Summit Public Schools

Summit, New Jersey
FPPA – Summit High School
Length of Course: One Semester/ One Year
Sculpture/Ceramics 1 Curriculum

Course Description: Sculpture and Ceramics 1 is a one-semester or full-year course. This course will provide students with an in-depth investigation of various sculpture media and ceramic techniques. The experience may include but is not limited to woodwork, mold making, potter's wheel, constructions using various materials, papercraft, ceramic glaze, and the re-contextualizing of found objects. Students will be exposed to alternative methods of ceramic glaze application. All projects will be prepared for display upon completion.

Unit I – Introduction to Ceramics

Anchor Standard 1: Generate and conceptualize artistic ideas and work
Anchor Standard 2: Organize and develop artistic ideas and work.

Big Ideas: *Course Objectives / Content Statement(s)*

To learn about: how clay dries and shrinks, moisture content of clay, tools of clay, technical properties, clay types, processes, decoration, and firing.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● 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?	Students will understand that… 1. 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. 2. 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 designs that define, shape, enhance, and empower their lives.

• Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools, and equipment? • 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?	
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**

Proficient:

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

- Accomplished:
  - 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on a student's existing artwork.
  - 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

- Advanced:
  - 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.
  - 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of

Instructional Focus:

- Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

- Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

- Demonstrate visual thinking skills to process the challenges and execution of a creative endeavor.

- Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.

Sample Assessments:

- Pinch, Coil, Slab Pots:
  Create three clay pots by using each of these three basic clay building techniques:
  - *Pinch*: Start with a clay ball, form a hole with your finger, and pinch your way out until a pot is formed
  - *Coil*: Using your hands, roll out thin, rope-like pieces of clay and spiral them on top of each other, gradually forming a pot.
  - *Slab Pots*: Create four walls and a base by rolling out thin sheets of clay and constructing them together

- Wedging Clay:
  Students will periodically be asked to wedge their clay. Wedging is the process by which air pockets are forced out of the clay and the clay is mixed by kneading. It is important for students to master this technique to ensure the success of their clay projects. Un-wedged clay can lead to explosions within the kiln.

- Stages of Clay:
  Students will learn the proper terms for clay as it goes through the drying process. It is

problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

important for students to recognize these terms verbally and visually:
Slip - watered down clay, used as “clay glue”
Plastic - workable stage of clay, molding stage, can join other pieces
Leather-hard - stiff and will hold its shape, can carve into
Greenware/Bone Dry - Very fragile, ready for the kiln
Bisque - Fired once
Earthenware/Stoneware - Glaze fired clay

Projects/Post Assessment:
- Once greenware is fired and glazed, students will be assessed on:
  - Craftsmanship
  - Design
  - If the piece is ready for display

Instructional Strategies:
- Demonstration of techniques by the teacher.
- The practice of those techniques by the student through hands-on practice.

Interdisciplinary Connections:
- Developing creative and critical thinking skills to come up with personal ideas

Technology Integration:
- Use of ceramic tools and 3D modeling to help demonstrate techniques.

Media Literacy Integration:
- Discussion of ceramics career. Overall critical thinking, creative thinking skills.

Global Perspectives
- Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/ confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher Resources:

Pottery Making Illustrated
Ceramics Monthly

Unit 2 – Hand-Built Pottery

Anchor Standard 2: Organize and develop artistic ideas and work.
Anchor Standard 3: Refining and completing products.

Big Ideas: *Course Objectives / Content Statement(s)*

To learn the various methods of hand building with clay as; pinch, coil, extruder, slab, tile, and sculptural.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● 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? ● 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?	Students will understand that… ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. ● 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.

