

# Verona Public School District

## Curriculum Overview

### Image Development

**Curriculum Committee Members:**

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**Supervisors:**

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**Curriculum Developed:**

September 2017

Revised Winter/Spring 2019

Revised Fall 2020

Revised Summer 2022

**Board Approval Date:**

October 30, 2017

April 23, 2019

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August 30, 2022

**Verona Public Schools Mission Statement:**

In partnership with a supportive community, we inspire our students to be creative, critical thinkers and compassionate global citizens through dynamic teaching, meaningful curricula, and enriching experiences.

**Course Description:**

Students will learn the art of image manipulation and creation. Students will explore the limitless possibilities that Adobe Photoshop offers. Projects will include creating original illustrations, correcting damaged photos and developing original imagery.

**Prerequisite(s):**

None

## Standard 8: Technology Standards

| 8.1: Computer Science   | 8.2: Design Thinking  |
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| Computing Systems (CS)<br>Networks and the Internet (NI)<br>x Impacts of Computing (IC)<br>Data & Analysis (DA)<br>Algorithms & Programming (AP)  | Engineering Design (ED)<br>x Interaction of Technology and Humans (ITH)<br>x Nature of Technology (NT)<br>Effects of Technology on the Natural World (ETW)<br>Ethics and Culture (EC) |
| Computer Science and Design Thinking Practices  |   |
| 1. Fostering an Inclusive Computing and Design Culture<br>x 2. Collaborating Around Computing and Design<br>3. Recognizing and Defining Computational Problems<br>4. Developing and Using Abstractions<br>5. Creating Computational Artifacts<br>6. Testing and Refining Computational Artifacts<br>x 7. Communicating About Computing and Design |   |

## SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is infusion and integration throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

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| <b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>   | <b>Career Readiness, Life Literacies, and Key Skills Practices:</b> <i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i> |
| <b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.                 | <b>CLKS6</b> Model integrity, ethical leadership, and effective management.<br>x <b>CLKS7</b> Plan education and career paths aligned to personal goals.  |
| <b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. | <b>CLKS2</b> Attend to financial well-being.<br>x <b>CLKS4</b> Demonstrate creativity and innovation.<br>x <b>CLKS5</b> Utilize critical thinking to make sense of problems and persevere in solving them.<br>x <b>CLKS8</b> Use technology to enhance productivity, increase collaboration, and communicate effectively.   |

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| <b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.  | <b>x CLKS1</b> Act as a responsible and contributing community member and employee.<br><b>CLKS6</b> Model integrity, ethical leadership, and effective management.   |
| <b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. | <b>CLKS6</b> Model integrity, ethical leadership, and effective management.<br><b>x CLKS9</b> Work productively in teams while using cultural global competence.   |
| <b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.               | <b>x CLKS3</b> Consider the environmental, social, and economic impact of decisions.<br><b>x CLKS5</b> Utilize critical thinking to make sense of problems and persevere in solving them.<br><b>CLKS6</b> Model integrity, ethical leadership, and effective management. |

| Course Materials  |  |
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| <b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i> | <b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>   |
| <ul style="list-style-type: none"> <li>Adobe Photoshop</li> </ul>   | <ul style="list-style-type: none"> <li>Online video and text tutorials</li> <li>Instructor made video tutorials and text instructions</li> <li>Vocabulary will be taught and reinforced as it applies to concepts and assignments covered throughout the semester.</li> <li>Student work will be differentiated by content, process, product, and environment based on interest, readiness, and learning style.</li> </ul> |



# Verona High School

# Image Development

**Unit One:** Elements and Principles of Art & Design/Software Intro

**Duration:** 18 Weeks

## STAGE 1: DESIRED RESULTS

**Established Goals (NJSL):**

### 1.2 Media Arts Standards by the End of Grade 12

**Artistic Process: Creating**

**Anchor Standard 1: Generating and conceptualizing ideas.**

**Practice:** Conceive

**Performance Expectations**

**Proficient**

- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

**Accomplished**

- 1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
- 1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12acc.Cr1c: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
- 1.2.12acc.Cr1d: Apply aesthetic criteria in developing and refining media arts artwork.

**Advanced**

- 1.2.12adv.Cr1a: Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.
- 1.2.12adv.Cr1b: Fluently integrate a sophisticated personal aesthetic for media arts productions.
- 1.2.12adv.Cr1c: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.

**Anchor Standard 2: Organizing and developing ideas.**

**Practice:** Develop

**Performance Expectations:**

**Proficient**

- 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

- 1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

#### **Accomplished**

- 1.2.12acc.Cr2a: Organize and design artistic ideas for media arts productions.
- 1.2.12acc.Cr2b: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
- 1.2.12acc.Cr2c: Apply aesthetic criteria in developing and refining media arts artwork.

#### **Advanced**

- 1.2.12adv.Cr2a: Fluently integrated a sophisticated personal aesthetic for media arts productions. 1.2.12adv.Cr2b: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.

