

Art & Literature

Curriculum Project

By Mayra Alvarenga

September 9, 2015

Project Lesson Plans

Teacher Mayra Alvarenga

Subject: History

Grade: Sixth

Lesson Unit/Topic: Spring Blossom

1. **Introduction:** (Identify Grade Level K12 Academic Content Standard(s), rationale, behavior expectations).

<p><u>California Common Core Content Standard</u></p> <p><u>Reading Standard for Literature</u></p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular Standards for details; provide a summary of the text distinct from personal opinions or judgments</p> <p>Time Frame: 1 class periods.</p> <p>Purpose: In this lesson, students are going to read an excerpt from Spring Blossom and identify what makes the community ideal.</p> <p>Behavior expectations: All students are expected to be respectful to peers and any adult present. Students must provide the speaker with their full attention at all times; this means 1) eyes focused, 2) ears listening, 3) mouth closed, and 4) body still. In order to participate in class discussions, students must raise their hand and wait to be called upon. If a student yells out an answer, he/she will be reminded to raise his/her hand. A simple, “Thank you, your answer was correct, but you didn’t raise your hand” followed by a prompt call to another student reminds these students to raise their hand. Student directions are always displayed on the worksheet and explained in detailed. In addition, I encourage students to ask clarifying questions if they do not understand a concept. Furthermore, I ask students to repeat steps or answer questions that show understanding of concept or task.</p>	<p><u>Rationale:</u></p> <p>Standard: The sixth grade California Content Standard requires all sixth graders to be able to determine the central idea of a text.</p> <p>Time Frame: The time duration for this class will vary depending on the understanding of the concepts. If students are having difficulty understanding certain steps, I will spend more time (up to a class period) on the explicit teaching and guided practice. It is critical to make sure that all students understand the concepts prior to moving on to the independent learning activity.</p> <p>Purpose: Understand the differences of each geographic region may help students understand the reason why the people choose to settle in a specific region.</p> <p>Behavior Expectations: It is critical to cover expectations to all students at every point of the lesson. In the beginning of the lesson, students should be told what concept they will be covering. Throughout the lesson, student should be told and demonstrated the steps of the task at hand. By doing so, student do not have any excuses for not meeting the task expectations. Based on previous observation, I have learned which students work well together and which students are easily distracted. It is critical to keep the talkative and/or disruptive kids separated from each other in order to prevent group or whole class disruption. It also helps keep students on task and focus on the assignment in front of them.</p>
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2. **Learner Outcome(s)/Objective(s):** (What will students learn from this lesson? How will you measure mastery of the outcome?)

<p><u>Objective:</u></p> <ul style="list-style-type: none">• Students will be able to conduct a group reading which focuses on “Peach Blossom”• Students will be able to reflect and discuss the key details of reading• Students will be able to fill out a bubble map with	<p><u>Rationale:</u></p> <p>The learning objectives clarify the intent of instruction for the teacher, as well as, the students. Objectives provide a basis for later mastery checks or checklist. It also formulates clear objectives for instruction and strategies used. In addition, objectives help lead students to the academic goal intended for them.</p> <ul style="list-style-type: none">• Mastery of the outcome will be measured by
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details of the reading.	<p>students' ability to understand the reading</p> <ul style="list-style-type: none"> • They will also be measured by their participation in pair, group, and class discussions.
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3. Pre-Assessment Activity: (Determine students' abilities to achieve the Learner Outcome and prescribe instruction accordingly.)

<p><u>Pre- Assessment:</u></p> <p>Linguistic background: All or most students are bilingual, but lessons are conducted only in English.</p> <p>Academic language abilities: All students in this class have been classified as basic and below basic. If they do not understand academic language, they have been taught and encouraged to use context clues, dictionary, or thesaurus to help with meaning. If they still do not understand, they ask teacher for clarification on meaning or usage.</p>	<p><u>Rationale:</u></p> <p>Linguistic background: While it is important to understand and accept all linguistic background, it is critical to do all lesson in English in order to enhance their English skills.</p> <p>Academic language abilities: It is critical to be aware of students' academic record and scores when planning a lesson and interacting with students. This helps the teacher establish how challenging a lesson will be. Modeling and repetition are significant strategies that will help all students understanding academic language.</p>
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4. Resources: (Identify materials needed for this lesson accounting for varying degrees of skill level)