● 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?	
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
● Proficient: ○ 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. ○ 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. ○ 1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. ○ 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. ● Accomplished ○ 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. ○ 1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.	Instructional Focus: ● Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems. ● Analyze pottery from a variety of cultures and times to compare the function, significance, and connection to other cultures or times. ● Research and use the techniques and processes to create different types of pottery. **Sample Assessments:** ● Relief Story Tiles: Students will create a set of four tiles that tell a story. Students will have the option of using each tile as a part of the story or all four tiles to show one picture from a story. Students will explore high and low relief sculptures. ● Fairy Tale sculpture: Fairy tales are filled with vibrant imagery and illustrations. Students will create a sculpture that captures the essence of a fairy tale of their choice. They will research a famous fairy tale from literature such as Grimm's, Aesop's Fables, or Disney. Each student must decide what is the most important aspect or theme of the story and try to represent that through their sculpture. The sculpture will them be glaze fired with one of our metallic glazes.

- 1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.
- 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

- Advanced
- 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
- 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
- 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of

- Whimsical Teapots:

Students will look at the teapots through time - critique modern art examples and compare to more traditional designs. Using these designs as a reference, students will determine appropriate hand building techniques to use. They will then design a lid/handle and spout to be part of the overall design as well as function. Students should utilize additive and subtractive sculpture methods. The selection of glaze and underglazes should be aesthetically pleasing, and their teapot should demonstrate craftsmanship in forming and glazing.

- Coral Sculpture:

Students will create a clay sculpture that is inspired by coral. Coral has a variety of shapes and textures. Students must try to emulate this or create it from their imagination. With this project, students will paint their work with iridescent acrylic paint.

Projects/Post Assessment:

- Once greenware is fired and glazed, students will be assessed on:
  - Craftsmanship
  - Design
  - If piece is ready for display

Instructional Strategies:

- Demonstration of techniques by the teacher.
- The practice of those techniques by the student through hands-on practice.

Interdisciplinary Connections:

- Developing creative and critical thinking skills to come up with personal ideas

Technology Integration:

- Use of ceramic tools and 3D modeling to help demonstrate techniques.

Media Literacy Integration:

- Discussion of ceramics career. Overall critical thinking, creative thinking skills.

Global Perspectives:

problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

- Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher Resources:

Pottery Making Illustrated
Ceramics Monthly

Unit 3 – Thrown Pottery

Anchor Standard 3: Refining and completing products.
Big Ideas: *Course Objectives / Content Statement(s)*

To learn how to center clay on the wheel. Learn how to trim, store, and finish a thrown pot.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How does working on the wheel differ from hand building? ● What scientific principles are used in throwing clay on the potter's wheel?	Students will understand … ● How to center clay. ● Utilizing the correct tools that aid in throwing.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
● Proficient ○ 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. ● Accomplished ○ 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision. ● Advanced ○ 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	Instructional Focus: ● Develop techniques that will be useful in successfully throwing pottery. ● Incorporate skills, concepts, and media to create pottery of different sizes and shapes. **Sample Assessments:** ● Centering: Centering is one of the most important steps in using the wheel. If the clay is not centered when the student begins to pull up the piece, it will be off balance, and most likely fall apart. To center the clay, students must use their whole body. The student will throw the clay down in the center of the wheel. While the wheel is running at high speed and the student's hands are wet, he/she will then push down on the clay with one hand while holding it steady with the other. Using both hands and their body to keep their arms from moving with the clay, the student will force the clay on both sides to move upwards. This process of pulling up and pushing down is repeated until the clay seems centered in the middle of the wheel.
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing	● Pulling the Pot: To begin pulling the pot, the student must first create an opening using their thumb. The student will push down with their thumb in the

community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models &		

center of the clay until he/she is close to the bottom (but does not break through). Using one hand as a brace, students will put their hand inside the pot and push along the bottom to widen the base. With one hand inside the pot and one hand on the outside, the students will pull up on the clay to create the wall. To make the pot move in or out, students can apply gentle pressure in the direction they would like it to go.

- Cutting off the Wheel:
  When the pot is finished, students will use a wire to cut the bottom from the wheel before setting it aside to firm up. Once the piece is lifted off the wheel it needs to dry to a leather-hard state. Then it can be placed back on the wheel face down. Balls of clay can be used to keep it on the wheel so it can be trimmed to add a foot or for adjusting the overall thickness.

