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## Kindergarten through 3<sup>rd</sup> Grade

- **Learning to Look (K-3)**

How can young students learn to see more when they look at art? This lesson leads students through finding, measuring, pretending, and describing activities geared to make them better observers of both art in the Museum and the world around them.

*This lesson is offered in both the Museum's main building and the Perelman Building.*

**2004 New Jersey Core Curriculum Content Standards for Mathematics:**

K.CC.4 &5 Count and tell the number of objects.

K.MD.1 &2 Describe and compare measurable attributes.

K.G.1, 2 &3 Identify and describe shapes.

1. G.1, 2 &3 Reason with shapes and their attributes.

2. G.1, 2 &3 Reason with shapes and their attributes.

3. G.1 Reason with shapes and their attributes.

4.OA.5 Generate and analyze patterns.

**2009 New Jersey Core Curriculum Content Standards for Science**

5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

5.2.2.A. 2 Identify common objects as solids, liquids, or gases.

5.3.2.A.1 Group living and nonliving things according to the characteristics that they share.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

**2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

## **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

### **Discussion**

#### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

#### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

#### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

#### **3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.
1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

### **Listening**

#### **3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

#### **3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

- **World of Art (K-3)**

Take a trip around the world with art as your guide. Students explore the art of several cultures as they journey through the Museum's period rooms and galleries. Tell us the country you are studying, and we will make sure to visit a related gallery.

**2004 New Jersey Core Curriculum Content Standards for Mathematics:**

K.CC.4 &5 Count and tell the number of objects.

K.MD.1 &2 Describe and compare measurable attributes.

K.G.1, 2 &3 Identify and describe shapes.

1. G.1, 2 &3 Reason with shapes and their attributes.

2. G.1, 2 &3 Reason with shapes and their attributes.

3. G.1 Reason with shapes and their attributes.

4.OA.5 Generate and analyze patterns.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

**2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**2004 NJ Core Curriculum Content Standards Language Arts Literacy**

**Writing**

**3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.

2. Offer personal opinions in discussion and retell personal experiences.

3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.
1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

- **People, Places, and Things (K-3)**

What kinds of feelings can artists express when they paint ordinary people, places, and things? Students study several portraits, landscapes, and still-life paintings, and think about the style and mood each artist creates.

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K.MD.1 &2 Describe and compare measurable attributes.

K.G.1, 2 &3 Identify and describe shapes.

1. G.1, 2 &3 Reason with shapes and their attributes.

2. G.1, 2 &3 Reason with shapes and their attributes.

3. G.1 Reason with shapes and their attributes.

4.OA.5 Generate and analyze patterns.

**2009 New Jersey Core Curriculum Content Standards for Science**

5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

5.2.2.A. 2 Identify common objects as solids, liquids, or gases.

5.3.2.A.1 Group living and nonliving things according to the characteristics that they share.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

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1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

**2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**2004 NJ Core Curriculum Content Standards Language Arts Literacy**

**Writing**

**3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.
1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
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5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

- **Stories in Art (grades 1–3)**

Sometimes when art speaks, you want to talk back. Students join the conversation and discover the wealth of stories art can tell as they explore paintings, decorative arts, and sculpture through a variety of structured looking, writing, and role-playing activities.

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1. G.1, 2 &3 Reason with shapes and their attributes.

2. G.1, 2 &3 Reason with shapes and their attributes.

3. G.1 Reason with shapes and their attributes.

4.OA.5 Generate and analyze patterns.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

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1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

**2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**2004 NJ Core Curriculum Content Standards Language Arts Literacy**

**Writing**

**3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.

2. Offer personal opinions in discussion and retell personal experiences.

3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.
1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

- **Artists and Nature**

How have artists been inspired by nature? During this lesson students look at works of art from around the world and discover how artists have explored, described, and even included the natural world in their art. Students have a chance to respond to nature themselves through writing and drawing activities.

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- K.MD.1 &2 Describe and compare measurable attributes.
- K.G.1, 2 &3 Identify and describe shapes.
- 1. G.1, 2 &3 Reason with shapes and their attributes.
- 2. G.1, 2 &3 Reason with shapes and their attributes.
- 3. G.1 Reason with shapes and their attributes.
- 4.OA.5 Generate and analyze patterns.

**2009 New Jersey Core Curriculum Content Standards for Science**

- 5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.
- 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
- 5.2.2.A. 2 Identify common objects as solids, liquids, or gases.
- 5.3.2.A.1 Group living and nonliving things according to the characteristics that they share.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.
- 1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.
- 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- 1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.
- 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

**2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

## **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

### **Discussion**

#### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

#### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

#### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

#### **3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.
1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

### **Listening**

#### **3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

#### **3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

## 4<sup>rd</sup> Grade to 12<sup>th</sup> Grade

- **Learning to Look**

How can we learn to see more when we look at art? Students explore the Museum's collections through activities and discussions focused on looking at, thinking about, and responding to works of art. *This lesson is offered in both the Museum's main building and the Perelman Building.* Click here for related resource materials: *Learning to Look*

### **2004 New Jersey Core Curriculum Content Standards for Mathematics:**

K.CC.4 &5 Count and tell the number of objects.

K.MD.1 &2 Describe and compare measurable attributes.

K.G.1, 2 &3 Identify and describe shapes.

