

**Quinton Township School District  
Art Grade 2  
Pacing Chart/Curriculum MAP**

|                        |   |                    |                        |                |         |
|------------------------|---|--------------------|------------------------|----------------|---------|
| <b>Marking Period:</b> | 1 | <b>Unit Title:</b> | How to use art centers | <b>Pacing:</b> | 10 days |
|------------------------|---|--------------------|------------------------|----------------|---------|

**Unit Summary:** Students explore materials and processes in the drawing, painting and collage centers

**Objectives:**

**Week 1 SWBAT** demonstrate drawing center tools and create a collaborative drawing

**Week 2. SWBAT** compare drawing media by creating the same image 4 times using different media.

**Week 3 SWBAT** identify the Studio Habits of Mind and create art work of choice based on one of the studio habits

**Week 4. SWBAT** demonstrate collage center procedures and create a collage of choice

**Week 5 SWBAT** demonstrate collage techniques: overlapping, close cropping, tearing

**Week 6 SWBAT** demonstrate a variety of adhesives, liquid glue, glue sticks, modpoge, tissue paper overlapping

**Week 7 SWBAT** demonstrate oil pastel blending techniques

**Week 8 SWBAT** compare painting center tools and demonstrate procedures ; watercolor pencils, pan watercolor, tempera sticks

**Week 9 SWBAT** demonstrate painting center procedures and explore pan tempera paint techniques

**Week 10 SWBAT** identify Studio Habits of Mind and create artwork directed by selected habit.

**Essential Questions:** What do artists do? What are the Studio Habits of Mind? How do artists use technology to create art?

**Common Core State Standards/Learning Targets:** 1.5.2.Cr1 1.5.2.Cr2 1.5.2.Cr3 **8.1**

| Overview of Activities   | Teacher's Guide/ Resources   | Core Instructional Materials  | Technology Infusion   |
|--|--|---|---|
| <p><b>Week 1</b> Students participate in around the room collaborative drawing using different drawing tools at each station.</p> <p><b>Week 2</b> Students fold paper into fourths and draw the same image in each quadrant. Students explore a different media in each quadrant</p> <p><b>Week 3.</b>Introduction and discussion of the Studio habits of Mind. Students choose Develop Craft or Stretch and Explore to guide art work of choice</p> <p><b>Week 4</b> Review of collage center procedures. Students gather supplies and create a collage of choice</p> <p><b>Week 5.</b> Students gather collage supplies and create a collage of choice demonstrating close cropping, overlapping and or tearing.</p> <p><b>Week 6.</b> Students gather supplies and create collage of choice and experiment with a variety of adhesives.</p> <p><b>Week 7</b> Students demonstrate oil pastel blending techniques in art work</p> | <p>Teacher created signage at each station</p> <p>Teacher demonstration</p> <p>Studio Habits laminated cards</p> <p>Teacher created signage, video of contemporary collage artists.</p> <p>Teacher demonstration. Oil pastel techniques handout.</p> | <p>large paper for collaborative drawing, color pencils, markers, crayons, oil pastels, templates, rubbing plates.</p> <p>oil pastels, color pencils, markers, crayon paper</p> <p>papers, glue, scissors</p> <p>Papers scissors and a variety of adhesives: liquid glue, gel glue, stick glue, modpoge</p> <p>Oil pastels, scraffito tools, paper baby oil for</p> | <ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul> |

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| <p>of choice subject</p> <p><b>Week 8</b> Students review painting center procedures and explore watercolor, pan tempera, and paint sticks in art work of choice</p> <p><b>Week 9</b> Students demonstrate tempera paint technique : layering, scraffito, cutting in, dotting, dry brush</p> <p><b>Week 10</b> Students define Studio Habits and select one to explore in art work of choice ; painting, drawing, collage</p> | <p>Teacher demonstration and signage</p> | <p>blending</p> <p>watercolor paints, pan tempera paint, paint sticks papers</p> <p>Tempera paint, scraffito tools, papers.</p> <p>Painting center supplies, drawing center supplies. collage supplies</p> |  |
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| Formative Assessment Plan  | Summative Assessment Plan   |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b> View for Understanding</p> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> completed painting, drawing, collage</p> <p><b>Suggested skills to be assessed:</b> cutting, gluing, gathering supplies in and organized fashion, following clean up procedures, neatness</p> |