- Pulling Handles:
  Students will practice the proper technique for making clay handles. Start by forming the clay into a carrot shape. Grasp the top and wet the bottom with the hand that will be working the clay. While keeping their working hand wet, they will grasp the mid portion of the blank, leaving enough clay above the working hand for a firm grasp on the top. With gentle pressure, stroke downward in a smooth, continuous motion. The carrot form will begin to elongate. Continue elongating the clay with a series of stroking pulls until the clay has reached the desired thickness and at least the minimum length for your handle or strap. Once the clay has stiffened, students can attach it to their pot

- Lids:
  Students will need to follow specific directions to make a lid that fits their pot. The lid will sit within a recessed lip. An extra thick lip on the clay pot should be made during the pulling up, shaping, and thinning processes. Press downward and inward with the thumb at a right angle to make a lip on the walls of the pot. Measure the diameter of the recessed lip on the walls of the clay pot with a tape measure. This should be completed quickly before the clay

Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

begins to dry and shrink. Make a small indentation in the base of the clay before throwing and molding the lid. This allows a stem for a knob or handles to be attached to the lid. Throw the ball of clay for the lid directly onto the wheel and pull up or down, or cut away and add clay until the correct size of the lid has been made. During this process, the lid should be compared to the measurements of the pot for accuracy.

Projects/Post Assessment:

- Once greenware is fired and glazed, students will be assessed on:
  - Craftsmanship
  - Design
  - If piece is ready for display

Instructional Strategies:

- Demonstration of techniques by the teacher.
- The practice of those techniques by the student through hands-on practice.

Interdisciplinary Connections:

- Developing creative and critical thinking skills to come up with personal ideas

Technology Integration:

- Use of ceramic tools and 3D modeling to help demonstrate techniques.

Media Literacy Integration:

- Discussion of ceramics career. Overall critical thinking, creative thinking skills.

Global Perspectives:

- Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.

Recommended Texts:

Teacher Resources:

Pottery Making Illustrated
Ceramics Monthly

Unit 4 – Firing

<table>
<tr><td colspan="2">Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</td></tr>
<tr><td colspan="2">Big Ideas: Course Objectives / Content Statement(s)

Students will learn to manage and fire a kiln. They will also understand the different types of firing.</td></tr>
<tr><td>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</td><td>Enduring Understandings
What will students understand about the big ideas?</td></tr>
<tr><td>1. What methods and processes are considered when preparing artwork for presentation or preservation?

2. How does refining artwork affect its meaning to the viewer?

3. What criteria are considered when selecting work for presentation, a portfolio, or a collection?</td><td>Students will understand that…

● 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.</td></tr>
<tr><td>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</td><td>Examples, Outcomes, Assessments</td></tr>
</table>

- Proficient:
  - 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.
- Accomplished:
  - 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
- Advanced:
  - 1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners

Instructional Focus:

- Analyze how visual information is developed in specific media to create a recorded visual image.

- Assess the challenges and outcomes associated with the media used in a variety of one's own work.

- Manipulate materials, techniques, and processes through practice and perseverance to create the desired result in three-dimensional artworks.

Sample Assessments:

- Bisque Fire vs Glaze Fire:

Students will recognize the difference between a bisque fire and a glaze fire. A bisque fire is the first firing of the clay. This is done when the clay is bone dry and it takes away the remaining moisture with heat, changing it to a bisque state. A glaze fire is the second firing where bisqueware is coated with liquid glaze and returned to the kiln to fire to a higher temperature.

- Types of Kilns:

Students should know the difference between a gas and electric kiln. With a gas kiln, firing can be controlled manually as you fire by allowing more gas and air to raise the temperature. This directly affects the final outcome of the glazes and clay bodies. An electric kiln can be preset and left on its own. The atmosphere in most designs of the electric kiln is rich in oxygen, as there is no open flame to consume oxygen.

