



BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

Art Curriculum Guide – Third – Fifth Grade

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

INTRODUCTION

Art is basic and essential to the general education of students in the Burch Charter School of Excellence. It is vital in nurturing the quality of life of all students. Courses focus on the individual artist's ability to utilize skills, think creatively and solve problems in order to develop their own beliefs and values through the visual arts. It is our aim to guide the students into experiences that will extend their understanding of the world around them and provide tools with which to navigate.

This curriculum was developed with the approach to teaching the four disciplines of visual arts; aesthetics, art criticism, art production and art heritage. It regards art as a way of thinking and knowing, essential to the learning of every student. The K-5 program provides students with the opportunities to develop skills and techniques in the visual arts. Courses focus on the individual student's ability to utilize skills, creative thinking, and problem solving in order to develop their own beliefs and values through the visual arts.

The art program begins in Kindergarten and continues through grade 5 as part of the learning process. The art experience makes a significant contribution to the mental, emotional and social growth of our students. Art stimulates thought and acts as a medium for developing creative and critical thinking.

The art program recognizes the individuality of each child and provides opportunities for him/her to explore and discover. Students' self-esteem is fostered through acquiring technical skills and expertise through cognitive and affective investigation. Visual arts education has substantive content and vigor beyond its important creative expression aspect. The visual arts enable students to bring shape and order to their changing world.

Pacing

Unit	Topic
1	Drawing
2	Painting
3	Mixed Media
4	History and Culture
5	Aesthetic Response/Critique

The concepts set forth in this curriculum – drawing, painting, mixed media, history and culture, and aesthetic responses and critique – are designed to be taught simultaneously throughout the school year. The depth and complexity of those concepts begins in the K-2 art experience and continues into grades 3-5. In grades K-2, students are introduced to these concepts. In grades 3-5, students continue to address these concepts in ways that engage them. By the end of fifth grade, students are expected to have a strong understanding of these concepts and utilize them in their work. This allows them to experiment and scrutinize how these concepts are evident in different styles of art and art that is representative of different cultures.

The concepts are taught simultaneously because of the way they are intertwined in order to create art. Drawing is a fundamental concept that is crucial to all other areas of art. As students begin to develop this ability, it transfers into all other areas of art. As students work with these concepts, they learn how to critique different styles and works.

Educational Technology

Indicators: 8.2.5.A.1, 8.2.5.A.4, 8.2.5.B.6

- Compare and contrast how products made in nature differ from products that are human made in how they are produced and used. **(Unit 1, Unit 2, Unit 3)**
- Compare and contrast how technologies have changed over time due to human needs and economic, political, and/or cultural influences. **(Unit 5)**
- Compare and discuss how technologies have influenced history in the past century. **(Unit 4)**

21st Century Life and Careers Skills

Indicators: 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.7

- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. **(Unit 5)**
- Identify various life roles and civic and work-related activities in the school, home, and community. **(Unit 4)**
- Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. **(Unit 1, Unit 2, Unit 3)**
- Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities that can be used in a career. **(Unit 4)**
- Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. **(Unit 5)**
- Evaluate the impact of online activities and social media on employer decisions. **(Unit 1, Unit 2, Unit 3)**

Career Ready Practices

Indicators: CRP4, CRP 5, CRP6,

- Communicate clearly and effectively and with reason. **(Unit 1, Unit 2, Unit 3, Unit 4, Unit 5)**
- Consider the environmental, social and economic impacts of decisions. **(Unit 4, Unit 5)**
- Demonstrate creativity and innovation. **(Unit 1, Unit 2, Unit 3)**

Grades: 3-5	Content Area: Art
Unit: Drawing	Time Frame: Ongoing
<p>New Jersey Student Learning Standards:</p> <p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others)</p> <p>1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p> <p>1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> How do artists use value to express an idea? <input type="checkbox"/> How do artists use value in drawing? How do artists use patterns to create texture in drawing? 	<ul style="list-style-type: none"> <input type="checkbox"/> An artist can create a pattern through the repetition of elements including but not limited to shape, color, and line. <input type="checkbox"/> Value is the lightness or darkness in a composition. <input type="checkbox"/> Variation in value enhances visual interest and mood. <input type="checkbox"/> Lines can be used to show proportion. <input type="checkbox"/> Value can create contrast and form.

