High School Adaptive Art Curriculum

Course Description: In this course, we focus on improving the creativity and fine motor skills of students with unique needs by providing meaningful art experiences. Processes explored include (but are not limited to) drawing, painting, printing, and sculpting. Students create artwork both independently and collaboratively throughout the year.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 weeks</td>
<td>Line</td>
<td>Topic 1: Creating and Using Line</td>
</tr>
<tr>
<td>3 weeks</td>
<td>Shape</td>
<td>Topic 1: Identifying and Using Shape</td>
</tr>
<tr>
<td>3 weeks</td>
<td>Form</td>
<td>Topic 1: Using Form</td>
</tr>
<tr>
<td>3 weeks</td>
<td>Color</td>
<td>Topic 1: Identifying and Using Color</td>
</tr>
<tr>
<td>3 weeks</td>
<td>Texture</td>
<td>Topic 1: Creating Texture</td>
</tr>
<tr>
<td>3 weeks</td>
<td>Space</td>
<td>Topic 1: Creating Space</td>
</tr>
</tbody>
</table>
Curriculum Revision Tracking

Spring, 2020
Aligned the course to the new Fine Arts Missouri Learning Standards
Unit 1: Line

Subject: Adaptive Art  
Grade: 9-12  
Name of Unit: Line  
Length of Unit: 3 weeks  
Overview of Unit: Students will learn about and create different types of line.

Priority Standards for unit:  
● VA:Cr1A.I Use multiple approaches to begin creative endeavors.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple approaches to begin creative endeavors</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:  
1. What are types of line?  
2. Why do you use different types of line when drawing?  
3. How do you draw something to make it look like it’s moving?

Enduring Understanding/Big Ideas:  
1. Different types of line include vertical, horizontal, diagonal, curvy, and zigzag.  
2. Artists use supplies to create a different thickness or thinness of line.  
3. Different types of line communicate different actions and feelings.  
4. Curvy and zigzag lines can indicate movement.

Unit Vocabulary:  

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line</td>
<td>Vertical</td>
</tr>
<tr>
<td>Vertical</td>
<td>Horizontal</td>
</tr>
<tr>
<td>Horizontal</td>
<td>Diagonal</td>
</tr>
<tr>
<td>Diagonal</td>
<td>Curvy</td>
</tr>
<tr>
<td>Curvy</td>
<td>Zigzag</td>
</tr>
<tr>
<td>Zigzag</td>
<td>Thick</td>
</tr>
<tr>
<td>Thick</td>
<td>Thin</td>
</tr>
<tr>
<td>Thin</td>
<td>Movement</td>
</tr>
</tbody>
</table>
Topic 1: Creating and Using Line

Engaging Experience 1
Title: Mondrian Paintings
Suggested Length of Time: 2 class periods
Standards Addressed

Priority:
  - VA:Cr1A.I Use multiple approaches to begin creative endeavors.

Detailed Description/Instructions: Students will look at Composition with Red, Yellow, Blue, and Black by Piet Mondrian, identifying what types of lines and colors are used in the work. Students will cut out lines of varying thickness/thinness and glue them to paper vertically/horizontally, then use the primary colors (and black) to paint in selected areas of their work.

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 2
Title: Pipe Cleaner Self-Portrait
Suggested Length of Time: 2 class periods
Standards Addressed

Priority:
  - VA:Cr1A.I Use multiple approaches to begin creative endeavors.

Detailed Description/Instructions: Provide students with a mirror or printed photo of themselves. Have students draw a self-portrait on a piece of colored construction paper. When the drawing is complete, shape pipe cleaners to match the lines and glue them down.

Bloom’s Levels: Apply
Webb’s DOK: 3
**Engaging Scenario**  (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Low Relief Lines: Students will draw different types of lines on a piece of cardboard or matboard. They will then cut out pieces of yarn and glue them onto the lines that they have drawn. Once dry, wrap the piece in foil and use fingers to press around the lines. To add color, color with Sharpie or paint.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating and Using Line</td>
<td>Mondrian Paintings</td>
<td>Students will look at Composition with Red, Yellow, Blue, and Black by Piet Mondrian, identifying what types of lines and colors are used in the work. Students will cut out lines of varying thickness/thinness and glue them to paper vertically/horizontally, then use the primary colors (and black) to paint in selected areas of their work.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Creating and Using Line</td>
<td>Pipe Cleaner Self-Portrait</td>
<td>Provide students with a mirror or printed photo of themselves. Have students draw a self-portrait on a piece of colored construction paper. When the drawing is complete, shape pipe cleaners to match the lines and glue them down.</td>
<td>2 class periods</td>
</tr>
</tbody>
</table>
Unit 2: Shape

Subject: Adaptive Art
Grade: 9-12
Name of Unit: Shape
Length of Unit: 3 weeks
Overview of Unit: Students will learn about and create geometric and organic shapes.