- Cones:

Difference between cones for kilns is not fired just to a temperature. They are fired to a "cone" level, which accounts for time as well as temperature. It is heat absorption rather than just temperature.

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

The middle self-supporting cone is perfectly fired. Cone's come in different numbers, each of which corresponds to heating-rate/temperature-combination which will make that cone deform. At the beginning of the firing the cone is standing at an 8 degree angle. A perfectly fire cone will be bent to a 90º angle. If the cone is bent less, the kiln was under fired. If the cone is bent more, the kiln was over fired. The cones are numbered with the hottest as 10 going downward to 1. Then as it continues to cool it continues at 01, 02, etc.

Projects/Post Assessment:

- Once greenware is fired and glazed, students will be assessed on:
  - Craftsmanship
  - Design
  - If piece is ready for display

Instructional Strategies:

- Demonstration of techniques by the teacher.
- The practice of those techniques by the student through hands-on practice.

Interdisciplinary Connections:

- Developing creative and critical thinking skills to come up with personal ideas

Technology Integration:

- Use of ceramic tools and 3D modeling to help demonstrate techniques.

Media Literacy Integration:

- Discussion of ceramics career. Overall critical thinking, creative thinking skills.

Global Perspectives:

- Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.

Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher Resources:

Pottery Making Illustrated
Ceramics Monthly

Unit 5 – Glazing

Anchor Standard 6: Conveying meaning through art. **Anchor Standard 7:** Perceiving and analyzing products.	
Big Ideas: *Course Objectives / Content Statement(s)* Students will explore texture, color, glazes, underglazes, and learn how to apply various glazes.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● 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	Students will understand that… 1. Different applications of glazes will create different effects on the pottery. 2. The difference between using underglazes, low fire, and high fire glazes. 3. The use of wax-resist to help create different effects on the bisqueware.

presented, cultivate appreciation and understanding? ● 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?	
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
● Proficient: ○ 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings ○ 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences. ○ 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts. ● Accomplished: ○ 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history. ○ 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the	Instructional Focus: ● Use of color and techniques to create unique pieces of art ● Identify the function of structural elements of art and organizational principles of design to create and reflect on the artwork. ● Develop your artistic language when viewing and interpreting art. **Sample Assessments:** ● Glazing Techniques: Glazing clay will give the student's work color and a top, often shiny coat. Students must learn the proper way to glaze a pot in order for the process to be successful. When glazing they must follow the instructions for the specific glaze. Most glazes require 2-3 coats to ensure that the color will come out. Glaze cannot be applied to the bottom of their pieces. If it is, the artwork will stick to the kiln and break. Some glazes are known

natural world and constructed environments.
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

- Advanced:
- 1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

to drip and must be applied thicker at the top and thinner at the bottom. Since glaze is a chemical reaction, the liquid forms of the colors might not be how they look after they are fired.

- High Fire vs Low Fire:

Pottery is fired in a kiln at temperatures measured in cones. Low firing is performed at cone temperatures up to four or six. High fire is high-temperature firing at cone ranges from six to 10. Different types of clay and different kinds of glazes are fired to these different cone temperatures. It is important that the clay and glaze are compatible with the temperatures they need to reach to be complete.

- Underglazes:

Underglazes are colored slips that are applied to bone-dry clay before glazing. They can be used to create designs and patterns by themselves or as a first coat that will come up through the glaze that is covering them. This can give the surface more visual depth and character. Although they are often used under clear glazes, they can also be used under transparent glazes as well.

Projects/Post Assessment:

- Once greenware is fired and glazed, students will be assessed on:
  - Craftsmanship
  - Design
  - If piece is ready for display

Instructional Strategies:

- Demonstration of techniques by the teacher.
- The practice of those techniques by the student through hands-on practice.

Interdisciplinary Connections:

- Developing creative and critical thinking skills to come up with personal ideas

Technology Integration:

- Use of ceramic tools and 3D modeling to help demonstrate techniques.

Media Literacy Integration:

- Discussion of ceramics career. Overall critical thinking, creative thinking skills.