<p>I will use a computer, ELMO, projector, and a whiteboard to teach and review the lesson with the students.</p> <p>Students will be allowed to use the following:</p> <ul style="list-style-type: none"> • Interactive learning notebook which contains notes from previous activities. • Information strips (Taiwan at a Glance 2013-2014) • Comparison Chart • Group whiteboards 	<p><u>Rationale:</u></p> <ul style="list-style-type: none"> • Using technology such as the computer, ELMO, and projector is a great manner for students to interact with demonstrations. • By having the student pick up worksheets as they come in to the room, distractions (such as getting up or asking classmates for material) are diminished.
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5. Learning Activities: Explicit Teacher Instruction - (Explain, Model, Demonstrate, Check for Understanding)

<ul style="list-style-type: none"> • Students will copy agenda. Once students have copied their agenda and homework, students will quietly copy and answer their focus question <ul style="list-style-type: none"> • Students will be given 7 minutes to answer the question, "What would be the perfect community?" • Upon answering, students will be given 45 seconds each to share their answer with their shoulder partner. • 2 students will randomly be selected to share his/her partner's answer with the class. • Expectations and requirements will be reviewed with students, the students an. <ul style="list-style-type: none"> • I will explain the each step, model doing it on the ELMO projector. Then students will do the same step I just modeled. I will walk around showing students how to cut the strips. • When the student cutting the strips is done. The group will flip the strips upside down only showing the white portion. This is my signal that they are ready to move on. <p>Check for Understanding:</p> <ul style="list-style-type: none"> • During the lesson or note-taking time, I will informally assess students by asking the students questions regarding the information that has just been presented to them.

- I will circulate the room to check that students are correctly working on the task that was assigned to them.

6. Guided Practice/ Collaborative Practice (Check for understanding and provide feedback and re-teaching)

- First, we will read the excerpt as a whole class.
- Teacher will read one line, then students will repeat that line.
- All students will read a small excerpt as a Round Robin.
- Then students will analyze the paragraph read and annotate.
- Students will be given 15-20 minutes to complete the task.

Check for Understanding:

- During this portion of the lesson, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

7. Independent Practice:

- Students will complete a double bubble map with information comparing their ideal community and the one from the story.

Check for Understanding:

- During this portion of the lesson, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

8. Assessment and Evaluation: (Describe how you will assess and/or evaluate the students' learning. Describe differentiating assessment strategies you will use for ELL, special needs students, highly achieving students and low achieving students.)

Learning will be assessed by the following:

- Informally I will circulate the room to ensure that all students are working productively on their assigned task. This gives me the opportunity to check that students are correctly working on the task that was assigned to them. It also allows me the time to provide them with ideas on how to improve their work's content or creativity .

9. Closure: (Describe how students will reflect on what they have learned.)

Students were asked to answer, "Would you have kept your quiet about the community or would you have told the other people (as the traveler did)? Explain your answer.

10. Lesson Reflection/Assessment:

Upon conducting informal assessments I was able to re-teach the principles to individuals, small groups and/or the class. Circulating the room and probing the students allowed me to target specific student's needs and address them on the spot. To determine what went well and what needs to be changed in the lesson, not only was I alert of how well they carry out the task at hand, but I asked them, "what did you think of this lesson? Where you able to understand the differences between the region?"

Teacher Mayra Alvarenga

Subject: History

Grade: Sixth

Lesson Unit/Topic: Ikko Tanaka Self-Portrait

<http://www.designishistory.com/1960/ikko-tanaka/>

1. **Introduction:** (Identify Grade Level K12 Academic Content Standard(s), rationale, behavior expectations).