Priority Standards for unit:
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple approaches to begin creative endeavors</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:
1. What is a geometric shape? (What is a “math” shape?)
2. What is an organic shape? (What is a “nature” shape?)
3. How do you create a pattern?

Enduring Understanding/Big Ideas:
1. Geometric shapes are shapes related to math: circle, square, rectangle, triangle, etc.
2. Organic shapes are free-form shapes related to nature.
3. A pattern is made by repeating a shape or decorative design.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shape</td>
<td>Shape</td>
</tr>
<tr>
<td>Geometric</td>
<td>Geometric</td>
</tr>
<tr>
<td>Organic</td>
<td>Organic</td>
</tr>
<tr>
<td>Pattern</td>
<td>Pattern</td>
</tr>
<tr>
<td>Balance</td>
<td>Balance</td>
</tr>
</tbody>
</table>
Topic 1: Identifying and Using Shape

Engaging Experience 1
Title: Kandinsky Circles
Suggested Length of Time: 2 class periods
Standards Addressed

Priority:

• VA:Cr1A.I Use multiple approaches to begin creative endeavors.

Detailed Description/Instructions: Students will look at the work *Squares with Concentric Circles* by the artist Wassily Kandinsky. They will divide a piece of paper into 12-16 boxes and fill each with a shape of their choosing using many colors of crayon. Once every box is filled, go over the crayon with various colors of watercolor.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 2
Title: Foam Shape Prints
Suggested Length of Time: 2 class periods
Standards Addressed

Priority:

• VA:Cr1A.I Use multiple approaches to begin creative endeavors.

Detailed Description/Instructions: Have students draw and cut out various shapes using foam sheets (or provide pre-made foam shapes). Glue these shapes to 2 pieces of cardboard creating 2 different printing plates. Students can create symmetrically balanced plates if appropriate. Using acrylic paint, stamp the two plates on a piece of blank paper, alternating to create a pattern until the page is full.

Bloom’s Levels: Apply
Webb’s DOK: 3
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Matisse Cut-Outs: Students will look at collages created by the artist Henri Matisse, identifying different types of shapes used in his work. They will then draw a variety of geometric and organic shapes on different pieces of colored construction paper. After the shapes are cut out, they are collaged together on a piece of black construction paper.
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying and Using Shape</td>
<td>Kandinsky Watercolors</td>
<td>Students will look at the work Squares with Concentric Circles by the artist Wassily Kandinsky. They will divide a piece of paper into 12-16 boxes and fill each with a shape of their choosing using many colors of crayon. Once every box is filled, go over the crayon with various colors of watercolor.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Identifying and Using Shape</td>
<td>Foam Shape Prints</td>
<td>Have students draw and cut out various shapes using foam sheets (or provide pre-made foam shapes). Glue these shapes to 2 pieces of cardboard creating 2 different printing plates. Students can create symmetrically balanced plates if appropriate. Using acrylic paint, stamp the two plates on a piece of blank paper, alternating to create a pattern until the page is full.</td>
<td>2 class periods</td>
</tr>
</tbody>
</table>
Unit 3: Form

Subject: Adaptive Art
Grade: 9-12
Name of Unit: Form
Length of Unit: 3 weeks
Overview of Unit: Students will learn about and create 2-dimensional form through drawing/shading. Students will learn about and create 3-dimensional form.

Priority Standards for unit:
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple approaches to begin creative endeavors</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How do you shade?
2. What supplies can you use to shade?
3. What is a sculpture?