Global Perspectives:

- Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners

Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities	Modified assessment grading

	previews, anticipatory guides, and semantic mapping		

Recommended Texts:

Teacher Resources:

Pottery Making Illustrated
Ceramics Monthly

Unit 6 – Introduction to Sculpture

Anchor Standard 1: Generate and conceptualize artistic ideas and work **Anchor Standard 2:** Organize and develop artistic ideas and work.	
Big Ideas: *Course Objectives / Content Statement(s)* Sculpture is the branch of the visual arts that operates in three dimensions, and one of the plastic arts. Durable sculptural processes originally used carving and modeling, in stone, metal, ceramics, wood and other materials. A wide variety of materials may be worked by removal such as carving, assembled by welding or modeling, or molded, or cast.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What conditions, attitudes and behaviors support creativity and innovative thinking?	Students will understand that… 3. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic

● 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? ● 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?	investigations, following or breaking with traditions in pursuit of creative art-making goals. 4. 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.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**

- Proficient:
  - 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
  - 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
- Accomplished:
  - 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on a student's existing artwork.
  - 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- Advanced:
  - 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.
  - 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

Instructional Focus:

- Use non-traditional materials to create art.
- Identify the various types of sculptures.
- Develop your own creative way to manipulate materials.

Sample Assessments:

- Difference between Sculpture and Ceramics:

The discussion will be held for students to understand the difference between sculpture and ceramics. Ceramics is a form of sculpture. Sculpture, however, is a broader term that refers to all three-dimensional art. The class begins with ceramics but it is important for students to understand the importance of all of the different three-dimensional art forms.

- Sculpture Materials:

There are many different forms of sculpture and countless famous sculptors. Different sculpture materials include: Wood, plaster, paper, wire, metal, stone, clay, marble, wax, silicone, found objects, etc.

- Tape Sculptures:

Using objects or parts of their body as a mold, students will create sculptures out of tape. After choosing their subject, students will wrap tape face up all around the subject. When the subject is completely surrounded, they will start back with the tape, this time facing it down against the sticky side. They will continue adding more layers until the form feels sturdy. The tape sculpture is now ready to be removed from its subject. They can be cut free and then the sculpture can be taped back together. Sculptures can stand on their own or they can be filled.

	Projects/Post Assessment: ● Students will be assessed on: ○ Craftsmanship ○ Design ○ If piece is ready for display **Instructional Strategies:** ● Demonstration of techniques by the teacher. ● The practice of those techniques by the student through hands-on practice. **Interdisciplinary Connections:** ● Developing creative and critical thinking skills to come up with personal ideas **Technology Integration:** ● Use of ceramic tools and 3D modeling to help demonstrate techniques. **Media Literacy Integration:** ● Discussion of ceramics career. Overall critical thinking, creative thinking skills. **Global Perspectives:** ● Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.
Career Readiness, Life Literacies, and Key Skills Practices:	
● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned	

to personal goals.

- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher Resources:

Sculpture Monthly

Unit 7 – Art History Sculpture

Anchor Standard 8: Interpreting intent and meaning.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Big Ideas: *Course Objectives / Content Statement(s)*

Students will explore different aspects of art history through the use of three-dimensional design.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● 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 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?	Students will understand that… 1. People gain insights into meanings of artworks by engaging in the process of art criticism. 2. Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. 3. People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
● Proficient: ○ 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	Instructional Focus: ● Identify the function of structural elements of art and organizational principles of design to create and reflect on the artwork. ● Speculate on the meaning and content of art.

