective? • How is one-point perspective used? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Students will understand the impact of one point perspective and when to use it.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Understand when to use one-point perspective. • Demonstrate mastery of one-point perspective in drawing shapes. • Design an effective composition using shapes in one-point perspective. • Show their ability to apply one-point perspective to a drawing of the hallway. • Identify artists who utilized one point perspective and explore the cultures of these artists. 	

Evidence of Learning

Formative Assessments: Discussion, Q&A, Observations, Projects, Critique
Summative/Benchmark Assessment(s): Performance Tasks
Alternative Assessments: Worksheets, critiques
Resources/Materials : Visual examples, books, videos, posters, computer resources.

Modifications:

- Special Education Students – Rephrase questions, directions and explanations.
- English Language Learners – Assign a buddy, same language or English speaking.
- At-Risk Students – Provide extended time to complete tasks.
- Gifted and Talented Students – Provide extension activities.

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
One Point Perspective	Students will identify drawings using one point perspective and understand when it is appropriate to draw using one point perspective.	2 days

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One Point Perspective Shapes	Students will create shapes utilizing one point perspective	3 days
Creating a Composition in One Point	Students will create a composition using shapes drawn in one point	7 days

Perspective	perspective	
Drawing the Hallway in One Point Perspective	Students will apply one point perspective to a drawing of the hallway	7 days
Adding Color to Line Drawings	Students will apply color to drawings of the hallway	5 days
Teacher Notes:		
Additional Resources:		

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
Present information through multiple media Provide background knowledge Offer alternatives for visual information Offer alternatives for auditory information Clarify vocabulary	Guide appropriate goal setting Ask questions to guide self-monitoring and reflection Post goals, objectives and schedules in an obvious place	Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants Provide tasks that allow for active participation, exploration and experimentation Create an accepting and supportive classroom climate Encourage and support opportunities for peer interactions and supports

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Unit 2 - Overview	
Content Area: Art 1	
Unit Title: Value	
Grade Level: 9-12	
Unit Summary: Students will learn to draw and shade objects to show shadows and depth. They will create original works that depict geometric shapes in black and white as well as color showing shadows and depth. They will also create works depicting real objects that they choose from life and assemble them into a composition showing lights, darks, shadows and depth in both black and white and color.	
Unit 2 - Standards	
CPI#:	Statement:

Performance Expectations (NJSL)	
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.
Career Readiness, Life Literacies, and Key Skills	
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
Computer Science and Design Thinking	
8.2.12.ED.5	Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
Companion Standards	
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Interdisciplinary Connections

6.1.12.History UP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
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Cross-cultural Statements/Mandates

Social Awareness	Recognize and identify the thoughts, feelings, and perspective of others
Equity, Diversity and Inclusion	Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom. LGBT and Disabilities Law: Explore the life of Leonardo da Vinci and the struggles he faced in a less accepting time.

Unit Essential Questions <ul style="list-style-type: none"> • How do shadows fall on objects? • How can I make my 2 -D drawing look 3-D? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Edward Hopper was a prominent artist who effectively used light and shadows in his art. • Students will understand how create a 2-D drawing that looks 3 dimensional.
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Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Observe examples of shading. • Understand Edward Hopper's works • Demonstrate ability to draw and shade simple geometric shapes • Apply knowledge of simply shapes to draw and shade real life objects • Use color to create shadows • Analyze the work of artists from varying backgrounds and discuss how they each bring their own unique perspective to their artwork.

Evidence of Learning

Formative Assessments: Discussion, Q&A, Observations, Projects, Critique Summative/Benchmark Assessment(s): Performance Tasks Alternative Assessments: Worksheets, critiques Resources/Materials : Visual examples, books, videos, posters, computer resources.
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Modifications: <ul style="list-style-type: none"> • Special Education Students – Rephrase questions, directions and explanations. • At-Risk Students – Provide extended time to complete tasks.
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• English Language Learners – Assign a buddy, same language or English speaking.

• Gifted and Talented Students – Provide extension activities.

