

Arts and Career Development Activity Planning Guide

Counselor: _____

Date: _____

Classroom in which activity will be implemented: _____ Grade: _____

Academic and Career Plan objectives to focus on in this activity:

At least two objectives chosen ☐

Teacher objective(s)/ SOL(s) to focus on in this activity:

At least one teacher objective/ SOL chosen ☐

Current course content relevant to meeting these objectives:

At least one area of course content identified ☐

Careers relevant to the course content and objectives:

At least two relevant careers identified ☐

Arts Processes

Circle at least one arts process the activity will be focused on.

Process	Definition
Problem Solving	The process of solving a problem
Design	The process of planning and making decisions about something to be made or created
Creativity	The creation and use of original ideas to make something new
Collaboration	The act of working with someone to create something
Constructive Critique	To evaluate something, and offer useful feedback to the creator so that they can improve their work
Intrinsic Motivation	The motivation that comes from an internal source, rather than an external source (e.g., bribe or fear of punishment)
Reflection	To give thought to one's actions or choices
Attention to Detail	To pay attention to the small details that make up a whole, rather than to just pay attention to the "big picture"
Conceptualization	To form a concept -an idea of what something is, or how something works
Conceptual Manipulation	To manipulate concepts to work together, form a complete picture, think abstractly, or give new meaning
Meaning Building	To give context, and emotional and interpretive weight to a concept
Interpretation	To explain the meaning of something
Expression	To make one's own thoughts or feelings known
Dialogue	An exchange of interpretations and ideas, without fear of critique- particularly when takes place between a student and instructor
Representation of Self	A way of depicting themselves, to express concepts of identity
of Concepts	A way of depicting concepts, so that they can be interpreted or expressed
Autonomy/ Self-regulation	Where an individual defines their own goals, sets up and implements a plan to complete those goals, sets their own pace to work, decides if and what help they may need- and when they need it, and evaluates their progress based on their goals
Situating context	To give a concept a context

Other: _____

Other: _____

Instructional Goal

A performance oriented goal, which describes: the learners (who), the observable behavior the learners will be able to do (what), the context in which the observable behaviors will occur (when and where), and the tools that will be available to the learners, in that context (with what).

[illegible]

Instructional goal describes the learners ☐

Instructional goal describes the observable behaviors ☐

Instructional goal describes the context in which the observable behaviors will occur ☐

Instructional goal describes the tools which will be available to the learners ☐

Instructional goal is aligned with the previously chosen Academic and Career Plan objectives ☐

Instructional goal is aligned with the previously chosen teacher objective(s)/ SOL(s) ☐

Steps necessary to complete instructional goal:

[illegible]

Performance Objectives

Performance objectives are specific objectives which include: the observable performance (what the learner is able to do), the condition/ circumstances in which that performance is expected to occur, and the criteria of which the performance will be considered acceptable. Typically a performance objective is written for each of the major steps of the instructional goal. A reference list of verbs that can be used to describe the observable performance is included on the next page.

Step	Performance Objective

Examples of verbs that can be used in performance objectives

Add	Design	Make	Recognize
Alphabetize	Designate	Manage	Record
Analyze	Diagram	Manipulate	Relate
Apply	Differentiate	Measure	Repeat
Appraise	Discuss	Memorize	Report
Arrange	Distinguish	Modify	Restate
Assemble	Divide	Name	Review
Assess	Engage	Observe	Revise
Calculate	Estimate	Operate	Schedule
Choose	Evaluate	Order	Score
Collect	Examine	Organize	Select
Color	Explain	Plan	Set up
Compare	Formulate	Practice	Sketch
Complete	Gather	Predict	Specify
Compose	Generate	Prepare	Solve
Compute	Identify	Quantify	Subtract
Conduct	Illustrate	Question	Tabulate
Contrast	Inspect	Rate	Tell
Construct	Interpret	Recall	Test
Create	Inventory	Observe	Translate
Debate	Judge	Operate	Underline
Define	Label	Order	Use
Demonstrate	List	Organize	Weigh
Describe	Locate	Plan	Write

Assessment Item

Assessment items are created using the performance objectives, so that what is being tested is closely aligned with the desired performance. Assessment items may be tests, rubrics, etc.