<p><u>California Common Core Content Standard</u></p> <p><u>Reading Standard for Literature</u></p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular Standards for details; provide a summary of the text distinct from personal opinions or judgments</p> <p>Time Frame: 1- 2 class periods.</p> <p>Purpose: In this lesson students will learn about the various Ikko Tanaka portraits.</p> <p>Behavior expectations: All students are expected to be respectful to peers and any adult present. Students must provide the speaker with their full attention at all times; this means 1) eyes focused, 2) ears listening, 3) mouth closed, and 4) body still. In order to participate in class discussions, students must raise their hand and wait to be called upon. If a student yells out an answer, he/she will be reminded to raise his/her hand. A simple, “Thank you, your answer was correct, but you didn’t raise your hand” followed by a prompt call to another student reminds these students to raise their hand. Student directions are always displayed on the worksheet and explained in detailed. In addition, I encourage students to ask clarifying questions if they do not understand a concept. Furthermore, I ask students to repeat steps or answer questions that show understanding of concept or task.</p>	<p><u>Rationale:</u></p> <p>Standard: The sixth grade California Content Standard requires all sixth graders to be able to determine the theme or central idea of a text. This activity will help them focus on the central idea.</p> <p>Time Frame: The time duration for this class will vary depending on the understanding of the concepts. If students are having difficulty understanding certain steps, I will spend more time (up to a class period) on the explicit teaching and guided practice. It is critical to make sure that all students understand the concepts prior to moving on to the independent learning activity.</p> <p>Purpose: Students will be able to identify the central idea of various art pieces.</p> <p>Behavior Expectations: It is critical to cover expectations to all students at every point of the lesson. In the beginning of the lesson, students should be told what concept they will be covering. Throughout the lesson, student should be told and demonstrated the steps of the task at hand. By doing so, student do not have any excuses for not meeting the task expectations. Based on previous observation, I have learned which students work well together and which students are easily distracted. It is critical to keep the talkative and/or disruptive kids separated from each other in order to prevent group or whole class disruption. It also helps keep students on task and focus on the assignment in front of them.</p>
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2. **Learner Outcome(s)/Objective(s):** (What will students learn from this lesson? How will you measure mastery of the outcome?)

<p><u>Objective:</u></p> <ul style="list-style-type: none">• Students will be able to analyze art pieces• Students will be able to create a self portrait using shapes• Students will be able to fill out a depth of knowledge chart with various details about	<p><u>Rationale:</u></p> <p>The learning objectives clarify the intent of instruction for the teacher, as well as, the students. Objectives provide a basis for later mastery checks or checklist. It also formulates clear objectives for instruction and strategies used. In addition, objectives help lead students to the academic goal intended for them.</p> <ul style="list-style-type: none">• Mastery of the outcome will be measured by students’ ability to interpret and create art pieces• They will also be measured by their participation in
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pair, group, and class discussions.

4. Pre-Assessment Activity: (Determine students' abilities to achieve the Learner Outcome and prescribe instruction accordingly.)

Pre- Assessment:

Linguistic background: All or most students are bilingual, but lessons are conducted only in English.

Academic language abilities: All students in this class have been classified as basic and below basic. If they do not understand academic language, they have been taught and encouraged to use context clues, dictionary, or thesaurus to help with meaning. If they still do not understand, they ask teacher for clarification on meaning or usage.

Rationale:

Linguistic background: While it is important to understand and accept all linguistic background, it is critical to do all lesson in English in order to enhance their English skills.

Academic language abilities: It is critical to be aware of students' academic record and scores when planning a lesson and interacting with students. This helps the teacher establish how challenging a lesson will be. Modeling and repetition are significant strategies that will help all students understanding academic language.

4. Resources: (Identify materials needed for this lesson accounting for varying degrees of skill level)

I will use a computer, ELMO, projector, and a whiteboard to teach and review the lesson.

Rationale:

- Using technology such as the computer, ELMO, and projector is a great manner for students to interact with demonstrations.

5. Learning Activities: Explicit Teacher Instruction - (Explain, Model, Demonstrate, Check for Understanding)

- Students will copy agenda. Once students have copied their agenda and homework, students will quietly copy and answer their focus question
 - Students will be given 7 minutes to answer the question, "What can be expressed through art?"
 - Upon answering, students will be given 45 seconds each to share their answer with their shoulder partner.
 - 2 students will randomly be selected to share his/her partner's answer with the class.
- Expectations and requirements will be reviewed with students, the students an.
 - I will explain the each step, model doing it on the ELMO projector. Then students will do the same step I just modeled. I will walk around showing students how to cut the strips.
 - When the student cutting the strips is done. The group will flip the strips upside down only showing the white portion. This is my signal that they are ready to move on.

Check for Understanding:

- During the lesson or note-taking time, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

6. Guided Practice/ Collaborative Practice/Independent Practice

(Check for understanding and provide feedback and re-teaching)

- All students will be given a depth of knowledge chart. Teacher will model the correct way to set up the chart and review the meaning of the icons.

- Students will analyze and interpret various pieces of art.
- Each student will have the opportunity to discuss the feelings raised through that piece of art.
- Each student will draw a self portrait using shapes.

Check for Understanding:

- During this portion of the lesson, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

7. Assessment and Evaluation: (Describe how you will assess and/or evaluate the students' learning. Describe differentiating assessment strategies you will use for ELL, special needs students, highly achieving students and low achieving students.)