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Shading	Students will create value using pencil.	1 day
Shading Geometric Shapes Using Pencil	Students will create simple 3-dimensional geometric shapes using pencil.	4 days

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Shapes and Shadows	Students will develop a composition using geometric shapes and shadows.	7 days
Shapes and Color	Students will develop a composition using geometric shapes and color	8 days

Teacher Notes:

Additional Resources:

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
Present information through multiple media Provide background knowledge Offer alternatives for visual information Offer alternatives for auditory information Clarify vocabulary	Guide appropriate goal setting Ask questions to guide self-monitoring and reflection Post goals, objectives and schedules in an obvious place	Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants Provide tasks that allow for active participation, exploration and experimentation Create an accepting and supportive classroom climate Encourage and support opportunities for peer interactions and supports

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Unit 3 - Overview

Content Area: Art 1	
Unit Title: Figure Drawing	
Grade Level: 9-12	
<p>Unit Summary: Students will learn to draw the human figure. Figure drawing has a rich history in art throughout the ages. Figure drawing changes throughout history because man’s perception of himself (herself) changes throughout the ages. Students will focus on drawing from the eye to the nose, the face, onto the body, to the hands and finally to the feet.</p>	
Unit 3 - Standards	
CPI#:	Statement:
Performance Expectations	
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.
Career Readiness, Life Literacies, and Key Skills	
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
Computer Science and Design Thinking	

8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
Companion Standards	

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NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Interdisciplinary Connections

6.1.12.History UP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
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Cross-cultural Statements/Mandates

Social Awareness	Recognize and identify the thoughts, feelings, and perspective of others
Equity, Diversity and Inclusion	<p>Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.</p> <p>LGBT and Disabilities Law: Explore the social contributions of Keith Haring, a gay artist who drew attention to many important issues.</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does one draw the figure? • What are the correct proportions used when drawing the figure? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Students will understand how the artists' views of the figure have changed throughout time.
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<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Understand how to draw the model. • Utilize color when drawing the model. • Find their way in drawing • Demonstrate correct proportions when drawing the figure. • Recognize and capture the emotion a figure is conveying. • Discuss the artwork of Keith Haring and his work as a social activist who drew attention to many important issues.
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Evidence of Learning

Formative Assessments: Discussion, Q&A, Observations, Projects, Critique

Summative/Benchmark Assessment(s): Performance Tasks

Alternative Assessments: Worksheets, critiques

Resources/Materials : Visual examples, books, videos, posters, computer resources.

Modifications:

- Special Education Students – Rephrase questions, directions and explanations.
- English Language Learners – Assign a buddy, same language or English speaking.
- At-Risk Students – Provide extended time to complete tasks.
- Gifted and Talented Students – Provide extension activities.

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Figure Drawing	Students will understand how to draw the figure utilizing correct proportions	2 days

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Drawing the Model	Students will create figure drawing demonstrating proper proportions	7 Days
Adding Color to Model Drawings	Students will apply color to drawings of models.	10 days

Teacher Notes:

Additional Resources:

UDL Guidelines: Presentation Methods

UDL Guidelines: Action and Expression Methods

UDL Guidelines: Engagement Methods

<p>Present information through multiple media Provide background knowledge</p> <p>Offer alternatives for visual information</p> <p>Offer alternatives for auditory information Clarify vocabulary</p>	<p>Guide appropriate goal setting</p> <p>Ask questions to guide self-monitoring and reflection</p> <p>Post goals, objectives and schedules in an obvious place</p>	<p>Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants</p> <p>Provide tasks that allow for active participation, exploration and experimentation</p> <p>Create an accepting and supportive classroom climate</p> <p>Encourage and support opportunities for peer interactions and supports</p>
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Unit 4 - Overview

Content Area: Art 1

Unit Title: Painting

Grade Level: 9-12

Unit Summary: Students will look at, discuss, draw and paint famous artists from the past such as O’Keeffe, Hopper, and Van Gogh. They will attempt to create paintings in those artists’ styles. They will also create original paintings in the styles of the studied artists. We will then discuss how the students’ works are related to the artists’ works studied.

