

# PEMBROKE PUBLIC SCHOOLS

## Unit Map

Course Overarching Essential Questions:

- How can students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year?
- How will students create portfolios that include works of art and design, process documentation, and written information about the work presented?
- How will students address the following learning outcomes: the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work

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|--|--|---|--|---------------------------|--|
| <b>SUBJECT:</b> Visual Arts                            |  | <b>COURSE:</b> PAP ART/ART MAJOR                              |  | <b>GRADE LEVEL(S):</b> 12 |  |
| <b>UNIT / THEME/GENRE :</b> ARTIST TRADING CARDS       |  | <b>TIME REQUIRED:</b> ONE MONTH                               |  | <b>LATEST REVISION:</b>   |  |
| <b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> |  |   |  |                           |  |
| <b>ESSENTIAL QUESTION</b>                              | <b>KNOWLEDGE</b><br><i>Students will know:</i> | <b>UNDERSTANDING</b><br><i>Students will understand that:</i> | <b>TRANSFER SKILLS</b><br><i>Students will be able to independently apply:</i> | <b>STD.</b>               |  |

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| <ul style="list-style-type: none"> <li>• How can the artist create a series of small artworks that is a reflection of themselves.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will use a various art supplies to design and create an Art Trading Card that reflects their personality, interests, imagination, or hobbies.</li> <li>• A Swiss artist named <b>M. VANCI STIRNEMANN</b> first developed the concept of ATCs in 1996, when he decided to document his activities with other artists by producing a catalogue</li> </ul> | <p>Students will understand that they need to create a total of 9 Artists trading cards with the following requirements:</p> <ul style="list-style-type: none"> <li>• Measure 2.5 X 3.5 inches</li> <li>• Have a front and back design</li> <li>• Do not use Google images, they are not yours! Create your own ideas!!</li> <li>• Be loosely based on an Element/Principle, and reflect who you are.</li> </ul> | <p>Students may incorporate the following in their cards:</p> <ul style="list-style-type: none"> <li>• Images cut out from magazines, old books, photos (you took).</li> <li>• Drawing, Painting, Collage, Printmaking</li> <li>• Words from poems, literature, your own writing, quotes (give credit) and more.</li> <li>• Recycled/Reused materials that you have found, think three dimensional details</li> <li>• Positive theme- words of encouragement, lyrics, poems, quotes that are positive.</li> </ul> | <p>1.9 4.4<br/> 1.10 4.6<br/> 1.11 4.9<br/> 1.12 5.10<br/> 1.13<br/> 1.14<br/> 2.16<br/> 2.17<br/> 3.1<br/> 3.3<br/> 3.6<br/> 3.10</p> <p>Course Overarc</p> <ul style="list-style-type: none"> <li>• How mate</li> <li>• How infor</li> <li>• How pract and (</li> </ul> |

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|  | <p>of 1,200 cards he created by hand.</p> <ul style="list-style-type: none"> <li>• He exhibited the cards at his bookstore gallery in 1997.</li> <li>• The last day of the show he invited anyone who wanted a card to create their own ATC to trade.</li> </ul> |                          |  |                                      |
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|  |  | COMMON MISUNDERSTANDINGS |  | ESSENTIAL Q                          |
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Peer and teacher critiques throughout the artistic process on a weekly basis.

Summative: Students will be asked:

- What creative strategies did you explore to show a reflection on yourself?
- How did your material choice affect your outcome?
- What would you have done differently?

**RESOURCES:**

[www.artsandactivities.com](http://www.artsandactivities.com)

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life)-Artist Trading Cards (ATC), reflection, expression, theme, medium, technique

Tier 2 (vocabulary that will be encountered in other content areas): Elements and Principles of Design, line, shape, value, color, texture, space

Tier 3 (history-social studies specific vocabulary): M. VANCI STIRNEMANN.