## Differentiation

| Special Education  | ELL   | At Risk  | Gifted and Talented  |
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| <ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified</li> </ul> | <ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul> | <ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul> |

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| <p>assessments.</p> <ul style="list-style-type: none"><li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul> |  |  |  |
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**Quinton Township School District  
Art Grade 2  
Pacing Chart/Curriculum MAP**

|                        |     |                    |  |                |          |
|------------------------|-----|--------------------|--|----------------|----------|
| <b>Marking Period:</b> | 2nd | <b>Unit Title:</b> | Using and identifying themes in art work | <b>Pacing:</b> | 10 weeks |
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**Unit Summary:** Examination of themes in historical and contemporary art. Experimentation using centers to create art based on a theme. Introduction to Studio Habits of Mind.

**Objectives:**

- Week 1 SWBAT to identify the theme in selected historical or contemporary art. Brainstorm a list of themes
- Week 2 SWBAT Create a sketch based on a selected theme.
- Week 3 SWBAT choose material and process to create artwork on a selected theme
- Week 4 SWBAT demonstrate studio habit **Engage and Persist** and **Develop Craft** by working on their art work for an extended period of time.
- Week 5 SWBAT demonstrate studio habit **Understands Art World** by arranging their art work and sharing with peers.
- Week 6 SWBAT Create a foam and cardboard stamp to create print
- Week 7 SWBAT incorporate foam and cardboard stamp into an art work based on a theme.
- Week 8 SWBAT Use cardboard to create a collagraph on a theme.
- Week 9 SWBAT create rubbing from a cardboard collagraph
- Week 10 SWBAT experiment with a variety of finishes on a cardboard collagraph or collagraph rubbing.

**Essential Questions:** What is a theme and how do artists use themes in their art work? How do artists use technology to create art?

**Common Core State Standards/Learning Targets:** 1.5.2.Cr1 1.5.2.Cr2 1.5.2.Pr4 1.5.2.Re7 1.5.2.Cn10 8.1

| <b>Overview of Activities</b>   | <b>Teacher’s Guide/ Resources</b>   | <b>Core Instructional Materials</b>   | <b>Technology Infusion</b>  |
|---|---|---|---|
| <p><b>Week 1</b> Students participate in Visual Learning Strategies to determine a theme in selected art work. Brainstorm ideas for their own themes.</p> <p><b>Week 2</b> Students work on a sketch on a selected theme using drawing center materials</p> <p><b>Week 3.</b> Students gather art materials of choice and create an art work on a selected theme.</p> <p><b>Week 4.</b> Students continue to work on theme art work with art materials of choice.</p> <p><b>Week 5</b> Students complete and mat their artwork Create a display and share with peers.</p> <p><b>Week 6</b> Students use foam and cardboard to create a unique stamp.</p> <p><b>Week 7</b> Students incorporate stamping into an art work based on a theme</p> | <p>Reproductions of selected historical and contemporary artists: Bruegel, Dorothea Lang, Carmen Garcia Lomas</p> <p>Virtual art gallery tour</p> <p>Teacher demo</p> <p>Book by the author/illustrator Jan Brett</p> | <p>Art Reproductions, digital and actual</p> <p>paper, pencils</p> <p>papers, drawing materials, painting materials collage materials</p> <p>craft foam, cardboard pieces, ink or water based markers paper</p> | <ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> </ul> |

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| <p><b>Week 8</b> Students use cardboard to create a collagraph on a theme (robots)</p> <p><b>Week 9</b> Students create a rubbing using their collagraph.</p> <p><b>Week 10</b> Students choose from a variety of art materials for finishing their collagraph.</p> | <p>Teacher demo, story about robots</p> | <p>Thin cardboard, glue scissors</p> <p>paper, crayon markers, drawing materials of choice</p> <p>paint, tin foil sharpie markers.</p> |  |
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| <b>Formative Assessment Plan</b>   | <b>Summative Assessment Plan</b>   |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b> View for Understanding</p> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Completed artwork on a theme . Completed collagraph</p> <p><b>Suggested skills to be assessed:</b> Demonstration of studio habit engage and persist, develop craft, cutting gluing, following procedues for gathering and returning supplies</p> |