Unit 4 - Standards

CPI#:

Statement:

Performance Expectations (NJSL)

1.3.12.D.1

Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

1.3.12.D.2

Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

1.4.12.A.2

Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.4

Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.4.12.B.2

Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.1.12.D.1

Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.3.12.D.1

Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical

	proficiency and expressivity.
Career Readiness, Life Literacies, and Key Skills	
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a)
Computer Science and Design Thinking	
8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
Companion Standards	

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NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Interdisciplinary Connections	
6.1.12.History UP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.History SE.2.a	Construct Responses to arguments in support of new rights and roles for women and arguments explaining the reasons against them.
Cross-cultural Statements/Mandates	
Social Emotional Learning	Recognize and identify the thoughts, feelings, and perspective of others. Van Gogh's struggle with mental health

Equity, Diversity and Inclusion	<p>Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.</p> <p>Amistad: Jacob Lawrence and his work portraying the struggles of African Americans LGBT: Frida Kahlo's openness regarding female sexuality</p>
Unit Essential Questions <ul style="list-style-type: none"> • What makes a successful painting? • How do I make a successful painting? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Different paints are treated differently depending on their properties. • A successful painting is dependent on a strong composition.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Discuss the works and lives of several famous artists such as Van Gogh, Gauguin, Pollack, O'Keeffe, Dali and Miro. • Demonstrate the style of studied artists by drawing and painting. • Understand how the qualities of different paints affect a painting. • Create an original work of art with strong composition. • Examine Van Gogh's struggles with mental health and make connections to times where students may feel they have struggled. • Discuss the life and culture of Frida Kahlo, a Mexican artist whose self portraits give a glimpse into her emotional state as a powerful woman. • Recognize the work of Jacob Lawrence, an African American artist and social realist whose work portrayed the lives and struggles of African Americans. 	
Evidence of Learning	
Formative Assessments: Discussion, Q&A, Observations, Projects, Critique Summative/Benchmark Assessment(s): Performance Tasks Alternative Assessments: Worksheets, critiques Resources/Materials : Visual examples, books, videos, posters, computer resources.	
Modifications:	

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<ul style="list-style-type: none"> • Special Education Students – Rephrase questions, directions and explanations. • English Language Learners – Assign a buddy, same language or English speaking. • At-Risk Students – Provide extended time to complete tasks. • Gifted and Talented Students – Provide extension activities. 		
Suggested Pacing Guide		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Art History	Students will view and discuss famous artists work and life.	3 days

Work Like a Famous Artist	Students will draw and paint the work of a studied artist, paying attention to techniques and colors the artist used.	5 days
Working in the Style of a Studied Artist	Students will create an original work in the style of a studied artist	5 days
Art History	Students will view and discuss famous artists work and life.	3 days
Work Like a Famous Artist	Students will draw and paint the work of a studied artist, paying attention to techniques and colors the artist used.	5 days
Working in the Style of a Studied Artist	Students will create an original work in the style of a studied artist	5 days
Art History	Students will view and discuss famous artists work and life.	3 days
Work Like a Famous Artist	Students will draw and paint the work of a studied artist, paying attention to techniques and colors the artist used.	5 days
Working in the Style of a Studied Artist	Students will create an original work in the style of a studied artist	5 days
Teacher Notes:		
Additional Resources:		

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<p>Present information through multiple media Provide background knowledge</p> <p>Offer alternatives for visual information</p> <p>Offer alternatives for auditory information Clarify vocabulary</p>	<p>Guide appropriate goal setting</p> <p>Ask questions to guide self-monitoring and reflection</p> <p>Post goals, objectives and schedules in an obvious place</p>	<p>Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants</p> <p>Provide tasks that allow for active participation, exploration and experimentation</p> <p>Create an accepting and supportive classroom climate</p> <p>Encourage and support opportunities for peer interactions and supports</p>

Unit 5 - Overview

Content Area: Art 1

Unit Title: Ceramics

Grade Level: 9-12

Unit Summary: Students will study the history of ceramics and discuss how mankind used ceramic materials in his early history. Students will look at contemporary ceramic pieces. They will discuss and create their own ceramic pieces using hand-building techniques such as slab techniques, coil techniques, and pinch pots.

Unit 5 - Standards

CPI#:

Statement:

Performance Expectation (NJSL)

1.1.12.D.1

Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross cultured themes.

