



AKTEACH Individual Learning Plan

School Year						
4 Grade Level						
STUDENT INFORMATION						
Sample						
<i>Last Name</i>	<i>First Name</i>	<i>MI</i>	<i>Suffix</i>	<i>Date of Birth</i>	<i>Primary Phone</i>	<i>Student Email</i>
PARENT INFORMATION						
<i>Name(s)</i>				<i>Kodiak</i>	<i>AK</i>	<i>99615</i>
<i>Mailing Address</i>				<i>City</i>	<i>State</i>	<i>Zip</i>
						<i>Parent Email</i>

IMPORTANT – Parent/guardian and student notice of rights and responsibilities regarding program enrollment

1. All parents and students in correspondence programs have the same right to access the district appeal process as parents and students in other district programs (4 AAC 33.421). This includes, but is not limited to, **special education** (4 AAC 33.432).
2. All enrolled students, including part-time students, are **required to participate in statewide student assessments** (4 AAC 33.421).
3. Courses receiving an “incomplete” may not be counted towards credit for enrollment requirements (4 AAC 33.426).
4. Parents must disclose enrollment for all other education institutions, including private schools, to ensure the student is not concurrently enrolled in a substantially similar course (4 AAC 33.430).
5. All textbooks and other curriculum materials must be aligned with state standards, comply with regulatory requirements, and be reviewed by a certified teacher (4 AAC 33.421).
6. All non-expendable materials remain the property of the school district and must be returned to the district (4 AAC 33.422).
7. All expenditures related to the student must be directly tied to a specific course with a need addressed in the ILP (4 AAC 33.422).
8. Monthly contact with the parent/student is required (4 AAC 33.421).
9. A quarterly review of the student’s progress with the parent/student is required (4 AAC 33.421).
10. A grade or other determination of course progress as determined by the certified teacher responsible for the course (4 AAC 33.421).
11. This plan may provide for review and consideration of any recommendations submitted by the parent or student (4 AAC 33.421).

Your signature indicates: you are aware of this information; you accept responsibility for ensuring your student is aware of their rights and requirements; you agree to all requirements; and you confirm that the information provided is true and accurate the best of your knowledge.