## Differentiation

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| <p>to listen to oral recorded reading.</p> <ul style="list-style-type: none"><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul> |  |  |  |
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**Quinton Township School District**  
**Art Grade 2**  
**Pacing Chart/Curriculum MAP**

|                        |   |                    |  |                |          |
|------------------------|---|--------------------|--|----------------|----------|
| <b>Marking Period:</b> | 3 | <b>Unit Title:</b> | How to use the painting center. 3-D paper. | <b>Pacing:</b> | 10 weeks |
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**Unit Summary:** Color mixing, liquid tempera techniques, using the liquid paint center, paper sculpture

**Objectives:**

**Week 1** SWBAT demonstrate procedures to gather painting supplies and return to the painting center. Experiment with liquid tempera

**Week 2** SWBAT use texture and mark making tools to create painted paper with texture

**Week 3** SWBAT identify primary and secondary colors. Mix secondary color from primary color and create painting of choice

**Week 4** SWBAT Demonstrate tempera painting techniques dry brush, underpainting, pressing, sgraffito

**Week 5** SWBAT demonstrate double loading and blending techniques and create a painting of choice.

**Week 6** SWBAT demonstrate how to mix tints and shades and create a painting of choice

**Week 7** SWBAT demonstrate cutting gluing and layering using painted paper in a collage of choice

**Week 8** SWBAT change 2 dimensional paper in to 3 dimensions by folding a simple origami model

**Week 9** SWBAT demonstrate rolling, folding, crimping , fringing, paper to make 3 dimensional shapes

**Week 10** SWBAT create a 3 dimensional paper sculpture.

**Essential Questions:** What is liquid tempera and how do I use the paint center? What are some ways to make paper 3 dimensional? How do artists use technology to create art?

**Common Core State Standards/Learning Targets:** 1.5.2.Cr1 1.5.2.Cr2

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

| Overview of Activities   | Teacher's Guide/ Resources   | Core Instructional Materials  | Technology Infusion   |
|--|--|---|---|
| <p><b>Week 1</b> overview of liquid paint center: where to find supplies and how to wash up after painting.</p> <p><b>Week 2</b> Students create painted paper with textures</p> <p><b>Week 3</b> Color mixing activity using liquid tempera. Identify primary colors and create secondary colors</p> <p><b>Week 4</b> Students practice tempera painting techniques, drybrush, underpainting, sgraffito, pressing</p> <p><b>Week 5</b> Students practice double loading a brush and create art work of choice</p> | <p>Teacher demonstration and teacher made signage</p> <p>Teacher demonstration</p> | <p>liquid tempera paint, 90 lb paper, paint <b>brushes</b>, water cups paper towels, plastic palettes<br/>Purchased and invented texture making tools.<br/>paint, brushes</p> | <ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul> |

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| <p><b>Week 6</b> Students practice making tints and shades to make painted papers</p> <p><b>Week 7</b> Students use painted papers to create a collage of choice.</p> <p><b>Week 8</b> Students work step by step to fold an origami model</p> <p><b>Week 9</b> Students practice folding, crimping, cutting, rolling and fringing paper</p> <p><b>Week 10.</b> Students create 3 dimensional paper sculpture</p> | <p>video on origami folding</p> <p>Video on paper sculpture techniques<br/>Teacher demonstration</p> | <p>paper, glue scissors, pre made painted papers</p> <p>origami paper</p> <p>copy paper, scissors, glue</p> |  |
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| <b>Formative Assessment Plan</b>   | <b>Summative Assessment Plan</b>  |
|--|---|
| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b> View for Understanding</p> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Completed painted paper collage, painting, and paper sculpture</p> <p><b>Suggested skills to be assessed:</b> following painting procedures, successful transformation of paper from 2 dimensions to 3 dimensions</p> |

## Differentiation

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| <p>assessments.</p> <ul style="list-style-type: none"><li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul> |  |  |  |
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**Quinton Township School District**  
**Art Grade 2**  
**Pacing Chart/Curriculum MAP**

|                        |   |                    |                     |                |          |
|------------------------|---|--------------------|---------------------|----------------|----------|
| <b>Marking Period:</b> | 4 | <b>Unit Title:</b> | 3 D and digital art | <b>Pacing:</b> | 10 weeks |
|------------------------|---|--------------------|---------------------|----------------|----------|