1.3.12.D.1

Synthesize the elements of art and principles of design in an original portfolio of two and three dimensional artworks that reflects personal style in a high degree of technical proficiency and expressivity

1.3.12.D.2

Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

1.3.12.D.5

Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three dimensional artworks and emulate those styles by creating an original body of work.

1.4.12.A.1

Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of the works of dance, music, theatre and visual art.

1.4.12.A.2

Speculate on the artists intent, using discipline specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.1.12.D.1

Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross cultured themes.

Career Readiness, Life Literacies, and Key Skills	
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.

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9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
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Computer Science and Design Thinking

8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
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Companion Standards

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
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NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Interdisciplinary Connections

6.1.12.Econ GE .3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
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Cross-cultural Statements/Mandates

Social Awareness	Recognize and identify the thoughts, feelings, and perspective of others
Equity, Diversity and Inclusion	Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom. Amistad Law: Explore the contributions of David Drake, an African American enslaved potter.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How is a contemporary life depicted in ceramics? • What artists in contemporary art history have depicted ceramics and how have they dealt with it? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Students will understand what contemporary artists say about ceramics today. • Students will understand and implement different techniques at appropriate times. • Students will understand the difference between
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various hand building techniques.

Unit Learning Targets

Students will...

- Understand the influence of contemporary artists and their works
- Apply the various techniques of ceramics
- Form opinions about contemporary ceramics
- Create an original ceramic piece
- Differentiate between various handbuilding techniques.
- Utilize ceramic pieces as a way to raise awareness for social issues and injustices.
- Recognize the work of David Drake and his contributions as an African American enslaved potter.

Evidence of Learning

Formative Assessments: Discussion, Q&A, Observations, Projects, Critique

Summative/Benchmark Assessment(s): Performance Tasks

Alternative Assessments: Worksheets, critiques

Resources/Materials : Visual examples, books, videos, posters, computer resources.

Modifications:

- Special Education Students – Rephrase questions, directions and explanations.
- English Language Learners – Assign a buddy, same language or English speaking.
- At-Risk Students – Provide extended time to complete tasks.
- Gifted and Talented Students – Provide extension activities.

Midland Park Public Schools

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Ceramic Techniques	Students will be introduced to ceramic artists and ceramic techniques.	2 days
Coiling	Students will demonstrate at least 5 ways of using coils to create a functional pot.	8 days
Glazing	Students will use glaze to add color to their coil pots	3 days

Teacher Notes:

Additional Resources:

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<p>Present information through multiple media</p> <p>Provide background knowledge</p> <p>Offer alternatives for visual information</p> <p>Offer alternatives for auditory information</p> <p>Clarify vocabulary</p>	<p>Guide appropriate goal setting</p> <p>Ask questions to guide self-monitoring and reflection</p> <p>Post goals, objectives and schedules in an obvious place</p>	<p>Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants</p> <p>Provide tasks that allow for active participation, exploration and experimentation</p> <p>Create an accepting and supportive classroom climate</p> <p>Encourage and support opportunities for peer interactions and supports</p>

Midland Park Public Schools

Unit 6 - Overview

Content Area: Art 1

Unit Title: Collage

Grade Level: 9-12

Unit Summary: Students will study the history of collage and how it's been used in 20th and 21st Century art. They will study several famous artists' works such as those of Picasso's, Kurt Schwitters' and Rauchenberg's and they will proceed to create their own original art works in the style of the studied artists.

Unit 6 - Standards

CPI#:

Statement:

Performance Expectations (NJSL)

1.1.12.D.1

Distinguish innovative applications of the [elements of art](#) and [principles of design](#) in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.1.12.D.2

Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

1.2.12.A.1

Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2

Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various [historical eras](#).

1.3.12.D.1

Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

1.3.12.D.2

Produce an original body of artwork in one or more [art mediums](#) that demonstrates mastery of

	visual literacy , methods, techniques, and cultural understanding.
1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.
Career Readiness, Life Literacies, and Key Skills	
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.