**Lesson Plan List** *(numbered list with a brief description of each lesson)*

1. Brainstorming in sketchbook ideas and themes for trading cards.
2. Cut 2 ½ x 3 ½ pieces of matboard for final ATC's.
3. Using your medium of choice, start creating your ATC's.

**Reflections on lessons as implemented:**

Students will self reflect on their final piece and communicate what they think is successful and what could use improvement.  
What would students do differently if they were to do the project again?  
How could students revise or make their final piece better?  
Did the chosen medium help or hurt the final product?

## Unit Map

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- How will students address the following learning outcomes: the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one’s work.

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|--|--|---|--|---------------------------|--|
| <b>SUBJECT:</b> Visual Arts                            |  | <b>COURSE:</b> AP STUDIO ART                                  |  | <b>GRADE LEVEL(S):</b> 12 |  |
| <b>UNIT / THEME/GENRE :</b> <b>ART OF ANATOMY</b>      |  | <b>TIME REQUIRED:</b> 3-4 WEEKS                               |  | <b>LATEST REVISION:</b>   |  |
| <b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> |  |   |  |                           |  |
| <b>ESSENTIAL QUESTION</b>                              | <b>KNOWLEDGE</b><br><i>Students will know:</i> | <b>UNDERSTANDING</b><br><i>Students will understand that:</i> | <b>TRANSFER SKILLS</b><br><i>Students will be able to independently apply:</i> | <b>STD.</b>               |  |

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| <p><b>Why is it important to draw from direct observation?</b></p> <p><b>How do students utilize creative mixed media elements while designing an original piece of art?</b></p> | <ul style="list-style-type: none"> <li>● <b>Learn the importance of drawing from direct observation.</b></li> <li>● <b>Use mixed media elements to create a visually interesting composition.</b></li> <li>● <b>Focus on mixing traditional and non-traditional media.</b></li> </ul> | <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p> | <p><b>Look for subtle values throughout the skeleton.</b></p> <p><b>Draw at least 2 full length sketches- one with contour line, one with simple shading.</b></p> <p><b>Include 3 different areas of the skeleton.</b></p> <p><b>Draw as realistically as possible.</b></p> <p><b>After using pencil, pen &amp; ink, and charcoal; experiment with other materials and drawing surfaces. SHow me how creative you can be.</b></p> <p><b>Think Ahead- What will your final composition look like? Play around with proportions of the bones.</b></p> | <p>1.9 4.4<br/>1.10 4.6<br/>1.11 4.9<br/>1.12 5.10<br/>1.13 4.10<br/>1.14 4.14<br/>2.16 4.15<br/>2.17 3.3<br/>3.1 3.6<br/>3.10</p> |
| <p><b>CEPA(S)</b> (<i>Curriculum Embedded Performance Assessments</i>): <i>Include information from assessment evidence and list/name any rubric or toolkit used</i></p>         |   |  |   |  |

Formative: Peer and teacher “in progress” critiques throughout the artistic process on a weekly basis.

Summative: Evaluation form/rubric that will prompt students to reflect on their final piece as well as the process of making the artwork.

**RESOURCES:**

[www.artsandactivities.com](http://www.artsandactivities.com)

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life)-anatomy, mixed media, observation

Tier 2 (vocabulary that will be encountered in other content areas): realism, non-traditional media, traditional drawing materials, elements and principles of design

Tier 3 (history-social studies specific vocabulary):

**Lesson Plan List** *(numbered list with a brief description of each lesson)*

1. Create a series of sketches from observation. Change your viewpoint to see from different angles.
2. Start with traditional materials to create your 10 sketches. Focus on positive and negative space. This will take 2-3 class periods.
3. Spend one class Laying your sketches out in a creative composition.
4. Build up layers using non-traditional materials, or traditional materials in a new way.
5. Create a background that emphasizes the drawings.
6. You have a lot of creative freedom in this part- show off!! There are no size requirements, surface requirements, or methods that need to be accomplished. MAKE YOURS LOOK DIFFERENT!!
7. How will you attach you drawings to your background? Staples, Tape, Stitching, Paper Tape? Will you use stracked materials to create a relief and change the height of your piece?