**Unit Summary:** Introduction to attachment techniques to build cardboard 3 dimensionally, how to create digital art using a chromebook or ipad

**Objectives:**

**Week 1** SWBAT demonstrate cardboard attachment techniques: tabbing and slotting

**Week 2** SWBAT gather materials and supplies from the cardboard center and create a 3 dimensional cardboard sculpture

**Week 3** SWBAT add surface design to cardboard sculpture using art materials of choice

**Week 4** SWBAT demonstrate gathering supplies , working and returning supplies to art center of choice: collage, drawing, painting, cardboard, blocks

**Week 5** SWBAT present completed artwork to peers and participate in a mini critique

**Week 6** SWBAT create work from choice materials on a theme ( summer, vacation, ect)

**Week 7** SWBAT use a ipad or chromebook to log onto a digital drawing platform

**Week 8** SWBAT demonstrate how to save and upload digital art work created on ABCya, Kleki, Tate Kids digital drawing apps.

**Week 9** SWBAT Create a drawing on digital platform and save to their ipad or chromebook

**Week 10** SWBAT Organize art work and make a presentation in a mini art show of work created throughout the school year.

**Essential Questions:** What are some cardboard attachment techniques? What is digital art? What is a portfolio? How do artists use technology to create art?



**Common Core State Standards/Learning Targets:** 1.5.2.Cr1 1.5.2.Cr2 1.5.2.Cr3 1.5.2.Pr4 1.5.2.Re7 1.5.2.Re9 **8.1**

| Overview of Activities   | Teacher's Guide/ Resources  | Core Instructional Materials   | Technology Infusion   |
|--|---|--|---|
| <p><b>Week 1</b> Cutting, slotting and creating tabs using cardboard</p> <p><b>Week 2</b> demonstrate procedures on how to gather and return materials to the cardboard center. Begin a small cardboard sculpture</p> <p><b>Week 3</b> Continue to work on cardboard sculpture. Review options for surface design . Add surface designs.</p> <p><b>Week 4.</b> Students gather and return supplies to work in center of choice: drawing painting, collage, cardboard or blocks</p> <p><b>Week 5.</b> Art talk:Students choose artwork to share with the whole group. answer questions about choices in their work.</p> <p><b>Week 6</b> Students plan artwork on a planning sheet template. Gather materials of choice and create artwork on a theme</p> | <p>video on cardboard attachment techniques</p> <p>Teacher created signage</p> <p>Teacher demonstration</p> <p>Teacher created signage</p> <p>Handout The art Sandwich, guiding questions for students.</p> <p>Planning worksheet</p> | <p>cardboard, glue, tape<br/>scissors</p> <p>markers, oil pastels,<br/>cake tempera paint</p> <p>Paint,paper, scissors,<br/>glue, drawing supplies,<br/>cardboard, assorted<br/>blocks</p> | <ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul> |

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| <p><b>Week 7.</b> Students use chromebooks or ipads to log into drawing apps from the digital choiceboard. Practice using the digital tools</p> <p><b>Week 8</b> Students practice how to save digital art work on a drawing app</p> <p><b>Week 9</b> Students practice on digital drawing app</p> <p><b>Week 10</b> Students organize their work for take home and prepare a mini art show in the classroom.</p> | <p>Teacher created digital art choice board.</p> <p>Teacher demonstrates on the smartboard or apple TV</p> <p>Teacher demonstration on organizing a portfolio</p> | <p>Chromebook or ipad</p> <p>Ipads chromebooks, apple TV</p> <p>Large paper for organizing art work</p> |  |
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| Formative Assessment Plan  | Summative Assessment Plan   |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b><br/> <b>Formative</b> View for understanding</p> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Organized portfolio, neat presentation of selected artwork</p> <p><b>Suggested skills to be assessed:</b> <i>cardboard attachments, digital art skills, organizational skills</i></p> |

## Differentiation

| Special Education   | ELL   | At Risk  | Gifted and Talented  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> </ul> | <ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul> | <ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul> |

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| <ul style="list-style-type: none"><li>• Create modified assessments.</li><li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul> |  |  |  |
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