Enduring Understanding/Big Ideas:
1. Shading is done using a drawing material and pressing harder/lighter.
2. Shading can be done with drawing supplies like pencils and colored pencils.
3. Sculptures are 3-dimensional pieces of artwork.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td></td>
</tr>
<tr>
<td>Cube</td>
<td></td>
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<tr>
<td>Sphere</td>
<td></td>
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<tr>
<td>Pyramid</td>
<td></td>
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<tr>
<td>Cylinder</td>
<td></td>
</tr>
<tr>
<td>Cone</td>
<td></td>
</tr>
<tr>
<td>Sculpture</td>
<td></td>
</tr>
</tbody>
</table>
**Topic 1: Using Form**

**Engaging Experience 1**

*Title:* How to Shade Forms  
*Suggested Length of Time:* 1 class period  
**Standards Addressed**

*Priority:*
- VA:Cr1A.I Use multiple approaches to begin creative endeavors  

**Detailed Description/Instructions:** Provide students with a paper that has the 5 basic forms (cube, cone, sphere, pyramid, and cylinder). Using pencil or colored pencil, have students follow along as you demonstrate how to shade a form to make it look 3-dimensional. Discuss controlling pressure to make values darker/lighter.

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 2

**Engaging Experience 2**

*Title:* Coil Pots  
*Suggested Length of Time:* 1-2 class periods  
**Standards Addressed**

*Priority:*
- VA:Cr1A.I Use multiple approaches to begin creative endeavors  

**Detailed Description/Instructions:** Using clay, have students roll out a series of coils. Cut all coils to the same length. Students then trace/cut a circle for the base and score and slip the first coil onto the base. Continue scoring and slipping coils until all coils are used. Optional: After firing the coil pots, students can glaze or paint them.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Paper Sculpture: Students draw and cut out a variety of lines/shapes from colored construction paper. These pieces can also be folded and bent in various ways to create variety. Provide a base (12” x 12” thick paper or cardboard) and assemble/glue pieces so that they come off of the base. Continue adding pieces until the base is full.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Form</td>
<td>How to shade forms</td>
<td>Provide students with a paper that has the 5 basic forms (cube, cone, sphere, pyramid, and cylinder). Using pencil or colored pencil, have students follow along as you demonstrate how to shade a form to make it look 3-dimensional. Discuss controlling pressure to make values darker/lighter.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Using Form</td>
<td>Coil Pots</td>
<td>Using clay, have students roll out a series of coils. Cut all coils to the same length. Students then trace/cut a circle for the base and score and slip the first coil onto the base. Continue scoring and slipping coils until all coils are used. Optional: After firing the coil pots, students can glaze or paint them.</td>
<td>1-2 class periods</td>
</tr>
</tbody>
</table>
Unit 4: Color

Subject: Adaptive Art
Grade: 9-12
Name of Unit: Color
Length of Unit: 3 weeks
Overview of Unit: Students will learn about and use color. Students will create colors through mixing.

Priority Standards for unit:
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple approaches to begin creative endeavors</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:
1. What are the primary colors?
2. How do you mix orange, green, and violet?
3. What are warm colors?
4. What are cool colors?

Enduring Understanding/Big Ideas:
1. Primary colors are blue, red, and yellow.
2. Orange is created by mixing red and yellow. Green is created by mixing blue and yellow. Violet is created by mixing red and blue.
3. Warm colors include reds, oranges, and yellows.
4. Cool colors include blues, greens, and violets.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Color</td>
</tr>
<tr>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
</tr>
<tr>
<td></td>
<td>Warm</td>
</tr>
<tr>
<td></td>
<td>Cool</td>
</tr>
<tr>
<td></td>
<td>Tint</td>
</tr>
<tr>
<td></td>
<td>Shade</td>
</tr>
</tbody>
</table>
Topic 1: Identifying and Using Color

Engaging Experience 1
Title: Color Mixing Practice
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- VA:Cr1A.I Use multiple approaches to begin creative endeavors

Detailed Description/Instructions: Provide students with a 6-color color wheel. Using color pencils, have students fill in the primary colors. Demonstrate how to mix these primaries to create secondaries in the remaining areas. Have students mix primaries to make secondaries.

Bloom’s Levels: Understand

Webb’s DOK: 2
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Warm & Cool Fall Leaves: Using tempera paint, students use cool colors to paint a piece of paper. This will by the sky in their picture, so discuss using curvy lines to indicate movement in their brushstrokes. On a separate piece of paper, draw a series of leaves. Paint the leaves using warm colors and cut out once dry. Glue the warm colored leaves to the cool color background to create the appearance of leaves blowing in the wind. (Optional: use crayons and watercolor instead in a resist process to draw more detailed background and leaves).
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying and Using Color</td>
<td>Color Mixing Practice</td>
<td>Provide students with a 6-color color wheel. Using color pencils, have students fill in the primary colors. Demonstrate how to mix these primaries to create secondaries in the remaining areas. Have students mix primaries to make secondaries.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
# Unit 5: Texture

**Subject:** Adaptive Art  
**Grade:** 9-12  
**Name of Unit:** Texture  
**Length of Unit:** 3 weeks  
**Overview of Unit:** Students will learn about and create texture.