Midland Park Public Schools

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
Computer Science and Design Thinking	
8.2.12.ED.5	Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
Companion Standards	
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Interdisciplinary Connections	
6.1.12History UP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian)
Cross-cultural Statements/Mandates	

Social Awareness	Recognize and identify the thoughts, feelings, and perspective of others
Equity, Diversity and Inclusion	<p>Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.</p> <p>Artwork will be explored from several different backgrounds including Native American, European, Latin American and Asian artists. Students will acknowledge the contributions that these artists have made to our country.</p>
Unit Essential Questions <ul style="list-style-type: none"> • What is collage? • What artists make collages? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Students will understand who Picasso is and why he is important. • Students will understand what collage do for a picture.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Understand the origins of contemporary collage in art. • Apply knowledge to create their own successful collages. • Identify famous artists who use collage. • Show the difference between art that uses collage and art that does not. • Explore the artwork of Henri Matisse and his ability to see things differently. 	
Evidence of Learning	
Formative Assessments: Discussion, Q&A, Observations, Projects, Critique Summative/Benchmark Assessment(s): Performance Tasks Alternative Assessments: Worksheets, critiques Resources/Materials : Visual examples, books, videos, posters, computer resources.	
Modifications:	

Midland Park Public Schools

<ul style="list-style-type: none"> • Special Education Students – Rephrase questions, directions and explanations. • English Language Learners – Assign a buddy, same language or English speaking. 	<ul style="list-style-type: none"> • At-Risk Students – Provide extended time to complete tasks. • Gifted and Talented Students – Provide extension activities. 	
Suggested Pacing Guide		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
History of Collage	Students will identify components of a collage and discuss several artists who create collages	4 days

Collage	Students will create their own original collages	14 days
Teacher Notes:		
Additional Resources:		

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
Present information through multiple media Provide background knowledge Offer alternatives for visual information Offer alternatives for auditory information Clarify vocabulary	Guide appropriate goal setting Ask questions to guide self-monitoring and reflection Post goals, objectives and schedules in an obvious place	Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants Provide tasks that allow for active participation, exploration and experimentation Create an accepting and supportive classroom climate Encourage and support opportunities for peer interactions and supports

Midland Park Public Schools

Unit 7 - Overview	
Content Area: Art 1	
Unit Title: Still Life and Landscape Drawing	
Grade Level: 9-12	
Unit Summary: Students will study famous still life and landscape drawings and paintings throughout history. They will create their own still life drawings and paintings by choosing objects and creating a composition – they will draw and add color to their work – students will also find landscape images they like and then create original drawings and paintings from those chosen images.	
Unit 7- Standards	
CPI#:	Statement:
Performance Expectations (NJSL)	
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal

	norms and habits of mind in various historical eras.
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.
Career Readiness, Life Literacies, and Key Skills	

Midland Park Public Schools

9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

Computer Science and Design Thinking

8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
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Companion Standards

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Interdisciplinary Connections

6.1.12History C.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
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Cross-cultural Statements/Mandates	
Social Awareness	Recognize and identify the thoughts, feelings, and perspective of others
Equity, Diversity and Inclusion	Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom. LGBT & Disabilities Law: Explore van Gogh's state of mind through the study of both his paintings and letters to his brother. Encourage students to see the struggles he faced regarding his mental health and have empathy and compassion.
Unit Essential Questions • What is a still life and how do you draw one? • What is a landscape and how do you draw one?	Unit Enduring Understandings • Students will understand qualities that a still life drawing and a landscape drawing
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Understand what a still life drawing is. • Understand what a landscape drawing is. • Differentiate between a landscape and a still life drawing. • Complete a realistic still life. • Complete a realistic landscape. • Apply various techniques for drawing effective pictures. • Create their own still life's and landscapes utilizing various drawing techniques. • Compile a selection of objects important to ones' life and create a still life that celebrates students' uniqueness and story. 	
Evidence of Learning	
Formative Assessments: Discussion, Q&A, Observations, Projects, Critique Summative/Benchmark Assessment(s): Performance Tasks Alternative Assessments: Worksheets, critiques Resources/Materials : Visual examples, books, videos, posters, computer resources.	