1. G.1, 2 &3 Reason with shapes and their attributes.

2. G.1, 2 &3 Reason with shapes and their attributes.

3. G.1 Reason with shapes and their attributes.

4.OA.5 Generate and analyze patterns.

### **2009 New Jersey Core Curriculum Content Standards for World Languages**

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

### **2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

- 1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.
- 1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.
- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.
- 1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- 1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.
- 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- 1.4.2.A.4 Distinguish patterns in nature found in visual art.
- 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art
- 1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in and visual art within diverse cultures and historical eras.

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines, using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

### **2004 NJ Core Curriculum Content Standards**

#### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

#### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).

5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.

6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).

2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Around the World**

What can art tell us about different times and cultures? Students compare works of art and architecture to discover the common threads and unique qualities of a variety of cultures. Grades 4–6 will complete their own around-the-world travelogue.

**2009 New Jersey Core Curriculum Content Standards for World Languages**

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each.

7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture.

7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.1 Map historical innovations in visual art that were caused by the creation of new technologies.

- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.
- 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- 1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.
- 1.4.2.A.4 Distinguish patterns in nature found in works of visual art.
- 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.
- 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).
- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art
- 1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.
- 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of visual art.
- 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of and visual art.
- 1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
- 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

**2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.8.D.4.c Medieval - Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.j Medieval - Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

## **2004 NJ Core Curriculum Content Standards**

### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

#### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).

5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.

6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.

7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.

4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Treasures of the Museum**

The Philadelphia Museum of Art is filled with world-renowned works of art, from ancient Chinese tomb figures to knights in armor to works by modern masters such as Vincent van Gogh and Georgia O'Keeffe. This lesson invites students to explore a selection of masterpieces in the collection and introduces them to ways of examining and interpreting works of art from many times and places.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

### **2004 NJ Core Curriculum Content Standards**

#### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

## **Discussion**

### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.

3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Critical Thinking through Art**

Exploring works of art naturally engages critical-thinking skills. In this lesson, students practice a variety of these skills, such as deductive and inductive reasoning, comparing and contrasting, making inferences and drawing conclusions, while they look at, think about, and discuss works of art in the Museum's collections.

**2009 New Jersey Core Curriculum Content Standards for Science**

5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

5.2.2.A. 2 Identify common objects as solids, liquids, or gases.

5.3.2.A.1 Group living and nonliving things according to the characteristics that they share.

5.4.4.A.1 Formulate a general description of the daily motion of the Sun across the sky based on shadow observations. Explain how shadows could be used to tell the time of day.

5.4.6.B.3 Determine if landforms were created by processes of erosion (e.g., wind, water, and/or ice) based on evidence in pictures, video, and/or maps.

5.4.2.C.1 Describe Earth materials using appropriate terms, such as hard, soft, dry, wet, heavy, and light.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

**2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

## **2004 NJ Core Curriculum Content Standards**

### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

#### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).

5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.

6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.

7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

9. Write formal and informal letters for a variety of audiences and purposes.

10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Painters and Paintings**

Why do painters make the choices they do? How do they create their illusions or abstractions? This lesson explores changing styles in painting and our reactions to them. If you are studying specific artists, please let us know and we will try to include them.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

#### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

#### **2004 NJ Core Curriculum Content Standards**

##### **Writing**

##### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

##### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

##### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

#### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

### **Discussion**

#### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

#### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

#### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

#### **3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.

- 2. Respond to ideas posed by others.
- 3.3.3 A. Discussion (small group and whole class)**
  - 1. Listen and follow a discussion in order to contribute appropriately.
  - 3. Take turns.
  - 4. Support an opinion with details.
- 3.3.3 B. Questioning (Inquiry) and Contributing**
  - 1. Develop appropriate questions to explore a topic.
  - 2. Contribute information, ideas, and experiences to classroom inquiry.
- 3.3.4 A. Discussion (small group and whole class)**
  - 1. Use details, examples and reasons to support central ideas or clarify a point of view.
  - 2. Stay focused on a topic and ask relevant questions.
  - 3. Take turns without dominating.
- 3.3.4 B. Questioning (Inquiry) and Contributing**
  - 1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
  - 2. Use interview techniques to develop inquiry skills.
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.
  - 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  - 5. Reflect and evaluate information learned as a result of the inquiry.
  - 6. Solve a problem or understand a task through group cooperation.
- 3.3.5 A. Discussion (small group and whole class)**
  - 3. Accept others' opinions and respond appropriately.
  - 5. Participate in class discussions appropriately.
- 3.3.5 B. Questioning (Inquiry) and Contributing**
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.
  - 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  - 5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.6 A. Discussion (small group and whole class)**
  - 3. Accept others' opinions and respond appropriately.
  - 5. Participate in class discussions appropriately.
- 3.3.6 B. Questioning (Inquiry) and Contributing**
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.
  - 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  - 5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.8 A. Discussion (small group and whole class)**
  - 1. Support a position, acknowledging opposing views.
  - 7. Participate in class discussion appropriately.

## **Listening**

### **3.4.1 B. Listening Comprehension**

- 2. Follow simple oral directions.
- 3. Recall information from listening to stories, poems, television, and film.

5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Introduction to Sculpture**

What is sculpture? What artistic choices must sculptors make? This lesson introduces the methods and materials of three-dimensional art from around the world.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

### **2004 NJ Core Curriculum Content Standards**

#### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

#### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

#### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

### **Discussion**

#### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

#### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

#### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

#### **3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.

2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.