**Reflections on lessons as implemented:**

Students will self reflect on their final piece and communicate what they think is successful and what could use improvement.  
What would students do differently if they were to do the project again?  
How could students revise or make their final piece better?  
Did the chosen medium help or hurt the final product?



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|--|--|---|--|---------------------------|--|
| <b>SUBJECT:</b> Visual Arts                                      |  | <b>COURSE:</b> AP STUDIO ART                                  |  | <b>GRADE LEVEL(S):</b> 12 |  |
| <b>UNIT / THEME/GENRE :</b> <b>Power/An analogous still life</b> |  | <b>TIME REQUIRED:</b> 3-4 WEEKS                               |  | <b>LATEST REVISION:</b>   |  |
| <b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b>           |  |   |  |                           |  |
| <b>ESSENTIAL QUESTION</b>  | <b>KNOWLEDGE</b><br><i>Students will know:</i> | <b>UNDERSTANDING</b><br><i>Students will understand that:</i> | <b>TRANSFER SKILLS</b><br><i>Students will be able to independently apply:</i> | <b>STD.</b>               |  |

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| <p>How can the idea or concept of “Power” be represented through art?</p> <p>Power can exist in many ways, but what is powerful in your life?</p> <p>What powers hold the most meaning and influence for you?</p> | <p>How to Brainstorm what inanimate objects could visually represent each power.</p> | <p>The will need to choose physical objects to set up and draw from OR use reference images (you will need to alter value to maintain a consistent light source among objects, and place each intentionally, to give the illusion of each object existing in the same space)</p> | <p>Students will be able to create a Palette that must be analogous (color neighbors), but your material choice is open-acrylic, watercolor, ink, colored pencil, oil pastel, soft pastel, etc...</p> | <p>1.9 4.4<br/> 1.10 4.6<br/> 1.11 4.9<br/> 1.12 5.10<br/> 1.13 3.11<br/> 1.14 2.12<br/> 2.16 2.13<br/> 2.17<br/> 3.1<br/> 3.3<br/> 3.6<br/> 3.10</p> |
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|  |  | <b>COMMON MISUNDERSTANDINGS</b> |  |  |
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative:

Peer and teacher “in progress” critiques throughout the artistic process on a weekly basis.

Summative:

Evaluation form/rubric that will prompt students to reflect on their final piece as well as the process of making the artwork.

**RESOURCES:** GOOGLE IMAGES

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life)-power, color scheme

Tier 2 (vocabulary that will be encountered in other content areas): analogous colors, elements and principles of design

Tier 3 (history-social studies specific vocabulary):