### **Anchor Standard 3: Refining and completing products.**

## **1.5 Visual Arts Standards by the End of Grade 12**

### **Artistic Process: Creating**

#### **Anchor Standard 1: Generating and conceptualizing ideas**

##### **Proficient**

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

##### **Accomplished**

- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

##### **Advanced**

- 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.

#### **Anchor Standard 2: Organizing and developing ideas.**

##### **Proficient**

- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

##### **Accomplished**

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.
- 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
- 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives

### **Anchor Standard 3: Refining and completing products.**

**Accomplished**

- 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

**Artistic Process: Performing/Presenting/Producing****Anchor Standard 4: Selecting, analyzing, and interpreting work.****Accomplished**

- 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

**Advanced**

- 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.****Accomplished**

- 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

**Anchor Standard 6: Conveying meaning through art.****Accomplished:**

- 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

**Artistic Process: Responding****Anchor Standard 7: Perceiving and analyzing products.****Proficient**

- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.

**Anchor Standard 9: Applying criteria to evaluate products.****Proficient**

- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

**Accomplished**

- 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

**Advanced**

- 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

**Artistic Process: Connecting****Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.****Proficient**

- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

**Accomplished**

- 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

#### **Advanced**

- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

#### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

#### **Accomplished**

- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

#### **Interdisciplinary Companion Standards (NJSLs):**

- NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

#### **Technology Integration (NJSLs 8):**

- 8.1 Impacts of Computing - The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.
  - 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
  - 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.2 Interaction of Technology and Humans - Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.
  - 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
- 8.2 Nature of Technology - Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs.
  - 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2 Effects of Technology on the Natural World - Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems.
  - 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation,



and maintenance of a chosen product.

- Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:
  - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
  - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
  - Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
  - Evaluate and select technological tools that can be used to collaborate on a project.
- Practice 7: Communicating About Computing and Design
  - Communication involves personal expression and exchanging ideas with others. In computer science, students communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices. Students write clear comments, document their work, and communicate their ideas through multiple forms of media. Clear communication includes using precise language and carefully considering possible audiences. When engaging in this practice, students:
    - Select, organize, and interpret large data sets from multiple sources to support a claim.
    - Describe, justify, and document computational and/or design processes and solutions using appropriate terminology consistent with the intended audience and purpose.
    - Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution.

### **21st Century Skills Integration (NJSL 9):**

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

## Transfer

### Transfer Goal:

*Students will be able to independently use their learning to...*

- use Adobe Photoshop (tools, palettes and features) to create their design ideas.
- organize and properly save their files.
- create compositions using their understanding of elements and principles
- create a color wheel that incorporates and explains principles of color schemes and color theory to use as a guide in individual work.
- use Adobe Photoshop to develop original imagery
- take photos and gather images from various sources, identifying elements of visual design that reflect good composition
- create typography that can be used as both a communicative tool and a form of creative expression.
- convert abstract concepts into original design solutions.
- combine images and typography together to create a composition that conveys a specific message.

*In this unit...*

- *Students will begin to explore their creative process. They will learn Adobe Photoshop and how they can use it to create their unique designs and ideas.*

## Meaning

- Understanding the benefit of using technology to create and/or enhance their creative ideas.
- Understanding that proper file organization will allow a more productive and efficient working environment.
- Understanding and employing design principles
- Understanding and employing color theory
- Identifying the difference in color modes
- Understanding color management
- Sketching
- Creating and editing graphic elements and images
- Understand the impact color has on design, tone, mood, expression and overall design.
- Create designs that utilize specific color theory emphasizing a specific formal color relationship.
- Understand that Photoshop is an image-manipulation tool that can help them analyze, enhance, and edit images
- Understanding the impact of typography

- Can project management skills translate to any other part of your life?
- How does technology help or hinder your creativity?
- How do choices in the use of elements and principles affect the final image?
- How is the emotional impact of a work of art affected by the use of the elements and principles?
- How do specific color schemes affect overall design?
- How does knowing the elements and principles of design impact the quality of the design?
- What is more valuable, knowing design software or knowing the design elements and principles?
- What impact do various letterforms have on visual communication?
- How do the elements and principles of design help communicate my ideas?

- Understanding the relationship between color, typography, layout, and tone
- Designing for readability
- Redesigning based on feedback
- Applying principles of print design
- Designing for audience(s)
- Creating an original work
- Understand that designers have the ability to manipulate the viewer's experience of a design.

## Acquisition of Knowledge & Skills

### Students will know:

- Technical aspects of creating an image
  - General history of graphic design
- Technology
  - Adobe Photoshop
- Critical Thinking
  - Evaluate success in achieving the objectives of the Image development assignment.
  - Analyze images for technical and aesthetic purposes.