5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Introduction to Architecture**

What is architecture? This lesson focuses on the Museum's outstanding collection of period rooms and architectural elements from around the world. Beginning with the Museum's main building itself, students explore different styles, materials, building methods, and functions of architecture.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

#### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

#### **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

##### **Writing**

##### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

##### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

##### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

#### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

### **Discussion**

#### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

#### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

#### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

#### **3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.

2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.

5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **The Artist and Society**

What does art reflect about the time in which it was created? Students examine how artists have chronicled, commented upon, and critiqued their societies.

**2009 New Jersey Core Curriculum Content Standards for World Languages**

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

**2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

## **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

#### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).

5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.

6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.

7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

9. Write formal and informal letters for a variety of audiences and purposes.

10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **American Art: From Colony to Nation**

What was art like in George Washington's day? Students examine furniture and paintings, discuss styles and techniques, and explore what art can tell us about life in the colonial and Federal periods.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.4. D.14 Trace how the American identity evolved over time.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups, African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

### **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

#### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

## **Discussion**

### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.

3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Survey of American Art**

What are the important themes in American art? How are changes in American society reflected in its art? This lesson surveys the art in the American collections from the eighteenth through the twentieth centuries.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.4. D.14 Trace how the American identity evolved over time.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups, African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

### **2004 NJ Core Curriculum Content Standards**

#### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

## **Discussion**

### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.

3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Pennsylvania Artists**

What do Charles Willson Peale, Thomas Eakins, Horace Pippin, and Alexander Calder have in common? They are all artists who called Pennsylvania their home. This lesson introduces artists who were born or worked in Pennsylvania from colonial times to today.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

#### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.4. D.14 Trace how the American identity evolved over time.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups, African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

#### **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

##### **Writing**

##### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

##### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

## **Discussion**

### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.

3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Greek and Roman Mythology in Art**

Beginning with the Museum building, students explore how artists have interpreted the ideas and mythology of the classical world.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

#### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4.D.1 Determine the impact of European colonization on Native American

6.2.12.A.2.a Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.

6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.

6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

#### **2004 NJ Core Curriculum Content Standards**

##### **Writing**

##### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

##### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.
4. Write to express thoughts and ideas, to share experiences, and to communicate socially.
5. Write the events of a story sequentially.

**3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

**3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

- 3.3.2 A. Discussion (small group and whole class)**
  - 1. Elaborate on experiences and ideas.
  - 2. Begin to stay focused on a topic of discussion.
  - 3. Offer personal opinions related to topics of discussion.
  - 4. Wait their turn to speak.
- 3.3.2 B. Questioning (Inquiry) and Contributing**
  - 1. Ask for explanation to clarify meaning.
  - 2. Respond to ideas posed by others.
- 3.3.3 A. Discussion (small group and whole class)**
  - 1. Listen and follow a discussion in order to contribute appropriately.
  - 3. Take turns.
  - 4. Support an opinion with details.
- 3.3.3 B. Questioning (Inquiry) and Contributing**
  - 1. Develop appropriate questions to explore a topic.
  - 2. Contribute information, ideas, and experiences to classroom inquiry.
- 3.3.4 A. Discussion (small group and whole class)**
  - 1. Use details, examples and reasons to support central ideas or clarify a point of view.
  - 2. Stay focused on a topic and ask relevant questions.
  - 3. Take turns without dominating.
- 3.3.4 B. Questioning (Inquiry) and Contributing**
  - 1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
  - 2. Use interview techniques to develop inquiry skills.
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.
  - 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  - 5. Reflect and evaluate information learned as a result of the inquiry.
  - 6. Solve a problem or understand a task through group cooperation.
- 3.3.5 A. Discussion (small group and whole class)**
  - 3. Accept others' opinions and respond appropriately.
  - 5. Participate in class discussions appropriately.
- 3.3.5 B. Questioning (Inquiry) and Contributing**
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.
  - 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  - 5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.6 A. Discussion (small group and whole class)**
  - 3. Accept others' opinions and respond appropriately.
  - 5. Participate in class discussions appropriately.
- 3.3.6 B. Questioning (Inquiry) and Contributing**
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.
  - 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  - 5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

### **Listening**

#### **3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

#### **3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

#### **3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

#### **3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Medieval Art**

What can the architecture, sculpture, textiles, and armor of medieval Europe tell us about life in the Middle Ages? This lesson explores stylistic changes in medieval art and how they reveal an evolving society.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

#### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.2.8.D.4.c Medieval - Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.j Medieval - Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

#### **2004 NJ Core Curriculum Content Standards**

##### **Writing**

##### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

##### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

## **Discussion**

### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.

3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Arms and Armor**

Who used arms and armor? How were they made? This exploration of Renaissance armor includes the handling of some pieces.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.

1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

1.1.8. D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

6.2.8.D.4.c Medieval - Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.j Medieval - Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

6.2.12.B.2.b Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

### **2004 NJ Core Curriculum Content Standards**

#### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).
3. Generate ideas for writing in a variety of situations and across the curriculum.
4. Write to express thoughts and ideas, to share experiences, and to communicate socially.
5. Write the events of a story sequentially.

### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

## **Discussion**

### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.