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| <p><b>Lesson Plan List</b> <i>(numbered list with a brief description of each lesson)</i></p> <ol style="list-style-type: none"> <li>1. Brainstorm what inanimate objects could visually represent each power.</li> <li>2. Your representation of power will be in still life form.</li> <li>3. Set up a still life or use reference images to represent “Power.”</li> <li>4. Palette must be analogous (color neighbors), but your material choice is open-acrylic, watercolor, ink, colored pencil, oil pastel, soft pastel, etc...</li> </ol> | <p><b>Reflections on lessons as implemented:</b></p> <p>Students will self reflect on their final piece and communicate what they think is successful and what could use improvement.<br/>         What would students do differently if they were to do the project again?<br/>         How could students revise or make their final piece better?<br/>         Did the chosen medium help or hurt the final product?</p> |
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| <b>SUBJECT:</b> Visual Art                                     |   | <b>COURSE:</b> AP STUDIO ART   |  | <b>GRADE LEVEL(S):</b> 12 |      |
|--|---|--|--|---------------------------|------|
| <b>UNIT / THEME/GENRE :</b> <b>TRANSPORTATION</b>              |   | <b>TIME REQUIRED:</b> 2-3 WEEKS  |  | <b>LATEST REVISION:</b>   |      |
| <b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b>         |   |  |  |                           |      |
| <b>ESSENTIAL QUESTION</b>                                      | <b>KNOWLEDGE</b><br><i>Students will know:</i>  | <b>UNDERSTANDING</b><br><i>Students will understand that:</i>  | <b>TRANSFER SKILLS</b><br><i>Students will be able to independently apply:</i>                                     | <b>STD.</b>               |      |
| How can we illustrate different definitions of transportation? | <p>Students will consider different modes of transportation and think literally and mentally.</p> <p>Students will experiment with different techniques and mediums to create an original piece of art.</p> | <p>Students will consider the function of the mode of transportation and what it is used for and then be able to create a visual representation using a medium or mediums of their choice.</p> | <p>Create a page of sketches showing exactly how these machines work. Gears to engineering to design concepts.</p> | 1.9                       | 4.4  |
|  |   |  |  | 1.10                      | 4.6  |
|  |   |  |  | 1.11                      | 4.9  |
|  |   |  |  | 1.12                      | 5.10 |
|  |   |  |  | 1.13                      | 3.8  |
|  |   |  |  | 1.14                      | 3.9  |
|  |   |  |  | 2.16                      | 3.12 |
|  |   |  |  | 2.17                      | 4.15 |
|  |   |  |  | 3.1                       |      |
|  |   |  |  | 3.3                       |      |
|  |   |  |  | 3.6                       |      |
|  |   |  |  | 3.10                      |      |

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|  |  | <b>COMMON MISUNDERSTANDINGS</b> |  |  |
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative: peer critiques at the end of each week

Summative: Evaluation form/rubric that will prompt students to reflect on their final piece as well as the process of making the artwork.

**RESOURCES:** GOOGLE IMAGES

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life)- transportation, literal, figurative

Tier 2 (vocabulary that will be encountered in other content areas): medium, elements and principles of design

Tier 3 (history-social studies specific vocabulary):

- Lesson Plan List** (*numbered list with a brief description of each lesson*)
1. Thumbnail sketches in sketchbook brainstorming different ways to represent transportation
  2. Pick one of your thumbnail sketches and re-work the composition in your sketchbook several times keeping in mind the different composition types.
  3. Pick the most interesting composition and enlarge on 18x24 paper.
  4. Chose a medium for your final product that you think will enhance your work.

**Reflections on lessons as implemented:**  
 Students will self reflect on their final piece and communicate what they think is successful and what could use improvement.  
 What would students do differently if they were to do the project again?  
 How could students revise or make their final piece better?  
 Did the chosen medium help or hurt the final product?

## PEMBROKE PUBLIC SCHOOLS

### Unit Map

Course Overarching Essential Questions:

|   |  |   |  |                           |  |
|---|--|---|--|---------------------------|--|
| <b>SUBJECT:</b> Visual Art  |  | <b>COURSE:</b> AP STUDIO ART                                  |  | <b>GRADE LEVEL(S):</b> 12 |  |
| <b>UNIT / THEME/GENRE :</b> <b>PROCESS JOURNALS</b>   |  | <b>TIME REQUIRED:</b> ONE SCHOOL YEAR                         |  | <b>LATEST REVISION:</b>   |  |
| <b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> STUDENTS WILL CREATE A PROCESS JOURNAL THAT THEY WILL START IN SEPTEMBER AND FINISH IN JUNE. |  |   |  |                           |  |
| <b>ESSENTIAL QUESTION</b>   | <b>KNOWLEDGE</b><br><i>Students will know:</i> | <b>UNDERSTANDING</b><br><i>Students will understand that:</i> | <b>TRANSFER SKILLS</b><br><i>Students will be able to independently apply:</i> | <b>STD.</b>               |  |