<i>Parent Signature</i>	<i>Parent Signature</i>	<i>Date</i>	<i>Contact Teacher Signature</i>	<i>Contact Teacher Name (Print)</i>
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<p>DISTRICT USE</p> <p>State of AK ID: _____ FTE: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> .75 <input type="checkbox"/> .5 <input type="checkbox"/> .25</p> <p>Computer Issued: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Out of District: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Siblings Enrolled: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Dual Enrollment: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Graduation Track: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>STATE ASSESSMENT DATA (See page 19 for strategies to gain proficiency if warranted)</i></p> <p>Reading: <input type="checkbox"/> Advanced <input checked="" type="checkbox"/> Proficient <input type="checkbox"/> Below Proficient <input type="checkbox"/> Far Below Proficient</p> <p>Writing: <input type="checkbox"/> Advanced <input checked="" type="checkbox"/> Proficient <input type="checkbox"/> Below Proficient <input type="checkbox"/> Far Below Proficient</p> <p>Math: <input type="checkbox"/> Advanced <input checked="" type="checkbox"/> Proficient <input type="checkbox"/> Below Proficient <input type="checkbox"/> Far Below Proficient</p> <p>Science: <input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Below Proficient <input type="checkbox"/> Far Below Proficient</p>	<p>SPECIAL EDUCATION</p> <p>IEP Expiration Date: <u> N/A </u></p> <p>ESER Expiration Date: _____</p> <p>Disability: _____</p> <p>Assessment Accommodations:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
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SUBJECT: Language Arts		SPECIFIC HS: [specific]		OTHER: n/a	
Teacher of Record*:		Credit Type: <input checked="" type="checkbox"/> Full year <input type="checkbox"/> ½ Credit Fall <input type="checkbox"/> ½ Credit Spring <input type="checkbox"/> Other:			
Source of Credit: <input checked="" type="checkbox"/> Parent Designed Course <input type="checkbox"/> District Course <input type="checkbox"/> Vendor:		Vendor URL:			
Method(s) of Assessment: <input checked="" type="checkbox"/> <i>Daily Work</i> <input checked="" type="checkbox"/> <i>Quizzes/Tests</i> <input type="checkbox"/> <i>Learning Journal</i> <input checked="" type="checkbox"/> <i>Oral Review/Presentations</i> <input checked="" type="checkbox"/> <i>Guided Practice</i> <input type="checkbox"/> <i>Portfolio</i> <input type="checkbox"/> <i>Projects</i> <input type="checkbox"/> <i>Other:</i>					
Curriculum Materials: Please indicate title(s), publisher; Add the material level (if specific). Include texts, videos, tutoring, etc.		First Language Lessons for the Well-Trained Mind - Level 3 (Peace Hill Press) The Complete Writer: Writing with Ease - Level 3 (Peace Hill Press) Pictures in Cursive - Book A (Queen Homeschool Supplies) Individual Management Reading Kit: Literary Elements Gr. 4-8 by Michele L. Mccaughtry (Scholastic) Spelling Workout - Book C (Modern Curriculum Press) Assorted fiction chosen by student			
Topics: This should include all major topics to be covered in the course.		Cursive Handwriting, Parts of Speech, Sentence Diagrams, and Skills in Beginning Writing, Storytelling, and Narration; Literary Elements: Setting, Plot, Character, Conflict, Theme, Point of View, and Author's Style Reading for Fluency and Comprehension			
Planned Activities: Describe the activities planned and any facilities, tutoring, special materials, etc. to be used.		Workbook activities as assigned Reading of assorted fiction for fluency and comprehension			
Goals/Objectives: Explain what the student will be able to do as a result of the course. Include special tasks.		Establish a purpose for reading.; Make inferences before, during, & after to extend ideas beyond the text; Evaluate predictions based on prior knowledge; Use self-questioning and teacher questioning to promote active reading; Determine author's intent: inform, entertain, persuade; Discuss cause/effect relationship in text; Demonstrate understanding of structure through the use of graphic organizers & outlines; Identify fact & opinion; Examine important ideas in nonfiction; Use context clues to clarify understanding; Identify main idea & supporting details; Restate key ideas; Use text structure to improve comprehension; Paraphrase or summarize information in a text; Clarify & extend ideas through discussions & activities; Identify the difference between explicit & implicit ideas; Identify setting, plot, characters, & conflict; Interpret the meaning of unknown words by using context clues; Use knowledge of common word roots, prefixes, & suffixes.			
Grading Scale:		<input type="checkbox"/> <i>Outstanding/Satisfactory/Improvement Needed</i> <input type="checkbox"/> <i>Pass/Fail</i> <input checked="" type="checkbox"/> <i>Letter Grade (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59)</i>			

* Teacher of Record: AKTEACH Requires a Highly Qualified Teacher of Record to advise and consult with Contact Teacher