At least one assessment item was created ☐

Assessment item attached end of this document ☐

Instructional Materials

Instructional materials have been created ☐

Instructional materials align with the assessment(s) and performance objectives ☐

Instructional materials have clear and easy to follow directions for the learners ☐

Instructional materials have clear and easy instructions for the facilitators ☐

Instructional materials are attached at the end of this document ☐

Implementation of the Activity

Date activity will be implemented: _____

Number of students in the class the activity will be implemented in: _____

Copies made ☐

Copies distributed to students ☐

Number of students who participated in the activity: _____

Feedback from the teacher(s) on activity:

Summary of feedback from students on activity:

Summary of activity assessment results:

Signature: _____ Date: _____

Map Your Class Instructor Guide

The “Map Your Class” activity will allow students to conceptualize and situate how maps are made, the function of maps, and the historical importance of maps. Furthermore, the activity will require students to pay attention to detail while creating their maps, and in viewing and utilizing photos to determine sequence of activities. The activity will also allow student to create a physical representation of concepts regarding maps, sequence of activities, and map related careers. Finally, the activity combines aspects of individual work (map creation) and teamwork (someone following their map, and working as groups to determine the sequence of the photos), allowing the students to experience the benefits of both practices.

Steps to prepare for, and implement, “Map Your Class”

1. Bring a camera in to class that day.

2. Have some instruction on maps, and map related careers.

3. During class, before the activity begins, explain the premise to the class.

An example script: “Today we are going to be map makers. I’m going to give you a special paper for you to make your map on. I want you each to draw a map of our classroom. Remember, your map has show the classroom as if you were looking down from the ceiling.”

4. Pass out the Map Your Class worksheet, and put out art supplies.

5. Give additional directions.

An example script: “Using your colored pencils draw your map of the classroom. Make sure your map has all the desks in the classroom- and put an X on your desk. Also make sure you draw where the door is, with the squiggly line. You should also draw the bookshelves, the board [white board, blackboard, smart-board], all the chairs in the classroom, our carpet, and our flag. Use two big dots to show where the flag is. Make sure you make your map key, so we can tell what everything is!”

6. Give time to draw and color their maps.

7. Ask for one student to volunteer their map for someone else to follow.

8. Have another instructor (e.g., the teacher or the counselor) follow the map- starting from the door and ending at the desk marked with an X. While that instructor is following the map, take pictures. Take one picture at the door, one at the end goal, and at least one in the middle.

9. Display the photos to the students. Make sure the photos are displayed out of order.

This can be done in a variety of ways depending on what is available in the classroom. If a smart-board is available, they can be shown on that. If not they can be printed- a copy for each group of students (grouping based on desks). Since time is needed to upload photos to a computer, smart-board, and/or print a few copies off, have the other instructor supervise the students taking turns following each other’s maps.

10. Have the students discuss amongst themselves the correct order of the photos- to represent beginning, middle, and end. Then have them direct an instructor on how to arrange the photos. Keep discussing/directing until the correct sequence is achieved.

11. As a class, discuss how the map and photos served as a historical reference- so they aren’t just map makers, they are also historians. Discuss historians and map makers as careers.

Map Your Class and Map Career Discussion Grading Rubric

Student name: _____

Make Your Map

Created a map	<input type="checkbox"/>
Map included	
Desks	<input type="checkbox"/>
Desk marked with an X	<input type="checkbox"/>
Door marked with a 	<input type="checkbox"/>
Bookshelves	<input type="checkbox"/>
Board	<input type="checkbox"/>
Chairs	<input type="checkbox"/>
Carpet	<input type="checkbox"/>
Flag marked with  	<input type="checkbox"/>
Map was clear and easy to read	<input type="checkbox"/>
Included a key	<input type="checkbox"/>

Discussion

Participated in the discussion of photo sequence	<input type="checkbox"/>
Correct sequence was identified	<input type="checkbox"/>
Participated in discussion on the importance of maps, historical records, and historians	<input type="checkbox"/>

Total Checks _____


14 - 7 Checks - Satisfactory
7-1 Checks - Unsatisfactory

Map Your Class

Name: _____

Make a map of your classroom.

Draw the desks.

Mark the door with  .



Draw the board.

Draw the carpet.

Mark your desk with **X**.

Draw the bookshelves.

Draw the chairs.

Mark the flag with   .

Map Key

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