Learning will be assessed by the following:

- Informally I will circulate the room to ensure that all students are working productively on their assigned task. This gives me the opportunity to check that students are correctly working on the task that was assigned to them. It also allows me the time to provide them with ideas on how to improve their work's content or creativity.

8. Closure: (Describe how students will reflect on what they have learned.)

Students will be asked to answer, "What did you enjoy about this activity?"

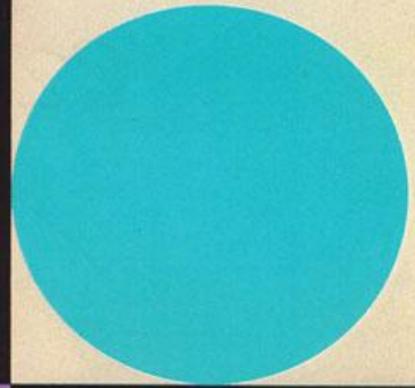
9. Lesson Reflection/Assessment:

Upon conducting informal assessments I was able to re-teach the principles to individuals, small groups and/or the class. Circulating the room and probing the students allowed me to target specific student's needs and address them on the spot. To determine what went well and what needs to be changed in the lesson, not only was I alert of how well they carry out the task at hand, but I asked them, "what did you think of this lesson?"

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Project Lesson Plans

Teacher Mayra Alvarenga

Subject: History

Grade: Sixth

Lesson Unit/Topic: Cave Art & Cave Temples of Dunhuang

https://www.britishmuseum.org/explore/online_tours/asia/caves_of_the_1000_buddhas/caves_of_the_thousand_buddhas.aspx

1. **Introduction:** (Identify Grade Level K12 Academic Content Standard(s), rationale, behavior expectations).

<p><u>California Content Standard</u></p> <p><u>World History & Geography: Ancient Geography</u></p> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>Time Frame: 2 class periods.</p> <p>Purpose: In this lesson, students are going to analyze cave art of Lascaux and compare it to cave temples of Dunhuang</p> <p>Behavior expectations: All students are expected to be respectful to peers and any adult present. Students must provide the speaker with their full attention at all times; this means 1) eyes focused, 2) ears listening, 3) mouth closed, and 4) body still. In order to participate in class discussions, students must raise their hand and wait to be called upon. If a student yells out an answer, he/she will be reminded to raise his/her hand. A simple, “Thank you, your answer was correct, but you didn’t raise your hand” followed by a prompt call to another student reminds these students to raise their hand. Student directions are always displayed on the worksheet and explained in detailed. In addition, I encourage students to ask clarifying questions if they do not understand a concept. Furthermore, I ask students to repeat steps or answer questions that show understanding of concept or task.</p>	<p><u>Rationale:</u></p> <p>Standard: The sixth grade California Content Standard requires all sixth graders to analyze geographical regions of early civilizations of China. Standards provide a focus for students and teachers in the classroom.</p> <p>Time Frame: The time duration for this class will vary depending on the understanding of the concepts. If students are having difficulty understanding certain steps, I will spend more time (up to a class period) on the explicit teaching and guided practice. It is critical to make sure that all students understand the concepts prior to moving on to the independent learning activity.</p> <p>Purpose: Understand the origins of cave art and compare it to the development of it by analyzing cave temples of Dunhuang.</p> <p>Behavior Expectations: It is critical to cover expectations to all students at every point of the lesson. In the beginning of the lesson, students should be told what concept they will be covering. Throughout the lesson, student should be told and demonstrated the steps of the task at hand. By doing so, student do not have any excuses for not meeting the task expectations. Based on previous observation, I have learned which students work well together and which students are easily distracted. It is critical to keep the talkative and/or disruptive kids separated from each other in order to prevent group or whole class disruption. It also helps keep students on task and focus on the assignment in front of them.</p>
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2. **Learner Outcome(s)/Objective(s):** (What will students learn from this lesson? How will you measure mastery of the outcome?)

<p><u>Objective:</u></p> <ul style="list-style-type: none">• Students will be able to identify and explain cave art origins by studying the caves of Lascaux.	<p><u>Rationale:</u></p> <p>The learning objectives clarify the intent of instruction for the teacher, as well as, the students. Objectives</p>
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<ul style="list-style-type: none"> • Students will be able to identify and explain the the development of cave art by studying cave temples of Dunhuang. • Students will be able to fill out a T-chart comparing both, Lascaux caves and caves of Dunhuang. 	<p>provide a basis for later mastery checks or checklist. It also formulates clear objectives for instruction and strategies used. In addition, objectives help lead students to the academic goal intended for them.</p> <ul style="list-style-type: none"> • Mastery of the outcome will be measured by students’ ability to understand the reading • They will also be measured by their participation in pair, group, and class discussions.
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5. Pre-Assessment Activity: (Determine students’ abilities to achieve the Learner Outcome and prescribe instruction accordingly.)