Midland Park Public Schools

Modifications: <ul style="list-style-type: none"> • Special Education Students – Rephrase questions, directions and explanations. • English Language Learners – Assign a buddy, same language or English speaking. • At-Risk Students – Provide extended time to complete tasks. • Gifted and Talented Students – Provide extension activities. 		
Suggested Pacing Guide		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)

Still Life	Students will view examples of still life drawings and discuss techniques of drawing.	2 days
Drawing a Still Life	Students will create a still life and add color	7 days
Landscape Drawing	Students will identify qualities of landscape paintings.	1 day
Creating a Landscape Painting	Students will create their own landscape paintings.	7 days

Teacher Notes:

Additional Resources:

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
Present information through multiple media Provide background knowledge Offer alternatives for visual information Offer alternatives for auditory information Clarify vocabulary	Guide appropriate goal setting Ask questions to guide self-monitoring and reflection Post goals, objectives and schedules in an obvious place	Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants Provide tasks that allow for active participation, exploration and experimentation Create an accepting and supportive classroom climate Encourage and support opportunities for peer interactions and supports

Midland Park Public Schools

Unit 8 - Overview

Content Area: Art 1

Unit Title: Sculpture and 3-Dimensional Works

Grade Level: 9-12

Unit Summary: Students will study works by famous sculptors such as Giacometti, Picasso, Henry Moore, and the works of other 20th and 21st century artists. They will look at, discuss, and create original works in the styles of the studied artists. The use of wood, plaster, wire, clay, and found objects will be explored.

Unit 8 - Standards

CPI#:

Statement:

Performance Expectations (NJSL)	
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Midland Park Public Schools

1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

Computer Science and Design Thinking

8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
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Companion Standards

NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually

	and quantitatively, as well as in words.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Interdisciplinary Connections

6.1.12HistoryC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
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Cross-cultural Statements/Mandates

Social Awareness	Recognize and identify the thoughts, feelings, and perspective of others
Equity, Diversity and Inclusion	<p>Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.</p> <p>LGBT & Disabilities Law: Explore the work of several LGBT artists who are not well known in that community because of a time period that was not as accepting. Identify the contributions of these artists.</p>

Unit Essential Questions <ul style="list-style-type: none"> • What is Sculpture? • How do I make a sculpture? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Three dimensional art must be interesting no matter how it is viewed so it is important to understand spatial relationships. • You must be willing and able to adapt to changes and flow with them.
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Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Understand the history of sculpture. • Create several sculptures and other 3-D works using various materials. • Describe the difference between 2-D and 3-D artwork. • Distinguish between additive and subtractive sculpture. • Recognize the works of several contemporary sculptors such as Alberto Giacometti. Students will discuss the idea of isolation that was portrayed in his sculptures and compare it to a time when they may have felt a sense of isolation or loneliness.

Midland Park Public Schools

Evidence of Learning
Formative Assessments: Discussion, Q&A, Observations, Projects, Critique Summative/Benchmark Assessment(s): Performance Tasks Alternative Assessments: Worksheets, critiques Resources/Materials : Visual examples, books, videos, posters, computer resources.

Modifications:

- Special Education Students – Rephrase questions, directions and explanations.
- English Language Learners – Assign a buddy, same language or English speaking.
- At-Risk Students – Provide extended time to complete tasks.
- Gifted and Talented Students – Provide extension activities.

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
3-D Sculptures	Students will identify what makes something 3-Dimensional.	2 days
Additive Sculpture	Students will demonstrate how to create an additive sculpture	5 days
Contemporary Sculptors	Students will understand what contemporary sculpture is and discuss contemporary sculptors.	3 days
Subtractive Sculpture	Students will identify what a subtractive sculpture is and create their own subtractive sculptures	15 days

Teacher Notes:**Additional Resources:**

UDL Guidelines: Presentation Methods

UDL Guidelines: Action and Expression Methods

UDL Guidelines: Engagement Methods

<p>Present information through multiple media Provide background knowledge</p> <p>Offer alternatives for visual information</p> <p>Offer alternatives for auditory information Clarify vocabulary</p>	<p>Guide appropriate goal setting</p> <p>Ask questions to guide self-monitoring and reflection</p> <p>Post goals, objectives and schedules in an obvious place</p>	<p>Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants</p> <p>Provide tasks that allow for active participation, exploration and experimentation</p> <p>Create an accepting and supportive classroom climate</p> <p>Encourage and support opportunities for peer interactions and supports</p>
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