SUBJECT: Math		SPECIFIC HS: [specific]		OTHER: n/a	
Teacher of Record*:		Credit Type: <input checked="" type="checkbox"/> Full year <input type="checkbox"/> ½ Credit Fall <input type="checkbox"/> ½ Credit Spring <input type="checkbox"/> Other:			
Source of Credit: <input checked="" type="checkbox"/> Parent Designed Course <input type="checkbox"/> District Course <input type="checkbox"/> Vendor:		Vendor URL:			
Method(s) of Assessment: <input checked="" type="checkbox"/> <i>Daily Work</i> <input checked="" type="checkbox"/> <i>Quizzes/Tests</i> <input type="checkbox"/> <i>Learning Journal</i> <input type="checkbox"/> <i>Oral Review/Presentations</i> <input checked="" type="checkbox"/> <i>Guided Practice</i> <input type="checkbox"/> <i>Portfolio</i> <input type="checkbox"/> <i>Projects</i> <input type="checkbox"/> <i>Other:</i>					
Curriculum Materials: Please indicate title(s), publisher; Add the material level (if specific). Include texts, videos, tutoring, etc.		Math-U-See - Delta			
Topics: This should include all major topics to be covered in the course.		Operations and Algebraic Thinking Number and Operations in Base Ten Number and Operations - Fractions Measurement and Data Geometry			
Planned Activities: Describe the activities planned and any facilities, tutoring, special materials, etc. to be used.		As assigned			
Goals/Objectives: Explain what the student will be able to do as a result of the course. Include special tasks.		Use the four operations with whole numbers to solve problems; Gain familiarity with factors and multiples; Generate and analyze patterns; Generalize place value understanding for multi-digit whole numbers; Use place value understanding and properties of operations to perform multi-digit arithmetic; Extend understanding of fraction equivalence and ordering; Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers; Understand decimal notation for fractions, and compare decimal fractions; Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit and involving time; Represent and interpret data; Geometric measurement - Understand concepts of angle and measure angles; Draw and identify lines and angles, and classify shapes by properties of their lines and angles.			
Grading Scale:		<input type="checkbox"/> <i>Outstanding/Satisfactory/Improvement Needed</i> <input type="checkbox"/> <i>Pass/Fail</i> <input checked="" type="checkbox"/> <i>Letter Grade (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59)</i>			

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SUBJECT: Science		SPECIFIC HS: [specific]		OTHER: n/a	
Teacher of Record*:		Credit Type: <input checked="" type="checkbox"/> Full year <input type="checkbox"/> ½ Credit Fall <input type="checkbox"/> ½ Credit Spring <input type="checkbox"/> Other:			
Source of Credit: <input checked="" type="checkbox"/> Parent Designed Course <input type="checkbox"/> District Course <input type="checkbox"/> Vendor: Vendor URL:					
Method(s) of Assessment: <input checked="" type="checkbox"/> <i>Daily Work</i> <input checked="" type="checkbox"/> <i>Quizzes/Tests</i> <input type="checkbox"/> <i>Learning Journal</i> <input checked="" type="checkbox"/> <i>Oral Review/Presentations</i> <input type="checkbox"/> <i>Guided Practice</i> <input type="checkbox"/> <i>Portfolio</i> <input type="checkbox"/> <i>Projects</i> <input type="checkbox"/> <i>Other:</i>					
Curriculum Materials: Please indicate title(s), publisher; Add the material level (if specific). Include texts, videos, tutoring, etc.		Time4Learning subscription			
Topics: This should include all major topics to be covered in the course.		Scientific Investigation, Nature of Matter, Energy, Force & Motion, Effects on the Shape of the Earth, Ecology, Life/Environmental Interactions, Light & Sound, Astronomy, and Eras on Earth.			
Planned Activities: Describe the activities planned and any facilities, tutoring, special materials, etc. to be used.		Complete lessons within the Time4Learning website.			
Goals/Objectives: Explain what the student will be able to do as a result of the course. Include special tasks.		Will learn the process of scientific investigation. Demonstrate basic understanding of the nature of matter. Gain a basic understanding of ecology through lessons that cover habitats, nature, the food chain, ecosystems, environmental threats, and extinction. Learn about living organisms and how they interact with their environment through lessons that cover the link between animals and plants, how plants/animals react to the changing environment, vertebrates, invertebrates, and classification. Gain a basic understanding of light and sound through interactive lessons that cover the travel of light, sound, the uses of lenses, pitch, the human voice, and how we hear.			
Grading Scale:		<input type="checkbox"/> <i>Outstanding/Satisfactory/Improvement Needed</i>		<input type="checkbox"/> <i>Pass/Fail</i> <input checked="" type="checkbox"/> <i>Letter Grade (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59)</i>	

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SUBJECT: Social Studies

SPECIFIC HS: [specific]