- 3. Role-play situations and dramatize story events.
- 3.3.1 B. Questioning (Inquiry) and Contributing**
  - 1. Respond to ideas and questions posed by others.
  - 2. Ask and answer various types of questions.
- 3.3.2 A. Discussion (small group and whole class)**
  - 1. Elaborate on experiences and ideas.
  - 2. Begin to stay focused on a topic of discussion.
  - 3. Offer personal opinions related to topics of discussion.
  - 4. Wait their turn to speak.
- 3.3.2 B. Questioning (Inquiry) and Contributing**
  - 1. Ask for explanation to clarify meaning.
  - 2. Respond to ideas posed by others.
- 3.3.3 A. Discussion (small group and whole class)**
  - 1. Listen and follow a discussion in order to contribute appropriately.
  - 3. Take turns.
  - 4. Support an opinion with details.
- 3.3.3 B. Questioning (Inquiry) and Contributing**
  - 1. Develop appropriate questions to explore a topic.
  - 2. Contribute information, ideas, and experiences to classroom inquiry.
- 3.3.4 A. Discussion (small group and whole class)**
  - 1. Use details, examples and reasons to support central ideas or clarify a point of view.
  - 2. Stay focused on a topic and ask relevant questions.
  - 3. Take turns without dominating.
- 3.3.4 B. Questioning (Inquiry) and Contributing**
  - 1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
  - 2. Use interview techniques to develop inquiry skills.
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.
  - 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  - 5. Reflect and evaluate information learned as a result of the inquiry.
  - 6. Solve a problem or understand a task through group cooperation.
- 3.3.5 A. Discussion (small group and whole class)**
  - 3. Accept others' opinions and respond appropriately.
  - 5. Participate in class discussions appropriately.
- 3.3.5 B. Questioning (Inquiry) and Contributing**
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.
  - 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  - 5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.6 A. Discussion (small group and whole class)**
  - 3. Accept others' opinions and respond appropriately.
  - 5. Participate in class discussions appropriately.
- 3.3.6 B. Questioning (Inquiry) and Contributing**
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.

4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Art of the Renaissance**

How did the art of the Renaissance reflect the ideas of that time? Students examine works of art from Italy and northern Europe to learn more about the art and beliefs of the day.

**2009 New Jersey Core Curriculum Content Standards for Science**

5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

**2009 New Jersey Core Curriculum Content Standards for Science**

5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

5.2.2.A. 2 Identify common objects as solids, liquids, or gases.

5.3.2.A.1 Group living and nonliving things according to the characteristics that they share.

5.4.4.A.1 Formulate a general description of the daily motion of the Sun across the sky based on shadow observations. Explain how shadows could be used to tell the time of day.

5.4.6.B.3 Determine if landforms were created by processes of erosion (e.g., wind, water, and/or ice) based on evidence in pictures, video, and/or maps.

5.4.2.C.1 Describe Earth materials using appropriate terms, such as hard, soft, dry, wet, heavy, and light.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

**2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.2.8.D.4.c Medieval - Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.j Medieval - Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

6.2.12.A.2.a Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.

6.2.12.B.2.b Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.

6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

**2004 NJ Core Curriculum Content Standards Language Arts Literacy**

**Writing**

**3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

**3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

**3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

**3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

### **3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

### **3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

### **3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

### **3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

### **3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

### **3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

### **3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

### **3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

## **Listening**

### **3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

### **3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.

3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).

2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Medieval and Renaissance Art**

A combination of two lessons, Medieval Art and Art of the Renaissance (see descriptions above), this offering is designed for classes studying both periods of European history.

**2009 New Jersey Core Curriculum Content Standards for Science**

5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties

of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

## **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.2.8.D.4.c Medieval - Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.j Medieval - Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

6.2.12.A.2.a Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.

6.2.12.B.2.b Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.

6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

## **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

#### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).

5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.

6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.

7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

9. Write formal and informal letters for a variety of audiences and purposes.

10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Renaissance to Modern**

This lesson provides a chronological look at European and American artistic styles from the Renaissance to today. Students consider the strengths and challenges of each period and evaluate their reactions to each style.

**2009 New Jersey Core Curriculum Content Standards for Science**

5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties

of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

## **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.2.8.D.4.c Medieval - Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.j Medieval - Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

6.2.12.A.2.a Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.

6.2.12.B.2.b Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.

6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

## **2004 NJ Core Curriculum Content Standards Language Arts Literacy Writing**

### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).

5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.

6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.

7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

9. Write formal and informal letters for a variety of audiences and purposes.

10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Art and Math**

Students explore how artists from different eras and cultures used math concepts. The content is adjusted to fit the grade level of each class. Possible topics include pattern, symmetry, one-point perspective, and number series.

**2004 New Jersey Core Curriculum Content Standards for Mathematics:**

K.CC.4 &5 Count and tell the number of objects.

K.MD.1 &2 Describe and compare measurable attributes.

K.G.1, 2 &3 Identify and describe shapes.

1. G.1, 2 &3 Reason with shapes and their attributes.

2. G.1, 2 &3 Reason with shapes and their attributes.

3. G.1 Reason with shapes and their attributes.

4.OA.5 Generate and analyze patterns.

**2009 New Jersey Core Curriculum Content Standards for Science**

5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

### **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

#### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).
3. Generate ideas for writing in a variety of situations and across the curriculum.
4. Write to express thoughts and ideas, to share experiences, and to communicate socially.
5. Write the events of a story sequentially.

### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

## **Discussion**

### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.

- 3. Role-play situations and dramatize story events.
- 3.3.1 B. Questioning (Inquiry) and Contributing**
  - 1. Respond to ideas and questions posed by others.
  - 2. Ask and answer various types of questions.
- 3.3.2 A. Discussion (small group and whole class)**
  - 1. Elaborate on experiences and ideas.
  - 2. Begin to stay focused on a topic of discussion.
  - 3. Offer personal opinions related to topics of discussion.
  - 4. Wait their turn to speak.
- 3.3.2 B. Questioning (Inquiry) and Contributing**
  - 1. Ask for explanation to clarify meaning.
  - 2. Respond to ideas posed by others.
- 3.3.3 A. Discussion (small group and whole class)**
  - 1. Listen and follow a discussion in order to contribute appropriately.
  - 3. Take turns.
  - 4. Support an opinion with details.
- 3.3.3 B. Questioning (Inquiry) and Contributing**
  - 1. Develop appropriate questions to explore a topic.
  - 2. Contribute information, ideas, and experiences to classroom inquiry.
- 3.3.4 A. Discussion (small group and whole class)**
  - 1. Use details, examples and reasons to support central ideas or clarify a point of view.
  - 2. Stay focused on a topic and ask relevant questions.
  - 3. Take turns without dominating.
- 3.3.4 B. Questioning (Inquiry) and Contributing**
  - 1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
  - 2. Use interview techniques to develop inquiry skills.
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.
  - 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  - 5. Reflect and evaluate information learned as a result of the inquiry.
  - 6. Solve a problem or understand a task through group cooperation.
- 3.3.5 A. Discussion (small group and whole class)**
  - 3. Accept others' opinions and respond appropriately.
  - 5. Participate in class discussions appropriately.
- 3.3.5 B. Questioning (Inquiry) and Contributing**
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.
  - 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  - 5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.6 A. Discussion (small group and whole class)**
  - 3. Accept others' opinions and respond appropriately.
  - 5. Participate in class discussions appropriately.
- 3.3.6 B. Questioning (Inquiry) and Contributing**
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.

4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Chemistry of Metalwork**

High school chemistry classes explore the European, American, and Asian art collections and learn how artists use chemical and physical processes to decorate metalwork. Teachers receive a workbook that includes lab activities and supplementary information. Click here for related pre- and post-visit resources: *Techniques in Metalwork*

- 2009 New Jersey Core Curriculum Content Standards for Science**

- 5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

- 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

- 2009 New Jersey Core Curriculum Content Standards for Visual Arts**

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

- 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

- 1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

- 1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

- 1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

- 1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

- 1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

- 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

- 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

### **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

#### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

**3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

**3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).

5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.

6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.

7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

9. Write formal and informal letters for a variety of audiences and purposes.

10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.

12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.

2. Offer personal opinions in discussion and retell personal experiences.

3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.

2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.

2. Begin to stay focused on a topic of discussion.
  3. Offer personal opinions related to topics of discussion.
  4. Wait their turn to speak.
- 3.3.2 B. Questioning (Inquiry) and Contributing**
1. Ask for explanation to clarify meaning.
  2. Respond to ideas posed by others.
- 3.3.3 A. Discussion (small group and whole class)**
1. Listen and follow a discussion in order to contribute appropriately.
  3. Take turns.
  4. Support an opinion with details.
- 3.3.3 B. Questioning (Inquiry) and Contributing**
1. Develop appropriate questions to explore a topic.
  2. Contribute information, ideas, and experiences to classroom inquiry.
- 3.3.4 A. Discussion (small group and whole class)**
1. Use details, examples and reasons to support central ideas or clarify a point of view.
  2. Stay focused on a topic and ask relevant questions.
  3. Take turns without dominating.
- 3.3.4 B. Questioning (Inquiry) and Contributing**
1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
  2. Use interview techniques to develop inquiry skills.
  3. Explore concepts by describing, narrating, or explaining how and why things happen.
  4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  5. Reflect and evaluate information learned as a result of the inquiry.
  6. Solve a problem or understand a task through group cooperation.
- 3.3.5 A. Discussion (small group and whole class)**
3. Accept others' opinions and respond appropriately.
  5. Participate in class discussions appropriately.
- 3.3.5 B. Questioning (Inquiry) and Contributing**
3. Explore concepts by describing, narrating, or explaining how and why things happen.
  4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.6 A. Discussion (small group and whole class)**
3. Accept others' opinions and respond appropriately.
  5. Participate in class discussions appropriately.
- 3.3.6 B. Questioning (Inquiry) and Contributing**
3. Explore concepts by describing, narrating, or explaining how and why things happen.
  4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.8 A. Discussion (small group and whole class)**
1. Support a position, acknowledging opposing views.
  7. Participate in class discussion appropriately.

## **Listening**

### **3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

### **3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

### **3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

### **3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Art and Language Arts**

How do you read a work of art? How do you write a work of art? During this lesson, students uncover the "stories" told by objects in the Museum's collections as they experiment with the different tools that writers and artists use to make an engaging work. Activities encourage careful observation, analysis and discussion of works of art, and creative and descriptive writing. *This lesson can be adapted for English-language learners.*

**2009 New Jersey Core Curriculum Content Standards for Science**

5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

### **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

#### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

**3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

**3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).

5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.

6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.