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| <p>How will creating a process journal help students with their sustained investigation?</p> | <ul style="list-style-type: none"> <li>• Show your inspiration (from photos or famous artists)</li> <li>• Plan your compositions; try different formats</li> <li>• Practice your media and color schemes</li> <li>• Show notes and written versions of your ideas</li> <li>• Sketches galore!!</li> <li>• Some examples appear more complete or as finished pieces while others show investigation</li> <li>• These may be single pages or double page spreads</li> </ul> | <p>A process journal will help the student to work through their sustained investigation needed to submit with their portfolio.</p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p> | <p>The art of Journaling: Journaling can be beneficial in all areas of life, not just art.</p> | <p>1.9 4.4<br/> 1.10 4.6<br/> 1.11 4.9<br/> 1.12 5.10<br/> 1.13<br/> 1.14<br/> 2.16<br/> 2.17<br/> 3.1<br/> 3.3<br/> 3.6<br/> 3.10</p> |
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Journals will be checked on a weekly basis.

Summative: Students will receive a grade each term for their journal entries. A rubric will be used for this assessment.

**RESOURCES:** GOOGLE IMAGES

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life)-journal

Tier 2 (vocabulary that will be encountered in other content areas): process journal

Tier 3 (history-social studies specific vocabulary): Abolitionist

**Lesson Plan List** (*numbered list with a brief description of each lesson*)

1. Each week students will have to turn this in.

**Reflections on lessons as implemented:**

Students will be asked to self reflect on process journals each week.

What materials did you use?

What processes did you use?

What question(s) are you addressing?

How did that question GUIDE your work?

How did the idea change (REVISION)? This might be a now and later question.

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|  | <p>What did you try that was new to your work?<br/>(EXPERIMENTATION)</p> <p>What do you like?</p> <p>What would you change?</p> <p>Where do you go from here? Ideas for next piece – something you thought of – may be related, may be going off in a different direction.</p> |
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|--|--|---|--|-------------------------|--|
| <b>SUBJECT:</b>  |  | <b>COURSE:</b>  |  | <b>GRADE LEVEL(S):</b>  |  |
| <b>UNIT / THEME/GENRE :</b>                            |  | <b>TIME REQUIRED:</b>   |  | <b>LATEST REVISION:</b> |  |
| <b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> |  |   |  |                         |  |
| <b>ESSENTIAL QUESTION</b>                              | <b>KNOWLEDGE</b><br><i>Students will know:</i> | <b>UNDERSTANDING</b><br><i>Students will understand that:</i> | <b>TRANSFER SKILLS</b><br><i>Students will be able to independently apply:</i> | <b>STD.</b>             |  |

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Formative:

Summative:

**RESOURCES:**

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life)-ex: create, write

Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish

Tier 3 (history-social studies specific vocabulary): Abolitionist

**Lesson Plan List** (*numbered list with a brief description of each lesson*)

1.

**Reflections on lessons as implemented:**

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**SUBJECT:**

**COURSE:**

**GRADE LEVEL(S):**

**UNIT / THEME/GENRE :**

**TIME REQUIRED:**

**LATEST REVISION:**

**INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):**

| <b>ESSENTIAL QUESTION</b> | <b>KNOWLEDGE</b><br><i>Students will know:</i> | <b>UNDERSTANDING</b><br><i>Students will understand that:</i> | <b>TRANSFER SKILLS</b><br><i>Students will be able to independently apply:</i> | <b>STD.</b>   |
|---------------------------|--|---|--|---|
|                           |  |   |  | 1.9 4.4<br>1.10 4.6<br>1.11 4.9<br>1.12 5.10<br>1.13<br>1.14<br>2.16<br>2.17<br>3.1<br>3.3<br>3.6<br>3.10 |
|                           |  | <b>COMMON MISUNDERSTANDINGS</b>                               |  |   |

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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative:

Summative:

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**Lesson Plan List** *(numbered list with a brief description of each lesson)*

1.

**Reflections on lessons as implemented:**