○ 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas. ○ 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. ○ 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art. ● Accomplished: ○ 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. ○ 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking. ○ 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change. ● Advanced: ○ 1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. ○ 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society. ○ 1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.	● Develop your artistic language when viewing and interpreting art. **Sample Assessments:** ● Claus Oldenburg Pop Art: Students will be able to understand the significance of the work of Claes Oldenburg. Students will create a model of a public sculpture that makes a social commentary about the area around it. Students will brainstorm and research ideas about their social stances on an issue. They will use chicken wire and plaster gauze to create their structure. It will be painted in acrylic paint. ● Louise Nevelson Assemblage: Students will learn about the significance of Louise Nevelson and her impact on sculpture. They will also reference Nevelson design through the use of cardboard. Students will explore and sculpt the cardboard by pulling it apart to show the corrugation, cutting it, gluing it, etc. It will then be sprayed in black, grey, or white. ● Art History Recreation: Students will observe and study a famous painting and recreate it in clay or cardboard. This piece is a mid- to high- relief sculpture with a flat back to hang. Using an image of a famous painting of their choice, students will trace the outlines of the painting onto their surface. If using clay, students will build up parts of the painting to create a three-dimensional feel. If using cardboard, students will use different aspects of the cardboard to show the texture and contour of the painting. ● Venetian Masks: Masks have always been a main feature of the Venetian carnival. Students will create a mask inspired by them. Using basic face structure for the mask, students will use plaster gauze or

	paper mache to create their mask. When fully dried, they will paint them with designs in the traditional style of the masks. **Projects/Post Assessment:** ● Students will be assessed on: ○ Craftsmanship ○ Design ○ If piece is ready for display **Instructional Strategies:** ● Demonstration of techniques by the teacher. ● The practice of those techniques by the student through hands-on practice. **Interdisciplinary Connections:** ● Developing creative and critical thinking skills to come up with personal ideas **Technology Integration:** ● Use of ceramic tools and 3D modeling to help demonstrate techniques. **Media Literacy Integration:** ● Discussion of ceramics career. Overall critical thinking, creative thinking skills. **Global Perspectives:** ● Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.
Career Readiness, Life Literacies, and Key Skills Practices:	
● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned	

to personal goals.

- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
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Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher Resources:

Sculpture Monthly

Unit 8 – Paper Arts

Anchor Standard 7: Perceiving and analyzing products.
Anchor Standard 9: Applying criteria to evaluate products.

Big Ideas: *Course Objectives / Content Statement(s)*

Students will explore the art and craft of paper and how it can be used as a viable sculpture medium.

Essential Questions	Enduring Understandings

What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
● 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? ● 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?	Students will understand that… 1. 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. 2. Visual arts influences understanding of and responses to the world. 3. People evaluate art based on various criteria.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**

- Proficient:
  - 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
  - 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
  - 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

- Accomplished:
  - 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
  - 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
  - 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

- Advanced:
  - 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
  - 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
  - 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Instructional Focus:

- Use of non-traditional materials to create a sculpture.

- Develop a method of creating art that is different than what is considered commonplace in sculpture.

Sample Assessments:

- Deconstructed Book:
  There's more to "deconstructing" a book than just altering the pages. In this project, deconstructing means changing the object from a book to a sculpture. The tools are very basic — scissors, glue and a desire to experiment! When looking at a finished piece, this project may appear complicated, but when a deconstructed book is created one page at a time, it's surprisingly easy to do. By learning a few simple paper manipulation techniques, students will also learn about symmetry, balance and positive/negative space.

- Book Arts:
  Book Arts is a broad term used for any art that comes in the form of a book.

Projects/Post Assessment:

- Once greenware is fired and glazed, students will be assessed on:
  - Craftsmanship
  - Design
  - If piece is ready for display

Instructional Strategies:

- Demonstration of techniques by the teacher.
- The practice of those techniques by the student through hands-on practice.

Interdisciplinary Connections:

- Developing creative and critical thinking skills to come up with personal ideas

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Plan education and career paths aligned to personal goals.
Use technology to enhance productivity, increase collaboration, and communicate effectively.
Work productively in teams while using cultural/ global competence.
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Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and	Modified assessment grading

	semantic mapping	

Recommended Texts:

Teacher Resources:

Sculpture Monthly

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11:. Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies:
Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group
Magazines & newspapers	Timelines	structures
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
Models & figures		

from https://wida.wisc.edu

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- The Global Learning Resource Library

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading