

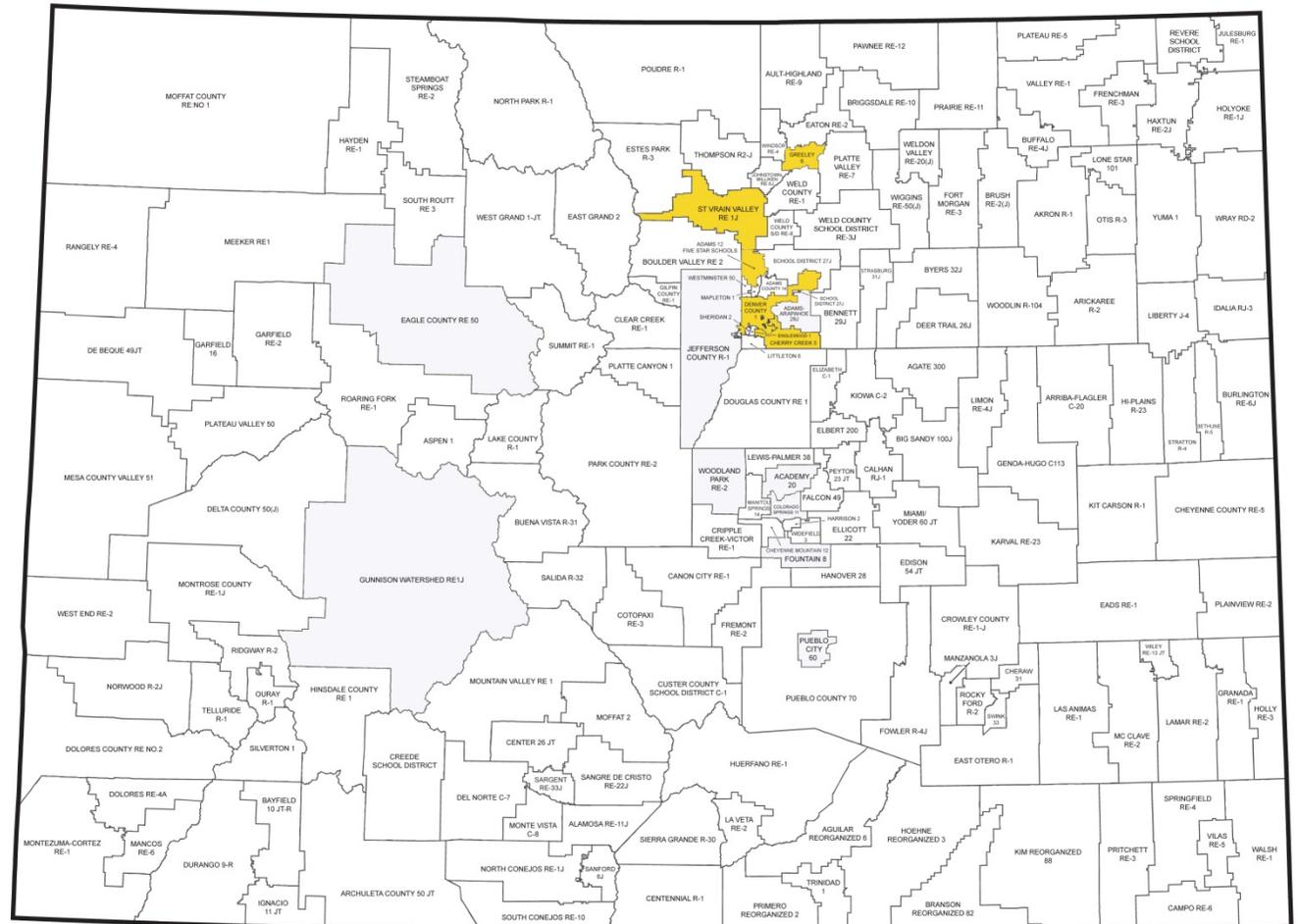
Unit Title: State Your Claim with an Architectural Twist

INSTRUCTIONAL UNIT AUTHORS

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Colorado's District Sample Curriculum Project

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

This instructional unit integrates the following separate units:

- Social Studies, 3rd grade, **State Your Claim: How Do We Gather and Use Evidence to Support a Decision?** (see the Unit Overview here in [Word](#) or [PDF](#)); and
- Visual Arts, 3rd grade, **Architecture** (see the Unit Overview here in [Word](#) or [PDF](#))

Throughout this unit we denote levels of content area integration by listing an **Integration Continuum Color***, as follows:

GREEN	Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.
BLUE	Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.
PINK	Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.
YELLOW	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

** Adapted from Varieties of Arts Integration developed by Center for Applied Research and Educational Improvement and Perpich Center for Arts Education ©2002 Regents of the University of Minnesota*

Unit Description:	<p>State Your Claim with an Architectural Twist is a third grade integrated visual art and social studies unit focusing on architecture and community-based decision-making. It begins with a focus on students’ personal community, and moves into considerations of the ways in which communities negotiate conflict around community issues, particularly new construction plans. Students will consider how diverse perspectives contribute to the discussion and resolution of the financial decisions associated with new construction.</p> <p>During the 6-8 weeks of the unit, students will examine their own financial choices, respond to primary and secondary sources related to a specific new construction decision within their community, analyze how specific architectural choices impact community decisions and examine the ways in which diverse perspectives in the community are voiced during the decision making process. This unit will culminate with a final project in which students synthesize the information they know about architecture to create a specialized community gathering place that reflects the needs of their community to create 2D sketches, blueprints and a finalized 3D model. Students will be asked to share their reasoning for the proposed new construction and defend their position on the design of the community gathering place, the distinct economic ramifications, and how it will better the community.</p>
Considerations:	<p>The Expressive Features and Characteristics of art are foundational to all art making; including each learning experience in this unit. Functional and environmental needs often influence the design of architecture as well as the materials used. Additionally, architects use expressive features such as space, line and shape to produce form.</p> <p>This unit focuses on the specific community of the authors: Greeley/Evans, CO. Though the resources utilized in the unit are often Greeley/Evans-specific, the learning experiences and performance assessment are easily adaptable for any community. In addition, this unit works well with an established classroom economy, and assumes the basic knowledge of a Personal Financial Literacy.</p>
Unit Generalizations	
Key Generalization:	<p>Visual Arts: Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience</p> <p>Social Studies: Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as community construction proposals)</p>
Supporting Generalizations:	<p>Visual Arts: Functional needs of space (such as a building) often dictate the design and form of a space Expressive features, such as space, line and shape produce form</p>

Colorado Teacher-Authored Sample Instructional Unit

	<p>Social Studies:</p> <p>Geographic problems (such as where to build new construction) can be addressed when community members seek to value the rights and responsibilities of self and others</p> <p>Analyzing historical sources from various perspectives allows people to understand past decisions and the cost- benefit beliefs and values that informed them</p> <p>Sources of income provide opportunities for making decisions about spending money in ways that positively impact the community</p> <p>Personal financial decisions about local monetary transactions can contribute to the health/growth of a community</p>
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Performance Assessment: *The capstone/summative assessment for this unit.*
 Both disciplines integrated

Integration Continuum Color: GREEN BLUE PINK YELLOW

GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.

<p>Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)</p>	<p>Visual Arts: Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience</p> <p>Social Studies: Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as community construction proposals)</p>
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<p>Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)</p>	<p>You are a member of your community, and someone very interested in its success. You would like to propose to the community the construction of a public gathering place (community center, a park, a Boys and Girls Club, a school, or even a box store) that provides the opportunity to better the community. Use your sketches, floor plans, blue prints, and exterior drawings to create your three-dimensional building that is balanced between being aesthetically pleasing and practical. Create a presentation to show and explain who you are in the community (student, a parent, a homeowner, a business person), and why you think this public gathering place will benefit this community.</p>
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<p>Product/Evidence: (Expected product from students)</p>	<p>The students will produce the following:</p> <ul style="list-style-type: none"> • Sketch • Floor plan • 3D Model of the public gathering place for the community <p>The student will present:</p> <ul style="list-style-type: none"> • Who they are in the community • What their public gathering place is • How their gathering place will better the community • 3D Model of the public gathering place for the community
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<p>Differentiation: (Multiple modes for student expression)</p>	<p>Students may:</p> <ul style="list-style-type: none"> • Work in small groups/partners • Serve as leaders of student partners or a small group • Be given options on ways to discuss or share during the presentation (verbal, artistic and written presentations and products-collage, three-dimensional model, sketches, floor plans, whole group share out)
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	<p>Instead of individual presentations, students may form coalitions to construct a group presentation. Groups could be comprised of a:</p> <ul style="list-style-type: none"> • Presenter • Researcher • Graphic artist (to visually depict the group’s position/argument)
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Save, Spend, or Donate?: A Book About Managing Money</i> by Nancy Loewen (Lexile level 530)</p> <p><i>Do I Need It? or Do I Want It?: Making Budget Choices</i> by Jennifer Larson (Lexile Level 400)</p> <p><i>Money Sense for Kids</i> by Hollis Page Harmen</p> <p><i>Kid’s Guide To Government</i> By Ernestine Giesecke (Lexile Level 990)</p> <p><i>What is a City Council</i>, By Nancy Harris (Lexile Level 699)</p> <p><i>Wonderful Houses Around the World</i>-Yoshi Komatsu</p> <p><i>Amazing Buildings</i>-Kate Hayden (DK Readers, Level 2)</p> <p><i>Built to Last</i>-David Macalay (950 Lexile Level)</p> <p><i>See Inside Famous Buildings</i>-Rob Lloyd Jones</p> <p><i>Famous Buildings of Frank Lloyd Wright</i>-Bruce LaFontaine</p>	<p><i>Alexander, Who Used to Be Rich Last Sunday</i> by Judith Viorst (Lexile level 570)</p> <p><i>A Chair for My Mother</i> by Vera Williams (Lexile level 640)</p> <p><i>Sam and the Lucky Money</i> by Karen Chinn (Lexile level 660)</p> <p><i>One Hen: How One Small Loan Made a Big Difference</i> by Katie Smith Milway (Lexile level 810)</p> <p><i>Iggy Peck Architect</i>-Andrea Beaty</p> <p><i>The Three Little Pigs</i>-Paul Galdone (450 Lexile Level)</p> <p><i>From Mud Huts to Skyscrapers</i>-Christine Paxmann</p> <p><i>Building on Nature: The life of Antoni Gaudi</i>-Rachel Victoria Rodriguez (AD550L Lexile Level)</p>

Ongoing Discipline-Specific Learning Experiences – Visual Arts				
1.	Description:	Think like an artist: The Characteristics and Expressive Features in works of art and design and an understanding of media, processes and tools that are needed to express ideas in the visual arts and help to determine artistic intent	Teacher Resources:	<i>Making Art: Form and Meaning</i> - Barrett, T. <i>Talking About Student Art</i> - Barrett, T.
			Student Resources:	N/A
	Skills:	Create, analyze, interpret and make meaning of art and design	Assessment:	Throughout the unit students will use journaling and sketchbooks to: <ul style="list-style-type: none"> • Provide written and verbal arguments for works of art • Give reasons for their artistic decisions and the artistic decisions of other artists • Research and document their ideas and primary source information in sketchbooks/journals to inform their decisions in making art

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2.	Description:	Create like an artist: Develop appropriate studio habits	Teacher Resources:	<i>Studio thinking 2: The real benefits of visual arts education</i> - Hetland, I., Winner, E., Veenema, S., & Sheridan, K.
			Student Resources:	N/A
	Skills:	Develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, persistence, and understand art worlds	Assessment:	Throughout the unit students will use journaling and sketchbooks to reflect upon the creative process utilized in all art making. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)
3.	Description:	Research like an artist: Historical and cultural (contemporary) ideas, artworks and artists can be sources for, and are evident in, works of art	Teacher Resources:	<i>Making Art: Form and Meaning</i> - Barrett, T. <i>Talking About Student Art</i> - Barrett, T.
			Student Resources:	N/A
	Skills:	Use specific criteria to discuss and evaluate works of art	Assessment:	Throughout the unit students will use journaling and sketchbooks to critique and evaluate the creative process utilized in all art making.

Ongoing Discipline-Specific Learning Experiences – Social Studies

1.	Description:	Think/work like a historian- Analyzing the diverse perspectives around a past (community) decision	Teacher Resources:	http://www.smithsonianconference.org/climate/wp-content/uploads/2009/09/VT_CircleofViewpoints.pdf (An excellent resource for helping students take on the perspectives of others)
			Student Resources:	N/A
	Skills:	Compare information from multiple sources recounting the same event	Assessment:	Students may use primary and secondary sources throughout the unit to compare and contrast perspectives on different historical and contemporary issues http://www.readwritethink.org/files/resources/lesson_images/lesson275/comcon_chart.pdf (Basic template for comparing and contrasting points of view)
2.	Description:	Think/work like an economist- Participating in examinations of personal spending power (e.g., sources of income) and its potential impact on the local community.	Teacher Resources:	http://www.greatwestgreatteachers.com/html/about.html (Great West, Great Teachers: A program that gives teachers grants for teaching students to prepare for a successful financial future. The grant can be used to fund resources, technology, supplies, field trips, etc.) http://internet4classrooms.com/links_grades_kindergarten_12/financial_literacy_month_child_ren_money_currency_economics.htm (Internet4Classrooms-- All About Money: Teachers can search for money management activities based on grade level and activity focus) http://www.docstoc.com/docs/4875932/T-Chart (T-chart that students can document their sources of income and the quantity of that income)

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			<p>https://sustainableconnections.org/thinklocal/why (10 Reasons to Buy Locally)</p> <p>http://content.time.com/time/business/article/0,8599,1903632,00.html (Time Magazine: Buying Local: How it Boosts the Economy)</p> <p>http://www.evanscolorado.gov/directory (Local Evans businesses)</p> <p>http://www.greeleyschools.org/Page/2726 (Farm to School program implemented in Greeley District 6)</p> <p>http://www.Coloradofarmers.org (Colorado’s Farmer’s Market Association: connecting farmers and consumers)</p> <p>http://www.GreeleyGov.com/activities/farmers-market (Greeley Farmer’s Market & Mayor’s Workforce Initiative)</p>
		Student Resources:	<p><i>Alexander, Who Used to Be Rich Last Sunday</i> - Judith Viorst (Lexile level 570)</p> <p><i>Sam and the Lucky Money</i> by Karen Chinn (Lexile level 660)</p> <p><i>One Hen: How One Small Loan Made a Big Difference</i> (Lexile level 810)</p> <p>http://sustainableconnections.org/thinklocal/why (Top Ten Reasons to Buy Locally Owned, Ideas are “student friendly” but some of the vocabulary may need to be explained by the teacher)</p>
Skills:	Create inventories of personal income and spending	Assessment:	<p>Students will maintain a T-Chart of personal income and a log of when and how they spend their money over the course of the unit.</p> <p>http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart template)</p>

Prior Knowledge and Experiences

This unit presumes students have examined issues around community (roles, responsibilities, etc.) and have explored multiple definitions of community. They should have also had some experiences with historical sources. The ongoing learning experiences build upon a presumed (student) working knowledge of the basic components and purposes of making art regarding 1) the characteristics and expressive features in works of art and design; 2) the use of media, processes and tools that are needed to express ideas in the visual arts; 3) developing studio habits; and 4) knowledge of historical and cultural (contemporary) ideas for source material in creating art.

Learning Experience # 1

Both disciplines integrated

The teacher may begin by providing images of families, their homes/dwellings and their personal possessions, their community gathering places, and culture so that students can compare and contrast community cultures, places and spaces.

Integration Continuum Color: GREEN BLUE **PINK** YELLOW

PINK: Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.

Colorado Teacher-Authored Sample Instructional Unit

<p>Generalization Connection(s):</p>	<p>Visual Arts: Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience Functional needs of space (such as a building) often dictate the design and form of a space Expressive features, such as space, line and shape produce form</p> <p>Social Studies: Analyzing historical sources from various perspectives allows people to understand past decisions and the cost- benefit beliefs and values that informed them</p>	
<p>Teacher Resources:</p>	<p>http://www.pbs.org/wgbh/nova/worldbalance/material.html (Material World resources) http://www.ted.com/playlists/25/architectural_inspiration.html (Ted Talks playlist architectural inspiration - online videos on architecture) <i>Wonderful Houses Around the World</i>-Yoshi Komatsu <i>Amazing Buildings</i>-Kate Hayden (DK Readers, Level 2) <i>Built to Last</i>-David Macalay (950 Lexile Level) <i>See Inside Famous Buildings</i>-Rob Lloyd Jones <i>Famous Buildings of Frank Lloyd Wright</i>-Bruce LaFontaine <i>Architecture: Form, Order and Space</i> – Francis D.K Ching <i>Understanding Architecture; An Introduction to Architecture and Architectural History</i> –Hazel Conway and Rowan Roenisch <i>Architecture After Modernism</i> - Diane Ghirardo</p>	
<p>Student Resources:</p>	<p><i>Iggy Peck Architect</i>-Andrea Beaty <i>The Three Little Pigs</i>-Paul Galdone (450 Lexile Level) <i>From Mud Huts to Skyscrapers</i>-Christine Paxmann <i>Building on Nature: The life of Antoni Gaudi</i>-Rachel Victoria Rodriguez (AD550L Lexile Level) http://howtoarchitect.com/ (So you want to be an architect) http://greeleymuseums.com/story/ (Greeley history website, access to Centennial Village) www.greeleyhistory.org (Greeley history website made for children by D6)</p>	
<p>Assessment:</p>	<p>Students will create an artwork using readily available media (collage, paint, 2D/3D, etc.) to represent their belongings/dwellings and will share their work by comparing and contrasting to another student’s work.</p> <p><i>And</i></p> <p>Students will journal their process in an artist notebook notating their reasoning for design decisions that are based on their research about their community culture, places and spaces.</p> <p>http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>Students may work in pairs or in groups to generate/create descriptions of their project</p>	<p>Students may use fill in the blank sentences to guide thinking: The _____ is my favorite element of my project. I chose to include a _____ in my project because _____.</p>

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may involve family members in creating their project Students may investigate the homes/dwellings from their heritage	Students may present another students artwork to the class Students may include instruments or music that is native to their heritage
Critical Content:	<ul style="list-style-type: none"> • Sketchbooks are used for planning personal reflection • Collage materials: magazines, newspaper clippings, personal photos 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast • Researching and planning ideas • Communicating • Analyze and reflecting • Creating collage or project 	
Critical Language:	Sketch, plan, balance, form, space, reasoning, investigate, explore, design	

Learning Experience # 2	
<i>Social Studies Focus</i>	
<p>The teacher may utilize guest speakers (council members, grass roots leaders, etc.) to demonstrate formal and informal means of community involvement in (economic) decision-making so that students can compare and contrast various ways of expressing opinions within the community.</p>	
<p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="center">YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.</p>	
Generalization Connection(s):	<p>Social Studies:</p> <p>Sources of income provide opportunities for making decisions about spending money in ways that positively impact the community</p> <p>Personal financial decisions about local monetary transactions can contribute to the health/growth of a community</p>
Teacher Resources:	<p>http://popefarms.biz/ (Pope Farms – local business)</p> <p>http://www.cranfordcove.com/ (Cranford Cove – local business)</p> <p>http://kresscinema.com/</p> <p>Raven Sign Studio (Local business)</p> <p>http://www.Evanscolorado.gov/directory (Directory of local businesses)</p> <p>http://www.business.greeleychamber.com/list (Directory of local businesses)</p> <p>http://www.downtowngreeley.com/businesses (Directory of local businesses downtown)</p> <p>http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)</p>
Student Resources:	<p><i>Sam and the Lucky Money</i> by Karen Chinn (Lexile level 660)</p> <p>http://sustainableconnections.org/thinklocal/why (Top Ten Reasons to Buy Locally Owned, Ideas are “student friendly” but some of the vocabulary may need to be explained by the teacher)</p>

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	<i>One Hen: How One Small Loan Made a Big Difference</i> (Lexile level 810)	
Assessment:	Students will create a class list of the various communication pathways that are used to gather opinions of the community members. http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with a few example questions to ask their parents about their spending habits Some examples may include asking the parent, approximately, how much of their income goes into savings each month, or how much of their income is spent on wants as opposed to needs http://wordtemplate.net/questionnaire-template.html (Example of template to create your own questionnaire)	Students may validate, through written format, their personal spending choices in the classroom economy as being either beneficial or non-beneficial to their classroom community
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	www.eduplace.com/graphicorganizer/ (Graphic organizers in English and Spanish)	Students may create a graphic organizer of pros and cons to building a new community gathering place (e.g., The City of Evans wants to put a new Walmart in their city, and they want to build it on your playground)
Critical Content:	<ul style="list-style-type: none"> • Examples of economic and personal choices 	
Key Skills:	<ul style="list-style-type: none"> • Understand the benefit and consequence of supporting a local, business, or economic community • Identify important personal and economic choices and how they relate to each other • Compare/Contrast • Expressing ones opinion 	
Critical Language:	History, entrepreneurial thinking, financial responsibility, community, local, purchases, examine, small business	

Learning Experience # 3

Both disciplines integrated

The teacher may bring in an example of a community decision on a public gathering place (park, community center, Boys and Girls Club, major retailer) so that students can begin to connect architecture with specific functions and the needs and wants of the community.

Integration Continuum Color: GREEN BLUE PINK YELLOW

GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.

Colorado Teacher-Authored Sample Instructional Unit

<p>Generalization Connection(s):</p>	<p>Visual Arts: Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience Functional needs of space (such as a building) often dictate the design and form of a space</p> <p>Social Studies: Geographic problems (such as where to build new construction) can be addressed when community members seek to value the rights and responsibilities of self and others Analyzing historical sources from various perspectives allows people to understand past decisions and the cost- benefit beliefs and values that informed them</p>	
<p>Teacher Resources:</p>	<p>http://www.franklloydwright.org/ (Frank Lloyd Wright, architecture) http://thetinylife.com/what-is-the-tiny-house-movement/ (What is the Tiny House Movement) http://hauserarchitectspc.com (Greeley architect projects) http://greeleygov.com/government/special-projects#creative (Greeley Creative District) http://greeleytribune.com/news/10754730-113/street-benjamin-moore-greeley (Greeley Tribune article on Main Street Matters contest) http://www.evanscolorado.gov/municipalcode/1833-architectural-and-site-design-standards (Municipal Standards for the City of Evans) https://www.google.com/search?q=blank+community+map+for+students&safe=off&espv=2&biw=1366&bih=643&tbm=isch&tbo=u&source=univ&sa=X&ei=YnNCVZa7B8TtsAXC04HABA&ved=0CB0QsAQ (Images of blank community maps)</p>	
<p>Student Resources:</p>	<p>http://www.enchantedlearning.com/graphicorganizers/star/ (Star, Webbing, Cluster Diagrams: Use star graphic organizer to help students construct an argument using evidence about the economic decision and what their opinion on the matter is.) http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart template)</p>	
<p>Assessment:</p>	<p>Students will use images and/or sketches of current community gathering places and complete a graphic organizer documenting specific functions of architectural elements and connect them with specific community needs. http://www.enchantedlearning.com/graphicorganizers/star/ (Star, Webbing, Cluster Diagrams: Use star graphic organizer to help students construct an argument using evidence about the economic decision and what their opinion on the matter is.) http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart template)</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>Students may be given examples of architectural elements and be asked to connect them with specific community needs</p>	<p>Students may be allowed to explore the school building and arrangements of certain rooms and discuss/explain the functions of the architectural elements around them</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>Students may debate or defend their sketches and the function they meet</p>	<p>Students may create and present hypotheses that would require potential architectural changes (e.g. relative with a disability moves in)</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • Architecture affects and reflects human experience & vice versa • Multiple perspectives around the same event 	

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Key Skills:	<ul style="list-style-type: none"> • Ability to hypothesize • Understanding of space and functionality • Speaking skills • Demonstrate how to use civil discourse in a respectful manner • Compare information from multiple sources recounting the same event • Identify important community rights/choices and how they relate to each other
Critical Language:	Form, function, client need, wants and need, identify, recognize, compare, examine, cost and benefits, financial history, historical sources, respect

Learning Experience # 4

Social Studies Focus

The teacher may engage students in a discussion about a (current) contentious topic in the classroom or school (e.g., school dress code, allotted recess time) so that students can begin to understand the process of negotiation.

Integration Continuum Color: GREEN BLUE PINK YELLOW

YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Generalization Connection(s):	<p>Social Studies: Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as community construction proposals)</p>
Teacher Resources:	<p>http://teachinghistory.org/teaching-materials/teaching-guides/21731 (Provides rubrics, handouts and lesson plans that can be helpful when facilitating a Structured Academic Controversy in the classroom. These resources cater to high schools but can easily be modified for 3rd graders)</p> <p>http://www.enchantedlearning.com/graphicorganizers/compareandcontrast/ (Provides templates for graphic organizers)</p> <p>http://www.buzzle.com/articles/debate-topics-for-elementary-students.html (Provides debate topics for elementary classrooms)</p> <p>https://www.educationworld.com/a_lesson/lesson/lesson304b.shtml (Provides lesson plans, topics, rules and rubrics for classroom debates)</p>
Student Resources:	<p>http://www.enchantedlearning.com/graphicorganizers/compareandcontrast/ (Provides the template for a compare and contrast graphic organizer students can use to illustrate each side of the argument)</p>
Assessment:	<p>Students will create a graphic organizer comparing each side of the topic's conflicting arguments (For example, students' perspectives on recess time vs. the principal's perspective)</p> <p>http://www.enchantedlearning.com/graphicorganizers/compareandcontrast/ (Provides the template for a compare and contrast graphic organizer students can use to illustrate each side of the argument)</p>

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.enchantedlearning.com/graphicorganizers/compareandcontrast/ (Printable template for comparing and contrasting) Students may be provided a graphic organizer with some arguments from both sides included	Students may complete the missing arguments in the graphic organizer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eslprintables.com/printable.asp?id=286017 (Printable letter template)	Students may write a letter to the opposing side explaining their perspectives and the “facts” they find most compelling http://www.eslprintables.com/printable.asp?id=286017 (Printable letter template)
Critical Content:	<ul style="list-style-type: none"> • The elements of civil discourse include listening and speaking in a respectful manner • Multiple perspectives around the same event • Examples of economic and personal choices 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate how to use civil discourse in a respectful manner • Compare information from multiple sources recounting the same event • Compare factual sources with works of fiction about the same topic • Identify important personal and economic choices and how they relate to each other 	
Critical Language:	Compare, identify, examine, opinion, fact, multiple perspectives, costs and benefits, conflict and resolution, respect, wants and needs, solve, problem solving	

Learning Experience # 5

Social Studies Focus
 The teacher may bring in resources (articles, video clips, etc.) about a development issue (e.g., Union Colony Elementary School) so that students can understand and analyze the competing community values/concerns that often surround economic questions/issues.

Integration Continuum Color: GREEN BLUE PINK **YELLOW**
YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Generalization Connection(s):	<p>Social Studies:</p> <p>Geographic problems (such as where to build new construction) can be addressed when community members seek to value the rights and responsibilities of self and others</p> <p>Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as community construction proposals)</p> <p>Analyzing historical sources from various perspectives allows people to understand past decisions and the cost- benefit beliefs and values that informed them</p>
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Colorado Teacher-Authored Sample Instructional Unit

Teacher Resources:	http://greeleygov.com/services/planning (City of Greeley Planning Department) http://www.evanscolorado.gov/communitydevelopment/planning-commission-1 (City of Evans Planning Commission) http://www.nytimes.com/1997/01/05/nyregion/building-a-community-center-meant-for-everyone-in-town.html (Article from NY Times, 1997)	
Student Resources:	www.enchantedlearning.com/graphicorganizers/tchart (Provides t-charts for students to fill in opposing values) <i>Kid's Guide To Government</i> by Ernestine Giesecke. (Lexile Level 990L) <i>What is a City Council</i> by Nancy Harris (Lexile Level 699) <i>Wangari's Trees of Peace: A True Story From Africa</i> by Jeanette Winter. (Lexile Level 730L)	
Assessment:	Students will determine which facts are most compelling for communities, and utilize that evidence to write a letter to a council member from the perspective of a particular community member explaining their opinion on the topic. http://www.pkwy.k12.mo.us/candd/curriculumareas/commarts/documents/final3writingpersuasiveletters.pdf (3rd grade unit plan for writing persuasive letters to include lesson plans, self-assessments and rubrics)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	enchantedlearning.com/graphicorganizers/tchart (Provides t-charts for students to fill in opposing values) Students may be provided a graphic organizer with some effects filled in www.enchantedlearning.com/graphicorganizers/fact (Provides multiple fact/effect graphic organizers) http://www.esprintables.com/printable.asp?id=286017 (Printable letter template)	Students may work in teams to complete t-charts with opposing values and concerns Students may complete cause (decision) and effect graphic organizer Students may use a graphic organizer to assist with writing the letter to the council member and/or dictate their letter
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.enchantedlearning.com/graphicorganizers/venn/2c.shtml (Provides access to Venn diagram styles of graphic organizers for printing) www.docstoc.com/docs/23087866/standard/script/format/sample (Provides script writing template) Students may brainstorm dialogue for a given tableaux with partners	Students may complete a Venn diagram, attempting to find similarities and differences in opposing values Students may produce a script for a tableau depicting one particular response to the decision
Critical Content:	<ul style="list-style-type: none"> • The elements of civil discourse include listening and speaking in a respectful manner • Examples of geography based problems include where to build new construction, and the impact of natural disasters • Multiple perspectives around the same event • Examples of economic and personal rights 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate how to use civil discourse in a respectful manner • Solve geography based problems • Compare information from multiple sources recounting the same event 	

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> • Compare factual sources with works of fiction about the same topic • Identify important personal and economic rights/choices and how they relate to each other
Critical Language:	Identify, examine, fact, multiple perspectives, rights/choices and responsibilities, economics, wants and needs, history, historical sources, controversy, values/concerns, problem solving, recognize, describe, compare, creating, solve, fact, opinion, Civil discourse, cost and benefits, conflict and resolution, respect, initial responses/reactions

Learning Experience # 6

Social Studies Focus
 The teacher may utilize resources (articles, video clips, etc.) related to a particular building decision (e.g., Union Colony Elementary School) so that students can examine how the community dealt with members critical of the proposal and can identify which perspectives were (and were not) most prominent in the ultimate outcome.

Integration Continuum Color: GREEN BLUE PINK YELLOW

YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Generalization Connection(s):	<p>Social Studies:</p> <p>Geographic problems (such as where to build new construction) can be addressed when community members seek to value the rights and responsibilities of self and others</p> <p>Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as community construction proposals)</p> <p>Analyzing historical sources from various perspectives allows people to understand past decisions and the cost- benefit beliefs and values that informed them</p>
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Teacher Resources:	<p>https://www.google.com/search?q=sketches+of+rooms+and+buildings&rls=com.microsoft:en-us:IEAddress&rlz=117GFRC_enUS363&bm=isch&tbo=u&source=univ&sa=X&ei=MKKfUubdJKqW2wWCloC4AQ&ved=OCCwQsAQ&biw%20=1920&bih=1056 (Sketches and rooms and buildings)</p> <p>http://www.sandysdrawingroom.com (Sandy’s Drawing Room: A Sketch Diary)</p> <p>http://www.greeleygazette.com/press/?p=10620 (East side of Greeley/Evans getting a charter school)</p> <p>http://www.greeleytribune.com/news/2187822-113/students-colony-evans-excited (Union Colony Elementary School opening)</p>
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Student Resources:	www.enchantedlearning.com/graphicorganizers/fact (Provides multiple fact/effect graphic organizers)
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Assessment:	<p>Students will work in groups to fill in graphic organizers documenting the decision (Union Colony Elementary School) and its effects on multiple stakeholders.</p> <p>www.enchantedlearning.com/graphicorganizers/fact (Provides multiple fact/effect graphic organizers)</p>
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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>www.enchantedlearning.com/graphicorganizers/fact (Provides multiple fact/effect graphic organizers)</p> <p>Students may be provided a graphic organizer with some effects filled in</p>	Students may complete cause (decision) and effect graphic organizer

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The elements of civil discourse include listening and speaking in a respectful manner • Examples of geography based problems include where to build a highway, building, and the impact of natural disasters • Multiple perspectives around the same event • Examples of economic and personal rights 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate how to use civil discourse in a respectful manner • Solve geography based problems • Compare information from multiple sources recounting the same event • Compare factual sources with works of fiction about the same topic • Identify important personal and economic rights and how they relate to each other 	
Critical Language:	Problem solving, recognize, describe, compare, examine, creating, solve, fact, opinion, Civil discourse, multiple perspectives, cost and benefits, rights and responsibilities, economics, wants and needs, conflict and resolution, respect, history, historical sources, initial responses/reactions	

Learning Experience # 7	
<p><i>Both disciplines integrated</i></p> <p>The teacher may bring in primary sources depicting artist/architectural renderings documenting placement of a particular public gathering place (e.g., Union Colony Elementary School) so that students can investigate place and space, and how it affects decision making.</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="center"><small>BLUE: Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.</small></p>	
Generalization Connection(s):	<p>Visual Arts:</p> <p>Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience</p> <p>Functional needs of space (such as a building) often dictate the design and form of a space</p> <p>Expressive features, such as space, line and shape produce form</p> <p>Social Studies:</p> <p>Geographic problems (such as where to build new construction) can be addressed when community members seek to value the rights and responsibilities of self and others</p> <p>Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as community construction proposals)</p> <p>Analyzing historical sources from various perspectives allows people to understand past decisions and the cost- benefit beliefs and values that informed them</p>

Colorado Teacher-Authored Sample Instructional Unit

<p>Teacher Resources:</p>	<p>https://www.google.com/search?q=sketches+of+rooms+and+buildings&rls=com.microsoft:en-us:IEAddress&rlz=117GFRC_enUS363&tbm=isch&tbo=u&source=univ&sa=X&ei=MKKfUubdJKqW2wWCloC4AQ&ved=0CCwQsAQ&biw%20=1920&bih=1056 (Sketches and rooms and buildings)</p> <p>http://www.sandysdrawingroom.com (Sandy's Drawing Room: A Sketch Diary)</p> <p>http://www.greeleygazette.com/press/?p=10620 (East side of Greeley/Evans getting a charter school)</p> <p>http://www.greeleytribune.com/news/2187822-113/students-colony-evans-excited (Union Colony Elementary School opening)</p>	
<p>Student Resources:</p>	<p>Photocopies of buildings from web searches or from resource books</p> <p><i>From Mud Huts to Skyscrapers</i>-Christine Paxmann</p> <p><i>Building on Nature: The life of Antoni Gaudi</i>-Rachel Victoria Rodriguez (AD550L Lexile Level)</p> <p><i>Wonderful Houses Around the World</i>-Yoshi Komatsu</p> <p><i>Amazing Buildings</i>-Kate Hayden (DK Readers, Level 2)</p> <p><i>Built to Last</i>-David Macalay (950 Lexile Level)</p> <p><i>See Inside Famous Buildings</i>-Rob Lloyd Jones</p> <p><i>Famous Buildings of Frank Lloyd Wright</i>-Bruce LaFontaine</p> <p>http://www.alaska-in-pictures.com/data/media/9/inupiat-eskimo-igloo_438.jpg (Igloo images)</p> <p>http://www.2x4architecture.com/2x4blog/wp-content/uploads/2013/02/village_surveys_015p.jpg (Mud Hut images)</p> <p>http://www.wright-house.com/frank-lloyd-wright/fallingwater-pictures/F1SW-fallingwater-in-fall.html (Falling Water images)</p> <p>http://upload.wikimedia.org/wikipedia/commons/thumb/5/5a/Porch_of_Maidens.jpg/800px-Porch_of_Maidens.jpg (Maidens at the Acropolis images)</p> <p>http://allthebuildingsinnewyork.com/new/ (Artist renderings of New York)</p> <p>http://www.greatbuildings.com/gbc.html (Buildings, Architects and Places)</p>	
<p>Assessment:</p>	<p>Students will use a sketchbook to record/depict their personal space at home, in their community and/or neighborhood to include:</p> <ul style="list-style-type: none"> • Details of the building (place) or room being rendered (walls, floors, windows, doorways etc.) • Details of the surrounding area (space) in which the building (place) is located. <p>http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>N/A</p>	<p>Students may work in small groups to generate ideas Students may work from photographs of interiors Students may use fill in the blank sentences to guide thinking: The _____ is my favorite architectural element in my sketch. I chose to include a _____ in my drawing because _____.</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>N/A</p>	<p>Students may complete drawings in greater detail and in color; experimenting with new drawing materials</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • Sketchbooks are used for planning • Architectural similarities and differences • Elements of rooms and buildings (walls, ceilings, floors etc.) 	

Colorado Teacher-Authored Sample Instructional Unit

Key Skills:	<ul style="list-style-type: none"> • Researching and planning ideas • Solve geography based problems • Transferring information from multiple sources into their own sketch • Analyzing factual sources with works of architectural examples • Identify important community rights/choices and how they relate to a public gathering place
Critical Language:	Expressive features of architecture: line, balance, form, space; sketch, plan, identify, recognize, describe, compare, examine, fact, opinion, multiple perspectives, wants and needs, document, investigate, analyze

Learning Experience # 7

Visual Arts Focus

The teacher may show the students examples of a blueprint and an accompanying exterior drawing of a community gathering place, so that students can explain what blueprints and exterior design drawings are and how they relate to each other and a built structure.

Integration Continuum Color: GREEN BLUE PINK YELLOW

YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Generalization Connection(s):	<p>Visual Arts:</p> <p>Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience</p> <p>Functional needs of space (such as a building) often dictate the design and form of a space</p> <p>Expressive features, such as space, line and shape produce form</p>	
Teacher Resources:	<p>Pictures of blueprints and elevation level designs</p> <p>http://www.construction53.com/wp-content/uploads/2011/08/082311_2102_LayoutofCon1.jpg (Blueprint images)</p> <p>http://m.rgbimg.com/cache1oCAJS/users/t/ta/tacluda/600/mx8sxAa.jpg (Blueprint images)</p> <p>http://m.rgbimg.com/cache1oCAJY/users/t/ta/tacluda/600/mx8sxGC.jpg (Blueprint images)</p>	
Student Resources:	<p>http://www.make-my-own-house.com/images/permachitectsym.jpg (Drawing paper, pencils, rulers, colored pencils, previous student collages from #3, visual examples, list of blueprint symbols)</p>	
Assessment:	<p>Students will begin designing their community gathering place through blue prints, sketches of the outside and inside floor plans and surrounding area, in small groups</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://www.make-my-own-house.com/images/permachitectsym.jpg (List of blueprint symbols)</p>	<p>Student may verbally categorize essential parts of a blueprint</p>

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Student may elaborate with schematic of furniture and decorative objects in the blueprint
Critical Content:	<ul style="list-style-type: none"> Architects make plans of their buildings Architectural functions and terminology: balance , repetition, pattern Function and human experience dictate architectural design 	
Key Skills:	<ul style="list-style-type: none"> Drawing with scale in mind 	
Critical Language:	Blueprint, exterior, interior, balance, repetition, pattern, elevation, floor plan, scale, proportion	

Learning Experience # 8	
<i>Visual Arts Focus</i>	
<p>The teacher may share architectural examples from their local and surrounding communities so that students can begin to understand how to critique architecture using the artistic critiquing process.</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="center">YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.</p>	
Generalization Connection(s):	<p>Visual Arts:</p> <p>Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience</p> <p>Functional needs of space (such as a building) often dictate the design and form of a space</p> <p>Expressive features, such as space, line and shape produce form</p>
Teacher Resources:	<p>http://www.pinterest.com/ahlucas/art-assessment-ideas/ (Basic art critique ideas)</p> <p>https://www.goshen.edu/art/ed/critique1.html (Successful Art Class Critique)</p> <p>http://media-cache-ak0.pinimg.com/originals/37/d0/6c/37d06c31f97ce77174be96fa8dff1e9e.jpg (Analyzing Art)</p> <p>http://www.theartofed.com/2012/10/18/hots-higher-order-thinking-skills-in-the-art-room/ (Higher Order Thinking Skills in the Art Room)</p>
Student Resources:	<p>A list of fill in the blank sentences: My work is well crafted because _____. I improved my technique of _____. Connecting- I collaborated effectively with others when I _____. My idea for art came from _____. Thinking-While making my art I learned _____. Something that changed while I was working is _____ because _____. Making- I tried something I had never done before when I _____. I stayed focused on my art by_____.)</p>
Assessment:	<p>Students will critique their sketches/blueprints in a class art critique. Students will accept feedback and constructive criticism from their peers.</p> <p>https://www.pinterest.com/ehemple/elementary-art-critique/ (Collection of art critique processes and templates)</p>

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may work in small groups work to prepare for presentation
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students will take the information gathered from art critique to improve their sketch/blueprints
Critical Content:	<ul style="list-style-type: none"> • Artist reflect and critically respond to their work and the work of others 	
Key Skills:	<ul style="list-style-type: none"> • Speaking publicly • Describing artwork, explaining details using scholastic terminology • Reflectively discussing art 	
Critical Language:	Critique, reflect, feedback, constructive criticism	

Learning Experience # 9	
<i>Both disciplines integrated</i>	
<p>The teacher may discuss with students the cause and effect connections between previous location of community gathering place with current location so that students can brainstorm the long-term positive and negative consequences of the architectural change.</p>	
<p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="right">PINK: Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.</p>	
Generalization Connection(s):	<p>Visual Arts: Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience</p> <p>Social Studies: Geographic problems (such as where to build new construction) can be addressed when community members seek to value the rights and responsibilities of self and others Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as community construction proposals)</p>
Teacher Resources:	<p>http://greeleygov.com/services/planning (City of Greeley Planning Department)</p> <p>http://www.evanscolorado.gov/communitydevelopment/planning-commission-1 (City of Evans Planning Commission)</p> <p>http://www.nytimes.com/1997/01/05/nyregion/building-a-community-center-meant-for-everyone-in-town.html (Article from NY Times, 1997)</p>
Student Resources:	<p>http://www.timetoast.com/ (Timeline creation tool)</p> <p>http://freeology.com/graphicorgs/cause-and-effect/ (Cause and effect graphic organizer template)</p>

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	Students will create a graphic organizer analyzing the long-term positive and negative consequences of the outcome decision to build the community center in its current location. https://www.teachervision.com/social-studies/graphic-organizers/39743.html (Decision making graphic organizer)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://freeology.com/graphicorgs/cause-and-effect/ (Cause and effect graphic organizer template) Students may be provided a graphic organizer with some long-term effects filled in Students may use pictures instead of words on graphic organizer or timeline http://www.timetoast.com/ (Timeline creation tool)	Students may complete cause and effect graphic organizer Students may produce an illustrated/graphic timeline
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.timetoast.com/ (Timeline creation tool) Students may brainstorm about future events and impacts of the decision	Students may produce a timeline that stretches into the future that considers possible ongoing issues and/or consequences of the decision
Critical Content:	<ul style="list-style-type: none"> • Examples of geography based problems include where to build new construction, and the impact of natural disasters • Multiple perspectives around the same event • Examples of economic and personal rights/choices 	
Key Skills:	<ul style="list-style-type: none"> • Solve geography based problems • Compare information from multiple sources recounting the same event • Compare factual sources with works of fiction about the same topic • Identify important personal and economic rights and how they relate to each other 	
Critical Language:	Identify, recognize, describe, compare, examine, creating, fact, opinion, financial, multiple perspectives, cost and benefits, rights/choices and responsibilities, economics, wants and needs, conflict and resolution, respect, connections, consequences, long-term effects	

Learning Experience # 10

Visual Arts Focus

The teacher may show multiple examples and demonstrate how to build a three-dimensional model of a building using accompanying plans to guide the construction of the building with various materials so that students can transfer ideas and designs from two-dimensions to three-dimensions.

Integration Continuum Color: GREEN BLUE PINK **YELLOW**

YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Colorado Teacher-Authored Sample Instructional Unit

Generalization Connection(s):	Visual Arts: Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience Functional needs of space (such as a building) often dictate the design and form of a space Expressive features, such as space, line and shape produce form	
Teacher Resources:	http://www.dickblick.com/lesson-plans/environmental-house/ (Modifiable Lesson plan for environmental house)	
Student Resources:	Cardboard, tape, glue, construction paper, twist ties, pipe cleaners, popsicle sticks http://www.inhabitat.com/wp-content/uploads/ulricehamn-hi-res-model-top-view.jpg (Example of a 3d Model)	
Assessment:	Students build a three-dimensional model of their building using their architectural plans and material resources (e.g. cardboard, shoe boxes, paper, tape, popsicle sticks, twist ties, pipe cleaners, etc.)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.inhabitat.com/wp-content/uploads/ulricehamn-hi-res-model-top-view.jpg (Image of three-dimensional architectural model) Students may chose images to use specifically as their “sketch” or plan	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create figurines of tenants to add into the three-dimensional model to demonstrate how people interact with the environment
Critical Content:	<ul style="list-style-type: none"> Plans are used to create a final model Homes need to be properly constructed Homes should serve a function for the people who dwell in them 	
Key Skills:	<ul style="list-style-type: none"> Three-dimensional modeling skills, cutting, gluing and taping skills 	
Critical Language:	Balance, sketch, plan, model, exterior, interior, two-dimensional, three-dimensional	

Learning Experience # 11

Both disciplines integrated

(Post-Performance Assessment) The teacher may present examples of writing (e.g., response statement, letter, short story, article, etc.) so that students can use the artistic process (through the lens of making, looking, connecting and transferring) to critically reflect on the final community gathering place proposals.

Integration Continuum Color: GREEN BLUE **PINK** YELLOW

PINK: Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.

Colorado Teacher-Authored Sample Instructional Unit

Generalization Connection(s):	<p>Visual Arts: Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience</p> <p>Social Studies: Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as community construction proposals)</p>	
Teacher Resources:	<p>http://www.boredpanda.com/birds-eye-view-aerial-photography/ (How Our World Would Look If You Were A Bird) http://www.artstudy.org/art-and-design-careers/sample-artist-statement.php (Artist statement template)</p>	
Student Resources:	N/A	
Assessment:	<p>Students will complete a writing (response statement, letter, short story, article, etc.) that describes the architectural shapes and forms as well as the special features of a building model from another student’s presentation. Students will include in their reflections if they agree or disagree with the presenter on how the addition of the proposed building would benefit the community around one or more of the following topics:</p> <ul style="list-style-type: none"> • Surrounding geography/environment placement and/or impact • Needs of the community • How it addresses an economic problem 	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>http://www.vrml.k12.la.us/graphorgan/18strat/strat/raft/raft.htm (Raft template)</p>	<p>Students may describe (give an oral presentation of) the model Students may act as partner scribes for students who need help writing</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>N/A</p>	<p>Students may illustrate their writing Students may providing a list of add-on features/renovations for the future development of the structure</p>
Critical Content:	<ul style="list-style-type: none"> • Artists reflect on the art making process • Economic impact regarding new construction • Basic shape and form within architecture 	
Key Skills:	<ul style="list-style-type: none"> • Writing and speaking reflectively about art (specifically architecture) • Writing/responding to another person’s perspective in a positive manner • Summarizing main ideas with reasoning 	
Critical Language:	<p>Form, space, line, shape, balance, column, roof, door, walls, windows, brick, wood, steel, stucco, etc., economic, reflection, compare and contrast, environment, landscape</p>	