7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

9. Write formal and informal letters for a variety of audiences and purposes.

10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.

12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.

2. Offer personal opinions in discussion and retell personal experiences.

3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.

2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.

2. Begin to stay focused on a topic of discussion.
  3. Offer personal opinions related to topics of discussion.
  4. Wait their turn to speak.
- 3.3.2 B. Questioning (Inquiry) and Contributing**
1. Ask for explanation to clarify meaning.
  2. Respond to ideas posed by others.
- 3.3.3 A. Discussion (small group and whole class)**
1. Listen and follow a discussion in order to contribute appropriately.
  3. Take turns.
  4. Support an opinion with details.
- 3.3.3 B. Questioning (Inquiry) and Contributing**
1. Develop appropriate questions to explore a topic.
  2. Contribute information, ideas, and experiences to classroom inquiry.
- 3.3.4 A. Discussion (small group and whole class)**
1. Use details, examples and reasons to support central ideas or clarify a point of view.
  2. Stay focused on a topic and ask relevant questions.
  3. Take turns without dominating.
- 3.3.4 B. Questioning (Inquiry) and Contributing**
1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
  2. Use interview techniques to develop inquiry skills.
  3. Explore concepts by describing, narrating, or explaining how and why things happen.
  4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  5. Reflect and evaluate information learned as a result of the inquiry.
  6. Solve a problem or understand a task through group cooperation.
- 3.3.5 A. Discussion (small group and whole class)**
3. Accept others' opinions and respond appropriately.
  5. Participate in class discussions appropriately.
- 3.3.5 B. Questioning (Inquiry) and Contributing**
3. Explore concepts by describing, narrating, or explaining how and why things happen.
  4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.6 A. Discussion (small group and whole class)**
3. Accept others' opinions and respond appropriately.
  5. Participate in class discussions appropriately.
- 3.3.6 B. Questioning (Inquiry) and Contributing**
3. Explore concepts by describing, narrating, or explaining how and why things happen.
  4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.8 A. Discussion (small group and whole class)**
1. Support a position, acknowledging opposing views.
  7. Participate in class discussion appropriately.

## **Listening**

### **3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

### **3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

### **3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

### **3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **The Impressionist Era**

What made the art of the Impressionists so different? This lesson introduces students to the works of Claude Monet, Edgar Degas, Mary Cassatt, Pierre-Auguste Renoir, Paul Cézanne, Vincent van Gogh, and others, and places them within the context of their time.

**2009 New Jersey Core Curriculum Content Standards for World Languages**

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

**2009 New Jersey Core Curriculum Content Standards for Science**

5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

5.2.2.A. 2 Identify common objects as solids, liquids, or gases.

5.3.2.A.1 Group living and nonliving things according to the characteristics that they share.

5.4.4.A.1 Formulate a general description of the daily motion of the Sun across the sky based on shadow observations. Explain how shadows could be used to tell the time of day.

5.4.2.C.1 Describe Earth materials using appropriate terms, such as hard, soft, dry, wet, heavy, and light.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

### **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

#### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

#### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

### **3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Modern and Contemporary Art**

What is modern art and what makes it look the way it does? This lesson explores changing styles and ideas in European and American art from Impressionism to Cubism to the contemporary art of today.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

#### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

#### **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

##### **Writing**

##### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

##### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

##### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

#### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

### **Discussion**

#### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

#### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

#### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

#### **3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.

2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.

5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Islamic Art**

How does Islamic art reflect the ideas of its culture? Students examine rugs, tiles, architecture, and other objects from the Middle East, Europe, and Asia to learn about Islamic art, beliefs, and cross-cultural influences.

**2009 New Jersey Core Curriculum Content Standards for World Languages**

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

**2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

## **2004 NJ Core Curriculum Content Standards**

### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

#### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).

5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.

6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.

7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

9. Write formal and informal letters for a variety of audiences and purposes.

10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.

12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

#### **Discussion**

##### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

##### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

##### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

##### **3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

##### **3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

##### **3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

##### **3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

##### **3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

##### **3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

##### **3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.

4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Art of Asia**

Students examine and compare the art of India, China, Japan, and Korea. Highlights include an Indian Hindu temple, a Chinese palace hall, and a Japanese teahouse and garden. Classes can explore all four cultures or focus on a specific one. Click here for related resource materials: *Learning from Asian Art: China*, *Learning from Asian Art: Japan*, and *Learning from Asian Art: Korea*.

**2009 New Jersey Core Curriculum Content Standards for World Languages**

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

**2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical

## **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

#### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).

5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.

6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.

7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

9. Write formal and informal letters for a variety of audiences and purposes.

10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.

12. Use relevant graphics in writing (e.g., maps, charts, illustrations).  
**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

### **Discussion**

#### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

#### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

#### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

#### **3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

#### **3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

#### **3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

#### **3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

#### **3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

#### **3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

#### **3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Artists and the Natural World**

During this lesson, students look at works of art from several times periods and places, and explore ways that artists have been inspired by, recorded, and incorporated elements of the natural world in their art. Students have a chance to respond to nature themselves through writing and drawing activities.

**2009 New Jersey Core Curriculum Content Standards for Science**

5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

5.2.2.A. 2 Identify common objects as solids, liquids, or gases.

5.3.2.A.1 Group living and nonliving things according to the characteristics that they share.