OTHER: n/a

Teacher of Record*:		Credit Type: <input checked="" type="checkbox"/> Full year <input type="checkbox"/> ½ Credit Fall <input type="checkbox"/> ½ Credit Spring <input type="checkbox"/> Other:		
Source of Credit: <input checked="" type="checkbox"/> Parent Designed Course <input type="checkbox"/> District Course <input type="checkbox"/> Vendor: Vendor URL:				
Method(s) of Assessment: <input checked="" type="checkbox"/> <i>Daily Work</i> <input checked="" type="checkbox"/> <i>Quizzes/Tests</i> <input type="checkbox"/> <i>Learning Journal</i> <input type="checkbox"/> <i>Oral Review/Presentations</i> <input type="checkbox"/> <i>Guided Practice</i> <input type="checkbox"/> <i>Portfolio</i> <input type="checkbox"/> <i>Projects</i> <input type="checkbox"/> <i>Other:</i>				
Curriculum Materials: Please indicate title(s), publisher; Add the material level (if specific). Include texts, videos, tutoring, etc.		Story of the World Vol. I (Ancient Times) by Susan Wise Bauer		
Topics: This should include all major topics to be covered in the course.		Ancient Times 5000 BC - 400 AD First Nomads, Egypt, the Jewish People, Hammurabi and the Babylonians, the Assyrians, Ancient China, Ancient Africa, the Phoenicians, the Greeks and Rome		
Planned Activities: Describe the activities planned and any facilities, tutoring, special materials, etc. to be used.		As assigned		
Goals/Objectives: Explain what the student will be able to do as a result of the course. Include special tasks.		Identify unique cultural practices, agriculture, geography, biographical data of people during ancient times.		
Grading Scale:	<input type="checkbox"/> <i>Outstanding/Satisfactory/Improvement Needed</i>	<input type="checkbox"/> <i>Pass/Fail</i>	<input checked="" type="checkbox"/> <i>Letter Grade (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59)</i>	

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SUBJECT: Technology

SPECIFIC HS: [specific]

OTHER: n/a

Teacher of Record*:		Credit Type: <input type="checkbox"/> Full year <input type="checkbox"/> ½ Credit Fall <input type="checkbox"/> ½ Credit Spring <input type="checkbox"/> Other:		
Source of Credit: <input checked="" type="checkbox"/> Parent Designed Course <input type="checkbox"/> District Course <input type="checkbox"/> Vendor: Vendor URL:				
Method(s) of Assessment: <input checked="" type="checkbox"/> <i>Daily Work</i> <input type="checkbox"/> <i>Quizzes/Tests</i> <input type="checkbox"/> <i>Learning Journal</i> <input type="checkbox"/> <i>Oral Review/Presentations</i> <input type="checkbox"/> <i>Guided Practice</i> <input type="checkbox"/> <i>Portfolio</i> <input type="checkbox"/> <i>Projects</i> <input type="checkbox"/> <i>Other:</i>				
Curriculum Materials: Please indicate title(s), publisher; Add the material level (if specific). Include texts, videos, tutoring, etc.		Typing Instructor for Kids (Typer Island) CD-ROM iPad - home use of iPad educational applications		
Topics: This should include all major topics to be covered in the course.		Structured Touch-Typing Content, Proven Methods for Skill-Building, Unique Drills & Interactive Exercises, Age-Appropriate Content, Graphic Guide Hands, and Multi-Skill Levels.		
Planned Activities: Describe the activities planned and any facilities, tutoring, special materials, etc. to be used.		In each land they take a series of lessons, challenges, and a skill test—plus games. When they pass the skill test with 86% accuracy of their goal words per minute (which they set), they advance to the next level or 'land.'		
Goals/Objectives: Explain what the student will be able to do as a result of the course. Include special tasks.		Will be able to identify the Home Row, type using the Home Row & Upper Row, and Home Row & Lower Row.		
Grading Scale:	<input type="checkbox"/> <i>Outstanding/Satisfactory/Improvement Needed</i>	<input checked="" type="checkbox"/> <i>Pass/Fail</i>	<input type="checkbox"/> <i>Letter Grade (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59)</i>	