**Priority Standards for unit:**  
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple approaches to begin creative endeavors</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**  
1. What are types of texture?  
2. How do you create texture?

**Enduring Understanding/Big Ideas:**  
1. Texture is the way something feels or appears to feel.  
2. Texture can be created through drawing or sculpting with different materials.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texture</td>
<td>Smooth</td>
</tr>
<tr>
<td>Smooth</td>
<td>Bumpy</td>
</tr>
<tr>
<td>Bumpy</td>
<td>Rough</td>
</tr>
<tr>
<td>Rough</td>
<td>Soft</td>
</tr>
</tbody>
</table>
Topic 1: Creating Texture

Engaging Experience 1
Title: Texture Monsters
Suggested Length of Time: 1 class period

Standards Addressed
  Priority:
    • VA:Cr1A.I Use multiple approaches to begin creative endeavors

Detailed Description/Instructions: Demonstrate how to create various textures through drawing. Students will create a monster including a head, body, legs, and arms, as well as any additional details they desire to individualize it (horns, tail, wings, etc). Students will then practice creating texture by drawing fur, scales, feathers, etc.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 2
Title: Clay Owls
Suggested Length of Time: 1 class period

Standards Addressed
  Priority:
    • VA:Cr1A.I Use multiple approaches to begin creative endeavors

Detailed Description/Instructions: Using clay (or air dry clay), walk students through creating the head and body of an owl. Once construction is complete, students can use various tools to carve facial features and textures like feathers into their owl.

Bloom’s Levels: Apply
Webb’s DOK: 3
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Texture Prints: Collect a variety of materials with different textures (burlap, ribbon, bubble wrap, etc). Students select materials, cut them to desired lengths/sizes, and glue them to a cardboard plate. Once the plate is filled, students will use acrylic paint or printmaking ink to generate a series of prints to display the textures they selected.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating Texture</td>
<td>Texture Monsters</td>
<td>Demonstrate how to create various textures through drawing. Students will create a monster including a head, body, legs, and arms, as well as any additional details they desire to individualize it (horns, tail, wings, etc). Students will then practice creating texture by drawing fur, scales, feathers, etc.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Creating Texture</td>
<td>Clay Owls</td>
<td>Using clay (or air dry clay), walk students through creating the head and body of an owl. Once construction is complete, students can use various tools to carve facial features and textures like feathers into their owl.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
Unit 6: Space

Subject: Adaptive Art
Grade: 9-12
Name of Unit: Space
Length of Unit: 3 weeks
Overview of Unit: Students will learn about and create space.

Priority Standards for unit:
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple approaches to begin creative endeavors</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:
1. What is foreground?
2. What is background?
3. Where do you place larger objects? Where do you place smaller objects?

Enduring Understanding/Big Ideas:
1. Foreground is the area of the artwork that is closer to the viewer.
2. Background is the area of the artwork that is further away from the viewer.
3. Larger objects go in the foreground, while smaller objects go in the background.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Space</td>
<td>Space</td>
</tr>
<tr>
<td>Foreground</td>
<td>Foreground</td>
</tr>
<tr>
<td>Background</td>
<td>Background</td>
</tr>
<tr>
<td>Proportion/Scale</td>
<td>Proportion/Scale</td>
</tr>
</tbody>
</table>
**Engaging Experience 1**

**Title:** Foreground/Background Practice

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*
- VA:Cr1A.I Use multiple approaches to begin creative endeavors

**Detailed Description/Instructions:** Have students divide a piece of paper horizontally by drawing 2 lines to create a foreground, middle ground, and background. Guide students through drawing objects in the foreground larger and objects in the background smaller.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Torn Paper Landscape: Students tear a variety of colored construction paper into strips and glue them to a blank piece of paper horizontally to create their foreground, middle ground, and background. They may continue using torn paper to create trees, mountains, etc. for their landscape. Emphasize that the objects they tear for the foreground need to be larger and the objects they tear for the background need to be smaller to convey depth.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating Space</td>
<td>Foreground/Background Practice</td>
<td>Have students divide a piece of paper horizontally by drawing 2 lines to create a foreground, middle ground, and background. Guide students through drawing objects in the foreground larger and objects in the background smaller.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.