5.4.4.A.1 Formulate a general description of the daily motion of the Sun across the sky based on shadow observations. Explain how shadows could be used to tell the time of day.

5.4.6.B.3 Determine if landforms were created by processes of erosion (e.g., wind, water, and/or ice) based on evidence in pictures, video, and/or maps.

5.4.2.C.1 Describe Earth materials using appropriate terms, such as hard, soft, dry, wet, heavy, and light.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

**2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical

## 2004 NJ Core Curriculum Content Standards Language Arts Literacy

### Writing

#### 3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

3. Use writing as a tool for learning self-discovery and reflection.

#### 3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

#### 3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### 3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).

5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.

6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.

7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

9. Write formal and informal letters for a variety of audiences and purposes.

10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.

12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

#### 3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

### **Discussion**

#### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

#### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

#### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

#### **3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

#### **3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

#### **3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

#### **3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

#### **3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

#### **3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

#### **3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.

5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.6 A. Discussion (small group and whole class)**
3. Accept others' opinions and respond appropriately.
  5. Participate in class discussions appropriately.
- 3.3.6 B. Questioning (Inquiry) and Contributing**
3. Explore concepts by describing, narrating, or explaining how and why things happen.
  4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.8 A. Discussion (small group and whole class)**
1. Support a position, acknowledging opposing views.
  7. Participate in class discussion appropriately.

### **Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **The Mixed-Up Files (grades 4–8)**

In this companion tour to the book *The Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg, students learn about the Museum and its collections as they explore popular galleries and mysterious objects.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

#### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical

#### **2004 NJ Core Curriculum Content Standards Language Arts Literacy**

##### **Writing**

##### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

##### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

##### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

## **Discussion**

### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

### **3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

### **3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.

3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Treasures of French, German, or Spanish Art (grades 9–12) (1 hour)**  
Students studying a foreign language learn about the art of one of the above cultures. Tours range from medieval religious objects to contemporary paintings and sculpture.

**2009 New Jersey Core Curriculum Content Standards for World Languages**

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical

### **2004 NJ Core Curriculum Content Standards**

#### **Writing**

**3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

**3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).
3. Generate ideas for writing in a variety of situations and across the curriculum.
4. Write to express thoughts and ideas, to share experiences, and to communicate socially.
5. Write the events of a story sequentially.

**3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

**3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

**Discussion**

- 3.3.1 A. Discussion**
  - 1. Speak in complete sentences.
  - 2. Offer personal opinions in discussion and retell personal experiences.
  - 3. Role-play situations and dramatize story events.
- 3.3.1 B. Questioning (Inquiry) and Contributing**
  - 1. Respond to ideas and questions posed by others.
  - 2. Ask and answer various types of questions.
- 3.3.2 A. Discussion (small group and whole class)**
  - 1. Elaborate on experiences and ideas.
  - 2. Begin to stay focused on a topic of discussion.
  - 3. Offer personal opinions related to topics of discussion.
  - 4. Wait their turn to speak.
- 3.3.2 B. Questioning (Inquiry) and Contributing**
  - 1. Ask for explanation to clarify meaning.
  - 2. Respond to ideas posed by others.
- 3.3.3 A. Discussion (small group and whole class)**
  - 1. Listen and follow a discussion in order to contribute appropriately.
  - 3. Take turns.
  - 4. Support an opinion with details.
- 3.3.3 B. Questioning (Inquiry) and Contributing**
  - 1. Develop appropriate questions to explore a topic.
  - 2. Contribute information, ideas, and experiences to classroom inquiry.
- 3.3.4 A. Discussion (small group and whole class)**
  - 1. Use details, examples and reasons to support central ideas or clarify a point of view.
  - 2. Stay focused on a topic and ask relevant questions.
  - 3. Take turns without dominating.
- 3.3.4 B. Questioning (Inquiry) and Contributing**
  - 1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
  - 2. Use interview techniques to develop inquiry skills.
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.
  - 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  - 5. Reflect and evaluate information learned as a result of the inquiry.
  - 6. Solve a problem or understand a task through group cooperation.
- 3.3.5 A. Discussion (small group and whole class)**
  - 3. Accept others' opinions and respond appropriately.
  - 5. Participate in class discussions appropriately.
- 3.3.5 B. Questioning (Inquiry) and Contributing**
  - 3. Explore concepts by describing, narrating, or explaining how and why things happen.
  - 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  - 5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.6 A. Discussion (small group and whole class)**
  - 3. Accept others' opinions and respond appropriately.
  - 5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Drawing and Discovering (grades 5–12)**

How does drawing aid our understanding of art? Students explore sculpture, architecture, and decorative arts through drawing activities and discussions led by a Museum Teacher/Artist. Let us know if you are studying a particular drawing technique, style, or time period.

*This lesson has limited availability and is only offered after 11:30 a.m. It is offered in both the Museum's main building or the Perelman Building.*

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical

### **2004 NJ Core Curriculum Content Standards**

#### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

#### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

#### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

### **Discussion**

#### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

#### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

#### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

#### **3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.

2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.

5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **The Sculpture of Auguste Rodin**

The Rodin Museum, also located on the Benjamin Franklin Parkway, houses the largest number of works outside Paris by this nineteenth-century sculptor. Guided and self-guided visits to this extraordinary collection are available

**2009 New Jersey Core Curriculum Content Standards for World Languages**

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

#### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical

## **2004 NJ Core Curriculum Content Standards**

### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

#### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).