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SUBJECT: Foreign Language		SPECIFIC HS: [specific]		OTHER: n/a	
Teacher of Record*:		Credit Type: <input checked="" type="checkbox"/> Full year <input type="checkbox"/> ½ Credit Fall <input type="checkbox"/> ½ Credit Spring <input type="checkbox"/> Other:			
Source of Credit: <input checked="" type="checkbox"/> Parent Designed Course <input type="checkbox"/> District Course <input type="checkbox"/> Vendor: Vendor URL:					
Method(s) of Assessment: <input checked="" type="checkbox"/> <i>Daily Work</i> <input checked="" type="checkbox"/> <i>Quizzes/Tests</i> <input type="checkbox"/> <i>Learning Journal</i> <input type="checkbox"/> <i>Oral Review/Presentations</i> <input type="checkbox"/> <i>Guided Practice</i> <input type="checkbox"/> <i>Portfolio</i> <input type="checkbox"/> <i>Projects</i> <input type="checkbox"/> <i>Other:</i>					
Curriculum Materials: Please indicate title(s), publisher; Add the material level (if specific). Include texts, videos, tutoring, etc.		Rosetta Stone Spanish			
Topics: This should include all major topics to be covered in the course.		Spanish writing, Spanish language, Pronunciation, Vocabulary, Phrases, Speaking, Conversation, Picture, Listen, Repeat Out Loud Art and Architecture, Famous Landmarks, Flags and Symbols, Country Report, Daily Life, and Conversations			
Planned Activities: Describe the activities planned and any facilities, tutoring, special materials, etc. to be used.		Complete Rosetta Stone lessons on the computer.			
Goals/Objectives: Explain what the student will be able to do as a result of the course. Include special tasks.		To learn to speak and write Spanish; Express herself orally in Spanish; Compose written phrases and sentences in Spanish; Listen and demonstrate understanding in Spanish; Respond to oral, visual, and written stimuli from Spanish; Demonstrate the language skills necessary to advance in Spanish			
Grading Scale:		<input type="checkbox"/> <i>Outstanding/Satisfactory/Improvement Needed</i>		<input type="checkbox"/> <i>Pass/Fail</i>	
<input checked="" type="checkbox"/> <i>Letter Grade (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59)</i>					

* **Teacher of Record:** AKTEACH Requires a Highly Qualified Teacher of Record to advise and consult with Contact Teacher

SUBJECT: PE/Health

SPECIFIC HS: [specific]

OTHER: n/a

Teacher of Record*:		Credit Type: <input checked="" type="checkbox"/> Full year <input type="checkbox"/> ½ Credit Fall <input type="checkbox"/> ½ Credit Spring <input type="checkbox"/> Other:		
Source of Credit: <input checked="" type="checkbox"/> Parent Designed Course <input type="checkbox"/> District Course <input type="checkbox"/> Vendor: Vendor URL:				
Method(s) of Assessment: <input type="checkbox"/> Daily Work <input type="checkbox"/> Quizzes/Tests <input type="checkbox"/> Learning Journal <input checked="" type="checkbox"/> Oral Review/Presentations <input type="checkbox"/> Guided Practice <input type="checkbox"/> Portfolio <input type="checkbox"/> Projects <input checked="" type="checkbox"/> Other: Participation				
Curriculum Materials: Please indicate title(s), publisher; Add the material level (if specific). Include texts, videos, tutoring, etc.		Intermediate Ballet with Little School of Dance		
Topics: This should include all major topics to be covered in the course.		Intermediate Ballet, Daily Outdoor Playtime, Walking, Hiking, and Sports		
Planned Activities: Describe the activities planned and any facilities, tutoring, special materials, etc. to be used.		Intermediate Ballet at Little School of Dance Home and Community Activities		
Goals/Objectives: Explain what the student will be able to do as a result of the course. Include special tasks.		Advance in her skill level in ballet; Select and practice a skill in which improvement is needed; Demonstrate competency in motor and movement skills needed to perform a variety of physical activities; Participate in local physical activity opportunities		
Grading Scale:	<input type="checkbox"/> Outstanding/Satisfactory/Improvement Needed	<input checked="" type="checkbox"/> Pass/Fail	<input type="checkbox"/> Letter Grade (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59)	

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SUBJECT: Music

SPECIFIC HS: [specific]