### Students will be able to:

- Use layers, tools, adjustment panels, etc.
- Create a composition and arrange layers
- Customize workspace
- Create a new composition
- Create and format text
- Take an idea from sketch to final digital version

## STAGE 2: ACCEPTABLE EVIDENCE

### Performance Task & Unit Assessments:

- Students will create a digital process/learning portfolio. This portfolio will be a collection of all the assignments completed in the class. The portfolio should show the students growth and understanding throughout the class. This portfolio is more of a running record of learning. The purpose is to capture the learning process. Entries and artifacts are added during the learning process. This portfolio is not always a collection of a student's best work; it can include a variety of learning attempts or unpolished documentation along with reflections on struggles and challenges.
- The portfolio should demonstrate a work in progress and allow for self-assessment and reflection.
- [Portfolio Rubric](#)

## REFERENCE MATERIALS

- Adobe Photoshop
- Online video and text tutorials

- Instructor made video tutorials and text instructions
- Vocabulary will be taught and reinforced as it applies to concepts and assignments covered throughout the semester.
- Student work will be differentiated by content, process, product, and environment based on interest, readiness, and learning style.

## ACCOMMODATIONS AND MODIFICATIONS

| <b>Differentiation for Support</b><br><b>(ELL Learners)</b>   | <b>Differentiation for Support</b><br><b>(Spec. Ed., Struggling Learners)</b>  | <b>Differentiation for Enrichment</b>  |
|---|--|--|
| <p><b>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</b></p> <ul style="list-style-type: none"> <li>● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)</li> <li>● Substitute a hands-on activity or use of different media in projects for a written activity</li> <li>● Provide word banks / word walls</li> <li>● Prepare and distribute advance notes</li> <li>● Provide model sentence frames and sentence starters for both oral responses and written responses</li> <li>● Provide additional time to complete assessments and assignments</li> <li>● Model and use gestures to aid in understanding</li> <li>● Model tasks by giving one or two examples before releasing students to work independently</li> <li>● Present instructions both verbally and visually</li> <li>● Simplify written and verbal instructions</li> <li>● Allow students to use eDictionaries</li> <li>● Avoid slang and idiomatic expressions.</li> <li>● Speak clearly and naturally, and try to enunciate words, especially their ending sounds.</li> <li>● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures &amp; photographs, Illustrations, Diagrams, &amp; drawings, Magazines &amp; newspapers, Physical activities, Videos &amp; films, Broadcasts, Models &amp; figures)</li> <li>● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)</li> <li>● Provide Interactive Supports (Pair or Partner work, Group work, Peer Mentor)</li> <li>● Simplify the language, format, and directions of the assessment</li> <li>● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling</li> <li>● Allow editing and revision before grading</li> <li>● Design projects and assessment for student that require reduced sentence or paragraph composition</li> </ul> | <p><b>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</b></p> <ul style="list-style-type: none"> <li>● Break down assignments with oral directions, written directions, and visuals.</li> <li>● Provide frequent reminders to stay on task.</li> <li>● Provide copies of notes and practice note taking skills.</li> <li>● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom websites for assignments.</li> <li>● Follow individual IEP plans for specific modifications.</li> <li>● Use colors to differentiate while teaching</li> <li>● List steps or guidelines to clarify expected outcome</li> <li>● Provide visual supports</li> <li>● Reinforce on-task behavior</li> <li>● Peer mentoring (pairing with another student who is working at an advanced level)</li> <li>● Guided questions</li> <li>● Partnering/Grouping of students</li> <li>● Re-teaching and review</li> <li>● Multi-media approach to accommodate various learning styles</li> <li>● Decrease/Modify number of project requirements</li> <li>● Teacher/Aide assistance</li> <li>● Translation tool for different languages</li> </ul> | <p><b>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of individualized work centers</li> <li>● Demonstrate for class</li> <li>● Create additional project in a different medium</li> <li>● Individual presentation</li> <li>● Multiple mediums in project</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments</li> <li>• Utilize alternate reading assignments/materials at the student's reading level.</li> <li>• Allow for alternate seating for proximity to peer helper or teacher as necessary</li> <li>• Assist student in building a picture file of key vocabulary (<a href="#">Pics4Learning</a>, <a href="#">Webster's Visual Dictionary Online</a>, <a href="#">ClipArt Etc</a>, <a href="#">Shahi Visual Dictionary</a>)</li> <li>• When showing the video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.</li> <li>• Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds</li> <li>• Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.</li> <li>• Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">20 strategies to Support EAL Children</a></li> <li>• <a href="#">What English Language Learners Wish Teachers Knew - Education Week</a></li> <li>• <a href="#">A Starting Point: Tips and resources for working with ESL newcomers</a></li> </ul> |  |  |
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## STAGE 3: ACTIVITIES TO FOSTER LEARNING

The projects for this unit may include:

- Bring pages of a book to life
- Album Design
- Advertising
- Painting (digital watercolor)
- Pixelating
- Photo manipulation
- NFT art
- Animated GIFs
- Micrography
- Digital Dollies
- Wayne Theibaud Candy Paintings