5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.

6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.

7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

9. Write formal and informal letters for a variety of audiences and purposes.

10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.

12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

#### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

### **Discussion**

#### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

#### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

#### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

#### **3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.

#### **3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

#### **3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

#### **3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

#### **3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

#### **3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

#### **3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.

5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.

5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.

4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.

5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.

7. Participate in class discussion appropriately.

**Listening**

**3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.

3. Recall information from listening to stories, poems, television, and film.

5. Respond appropriately to questions about stories read aloud.

7. Ask questions for clarification and explanation of stories and ideas heard.

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.

3. Listen and contribute to class discussions

**3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).

2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

## Fairmount Park Houses

- **Colonial Life at Cedar Grove (grades 3–6)**

In the summer months, Cedar Grove was home to Elizabeth Coates Paschall and her nine children. What was life like in a wealthy Philadelphia Quaker family during the mid-1700s? Students participate in a variety of hands-on activities as they learn about the life of children and adults around the time of the American Revolution.

### **2009 New Jersey Core Curriculum Content Standards for Visual Arts**

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.
- 1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
- 1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.
- 1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.
- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.
- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.
- 1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.
- 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- 1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.4. D.14 Trace how the American identity evolved over time.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups, African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

### **2004 NJ Core Curriculum Content Standards**

#### **Writing**

#### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

#### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

**3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

**3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.

4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).

5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.

6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.

7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

9. Write formal and informal letters for a variety of audiences and purposes.

10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.

12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

**3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

**Discussion**

**3.3.1 A. Discussion**

1. Speak in complete sentences.

2. Offer personal opinions in discussion and retell personal experiences.

3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.

2. Ask and answer various types of questions.

**3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.

2. Begin to stay focused on a topic of discussion.
  3. Offer personal opinions related to topics of discussion.
  4. Wait their turn to speak.
- 3.3.2 B. Questioning (Inquiry) and Contributing**
1. Ask for explanation to clarify meaning.
  2. Respond to ideas posed by others.
- 3.3.3 A. Discussion (small group and whole class)**
1. Listen and follow a discussion in order to contribute appropriately.
  3. Take turns.
  4. Support an opinion with details.
- 3.3.3 B. Questioning (Inquiry) and Contributing**
1. Develop appropriate questions to explore a topic.
  2. Contribute information, ideas, and experiences to classroom inquiry.
- 3.3.4 A. Discussion (small group and whole class)**
1. Use details, examples and reasons to support central ideas or clarify a point of view.
  2. Stay focused on a topic and ask relevant questions.
  3. Take turns without dominating.
- 3.3.4 B. Questioning (Inquiry) and Contributing**
1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
  2. Use interview techniques to develop inquiry skills.
  3. Explore concepts by describing, narrating, or explaining how and why things happen.
  4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  5. Reflect and evaluate information learned as a result of the inquiry.
  6. Solve a problem or understand a task through group cooperation.
- 3.3.5 A. Discussion (small group and whole class)**
3. Accept others' opinions and respond appropriately.
  5. Participate in class discussions appropriately.
- 3.3.5 B. Questioning (Inquiry) and Contributing**
3. Explore concepts by describing, narrating, or explaining how and why things happen.
  4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.6 A. Discussion (small group and whole class)**
3. Accept others' opinions and respond appropriately.
  5. Participate in class discussions appropriately.
- 3.3.6 B. Questioning (Inquiry) and Contributing**
3. Explore concepts by describing, narrating, or explaining how and why things happen.
  4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
  5. Reflect and evaluate information learned as a result of the inquiry.
- 3.3.8 A. Discussion (small group and whole class)**
1. Support a position, acknowledging opposing views.
  7. Participate in class discussion appropriately.

## **Listening**

### **3.4.1 B. Listening Comprehension**

2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.
7. Ask questions for clarification and explanation of stories and ideas heard.

### **3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
3. Listen and contribute to class discussions

### **3.4.6 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

### **3.4.7 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.

- **Discover Classical Architecture at Mount Pleasant (*grades 5–12*)**

Recently restored with a new roof and only partially furnished, Mount Pleasant is an excellent laboratory for the study of Classicism in colonial architecture. Activities include reviewing the basic vocabulary of Classicism, sketching details both inside and outside the house, being a detective who identifies classical carving details, and learning to read an eighteenth-century design book. Students come away with an understanding of how architecture can communicate lifestyle.

**2009 New Jersey Core Curriculum Content Standards for Visual Arts**

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art

1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

#### **2009 New Jersey Core Curriculum Content Standards for Social Studies**

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical

#### **2004 NJ Core Curriculum Content Standards**

##### **Writing**

##### **3.2.2 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

3. Use writing as a tool for learning self-discovery and reflection.

##### **3.2.3 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

3. Generate ideas for writing in a variety of situations and across the curriculum.

4. Write to express thoughts and ideas, to share experiences, and to communicate socially.

5. Write the events of a story sequentially.

##### **3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

#### **3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).

#### **3.2.5 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

### **Discussion**

#### **3.3.1 A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

#### **3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

#### **3.3.2 A. Discussion (small group and whole class)**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

#### **3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.

2. Respond to ideas posed by others.

**3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.5 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.6 A. Discussion (small group and whole class)**

3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
7. Participate in class discussion appropriately.

**Listening**

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1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

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