OTHER: n/a

Teacher of Record*:		Credit Type: <input checked="" type="checkbox"/> Full year <input type="checkbox"/> ½ Credit Fall <input type="checkbox"/> ½ Credit Spring <input type="checkbox"/> Other:		
Source of Credit: <input checked="" type="checkbox"/> Parent Designed Course <input type="checkbox"/> District Course <input type="checkbox"/> Vendor: Vendor URL:				
Method(s) of Assessment: <input checked="" type="checkbox"/> <i>Daily Work</i> <input type="checkbox"/> <i>Quizzes/Tests</i> <input type="checkbox"/> <i>Learning Journal</i> <input checked="" type="checkbox"/> <i>Oral Review/Presentations</i> <input checked="" type="checkbox"/> <i>Guided Practice</i> <input type="checkbox"/> <i>Portfolio</i> <input type="checkbox"/> <i>Projects</i> <input checked="" type="checkbox"/> <i>Other:</i> Participation				
Curriculum Materials: Please indicate title(s), publisher; Add the material level (if specific). Include texts, videos, tutoring, etc.		Private Piano Lessons		
Topics: This should include all major topics to be covered in the course.		Reading music, basic piano techniques, scales, chord progressions, harmonizing, & transposition.		
Planned Activities: Describe the activities planned and any facilities, tutoring, special materials, etc. to be used.		Private Piano Lessons with Constance Jensen		
Goals/Objectives: Explain what the student will be able to do as a result of the course. Include special tasks.		Learn how to read musical notation and develop technical skills necessary in playing the piano; Attain basic piano techniques, including scales, chord progressions, harmonization, transposition, sight-reading, and some fun repertory that helps reinforce these skills.		
Grading Scale:	<input type="checkbox"/> <i>Outstanding/Satisfactory/Improvement Needed</i>	<input checked="" type="checkbox"/> <i>Pass/Fail</i>	<input type="checkbox"/> <i>Letter Grade (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59)</i>	

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SUBJECT: Art		SPECIFIC HS: [specific]		OTHER: n/a	
Teacher of Record*:		Credit Type: <input checked="" type="checkbox"/> Full year <input type="checkbox"/> ½ Credit Fall <input type="checkbox"/> ½ Credit Spring <input type="checkbox"/> Other:			
Source of Credit: <input checked="" type="checkbox"/> Parent Designed Course <input type="checkbox"/> District Course <input type="checkbox"/> Vendor: Vendor URL:					
Method(s) of Assessment: <input checked="" type="checkbox"/> <i>Daily Work</i> <input type="checkbox"/> <i>Quizzes/Tests</i> <input type="checkbox"/> <i>Learning Journal</i> <input type="checkbox"/> <i>Oral Review/Presentations</i> <input type="checkbox"/> <i>Guided Practice</i> <input checked="" type="checkbox"/> <i>Portfolio</i> <input checked="" type="checkbox"/> <i>Projects</i> <input type="checkbox"/> <i>Other:</i>					
Curriculum Materials: Please indicate title(s), publisher; Add the material level (if specific). Include texts, videos, tutoring, etc.		Atelier Art			
Topics: This should include all major topics to be covered in the course.		Art elements and principles - including line, color, shape, form, texture, pattern, balance and emphasis - as well as art-history, media exploration, creative self-expression, cultural appreciation, right-brain drawing techniques			
Planned Activities: Describe the activities planned and any facilities, tutoring, special materials, etc. to be used.		All ATELIER art lessons are presented on DVD, and reinforced by lesson plans. Not only is the DVD a rich source of creative ideas and inspiration, it also clarifies the objectives, materials, techniques and procedures of each lesson.			
Goals/Objectives: Explain what the student will be able to do as a result of the course. Include special tasks.		Have an appreciation for artDiscover own potential for creative expression Use elements in drawing/painting/artwork			
Grading Scale:		<input type="checkbox"/> <i>Outstanding/Satisfactory/Improvement Needed</i>		<input checked="" type="checkbox"/> <i>Pass/Fail</i>	
<input type="checkbox"/> <i>Letter Grade (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59)</i>					

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