<p><u>Pre- Assessment:</u></p> <p>Linguistic background: All or most students are bilingual, but lessons are conducted only in English.</p> <p>Academic language abilities: All students in this class have been classified as basic and below basic. If they do not understand academic language, they have been taught and encouraged to use context clues, dictionary, or thesaurus to help with meaning. If they still do not understand, they ask teacher for clarification on meaning or usage.</p>	<p><u>Rationale:</u></p> <p>Linguistic background: While it is important to understand and accept all linguistic background, it is critical to do all lesson in English in order to enhance their English skills.</p> <p>Academic language abilities: It is critical to be aware of students’ academic record and scores when planning a lesson and interacting with students. This helps the teacher establish how challenging a lesson will be. Modeling and repetition are significant strategies that will help all students understanding academic language.</p>
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4. Resources: (Identify materials needed for this lesson accounting for varying degrees of skill level)

<p>I will use a computer, ELMO, projector, and a whiteboard to teach and review the lesson with the students.</p>	<p><u>Rationale:</u></p> <ul style="list-style-type: none"> • Using technology such as the computer, ELMO, and projector is a great manner for students to interact with demonstrations.
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5. Learning Activities: Explicit Teacher Instruction - (Explain, Model, Demonstrate, Check for Understanding)

<ul style="list-style-type: none"> • Students will copy agenda. Once students have copied their agenda and homework, students will quietly copy and answer their focus question. <ul style="list-style-type: none"> • Students will be given 7 minutes to analyze a picture the question, “What do these symbols represent? Why do you think the artist choose to draw those images?” • Upon answering, students will be given 45 seconds each to share their answer with their shoulder partner. • 2 students will randomly be selected to share his/her partner’s answer with the class. • Expectations and requirements will be reviewed with students, the students an. <ul style="list-style-type: none"> • I will explain the each step, model doing it on the ELMO projector. Then students will do the same step I just modeled. I will walk around showing students how to cut the strips. • When the student cutting the strips is done. The group will flip the strips upside down only showing the white portion. This is my signal that they are ready to move on. <p>Check for Understanding:</p> <ul style="list-style-type: none"> • During the lesson or note-taking time, I will informally assess students by asking the students questions regarding the information that has just been presented to them. • I will circulate the room to check that students are correctly working on the task that was assigned to them.

6. Guided Practice/ Collaborative Practice (Check for understanding and provide feedback and re-teaching)

- First, we will see a small clip on cave art.
 - https://www.youtube.com/watch?v=QHn_HhBGMVA
- Then students will discuss the 4 functions of cave art
- After students will read a section of the assigned text as a Round Robin..
- Then students will analyze the paragraph read and annotate.
- Students will be given 15-20 minutes to complete the task.
- Students will then work together to fill out one side of the T-chart.

Check for Understanding:

- During this portion of the lesson, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

8. Independent Practice:

- Students will do a web research on the Caves of Dunhuang
 - https://www.britishmuseum.org/explore/online_tours/asia/caves_of_the_1000_buddhas/caves_of_the_thousand_buddhas.aspx
- Students will write a few facts on the other side of the T-Chart.

Check for Understanding:

- During this portion of the lesson, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

8. Assessment and Evaluation: (Describe how you will assess and/or evaluate the students' learning. Describe differentiating assessment strategies you will use for ELL, special needs students, highly achieving students and low achieving students.)

Learning will be assessed by the following:

- Informally I will circulate the room to ensure that all students are working productively on their assigned task. This gives me the opportunity to check that students are correctly working on the task that was assigned to them. It also allows me the time to provide them with ideas on how to improve their work's content or creativity.

9. Closure: (Describe how students will reflect on what they have learned.)

Students were asked to answer, "If you could visit the caves of Lascaux or Dunhuang, which one would you visit? Why did you choose this destination? Be detailed".

10. Lesson Reflection/Assessment:

Upon conducting informal assessments I was able to re-teach the principles to individuals, small groups and/or the class. Circulating the room and probing the students allowed me to target specific student's needs and address them on the spot. To determine what went well and what needs to be changed in the lesson, not only was I alert of how well they carry out the task at hand, but I asked them, "what did you think of this lesson? Where you able to understand the differences between the caves?"