Student Learning Objective

- Compare and contrast the use of contour line in everyday life and in two and three-dimensional master works of art from various cultures and mediums (e.g., Jean Dubuffet, Frank Stella, Wassily Kandinsky, Albrecht Durer, M.C. Escher etc.). Use outline to delineate imagery in the creation of original artwork. **1.1.5.D.1 and 1.1.5.D.2**
- Examine the use of an element (e.g., line, shape, form, color, volume) in works of art from various genres and then demonstrate the distinctive qualities of its use in multiple drawings. **1.3.5.D.2**
- Use the elements of line, shape, texture, color and the principles balance, pattern, and proportion to individually and collaboratively create two-dimensional artwork that incorporates symbols and themes depicted in works of art throughout time (e.g., in Prehistoric, in Ancient Egypt, during the Early American period etc.). **1.3.5.D.1 and 1.3.5.D.2**
- Survey ways that artists have portrayed the human body in various mediums (e.g., George Segal, Robert Arneson, Alice Neel, Gutzon Borglum, Leonardo Da Vinci, Maxfield Parrish, Sandro Botticelli etc.). Examine ways to draw and sculpt the human body in proportion and apply to two and three-dimensional art making. **1.1.5.D.1 and 1.1.5.D.2**
- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of various works. **1.4.5.B.3**

Knowledge	Skills
<p>Students will know how to:</p> <ul style="list-style-type: none"> • Build upon previous knowledge of line, shape, and color. • Expand upon their drawing ability through observation and imagination. • Use value to create form and volume. • Use drawing techniques to suggest form, shape, focal point, and positive and negative space. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of form, shape, focal point, and positive and negative space. • Create a drawing using form and volume. • Expand upon drawing from observation or an original point of view. • Use line, shape, and color. • Utilize the different drawing techniques in a work of art. • Draw from observation or an original point of view.

Assessment/Project	Resources/Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Individual and group artwork. <input type="checkbox"/> Use of appropriate vocabulary. <input type="checkbox"/> Analysis of appropriate examples of artwork. 	<ul style="list-style-type: none"> <input type="checkbox"/> Drawing tools <input type="checkbox"/> pencils, chalk <input type="checkbox"/> crayon <input type="checkbox"/> markers <input type="checkbox"/> watercolor <input type="checkbox"/> tempera
<ul style="list-style-type: none"> <input type="checkbox"/> The students will demonstrate accurate knowledge of artistic elements through verbal and written responses using appropriate art terminology. <input type="checkbox"/> Shading and value <input type="checkbox"/> One-point perspective <input type="checkbox"/> For Special Education Students, refer to the accommodations and modifications indicated in the IEP. <input type="checkbox"/> For 504 students, refer to the accommodations indicated in the 504 plan. <input type="checkbox"/> ELL students should receive extended time, a word-to-word dictionary, directions read aloud, and/or clarified when needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> ink Q- <input type="checkbox"/> tips <input type="checkbox"/> pastels

At-Risk Students	Enrichment & Gifted and Talented	Interdisciplinary Connections
Lecture and demonstration Studio experience Discussion Guest Speaker Cooperative learning Interdisciplinary studies Cross-grade study Small-group activities Use of assessment strategies Notebooks Audiovisual materials Out of class assignments Critiques Research Artist-in-Residence	Exit slips Self-assessments Providing students a similar project on a more advanced level.	Math (Fractions) Students will use fractions when creating lines to draw objects to scale. Students will manipulate size to show various proximities. 3.NF.A 4.NF.A 5.NF.A

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask students to categorize objects. ☐ Provide books and audiobooks with patterned sentence structure and pictures. ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask literal questions-who, when, where, what. • ☐ ☐ Ask questions with 1-3 word answers. Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills. • ☐ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Ask how and why questions. Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. <input type="checkbox"/> Encourage students to use full sentences. <input type="checkbox"/> Make modifications to assignments and <input type="checkbox"/> tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. <input type="checkbox"/> Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> Extra time for assigned tasks <input type="checkbox"/> Communication system between home and school <input type="checkbox"/> <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grades: 3-5	Content Area: Art
Unit: Painting	Time Frame: Ongoing
<p>New Jersey Student Learning Standards:</p> <p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p> <p>1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • □ □ • □ □ What is a landscape painting? □ How can we create an impressionistic painting? □ What are different ways we can mix colors and create tints and shades? □ What is texture? □ How will we use line, shape, space, color, texture, and value in our paintings? □ What is monochromatic? 	<ul style="list-style-type: none"> □ □ Landscape paintings represent the outdoors. There is a foreground, middle ground, and background in a landscape. □ Complementary colors, when mixed together, give us shades of gray. □ White and black mixed with colors create new shades and tints. □ Impressionists did not always mix as much as placing colors next to one another for the eye to visually mix. □ Students will understand that texture in painting is the way that an artist uses brush strokes, varied color and intensity, to render the differences in the surfaces that are being painted. □ Elements of art are used together to model or give an object the illusion of form in a painting. □ Tints usually refer to hues of a color that are made lighter by adding white.

- Shades refer to hues that are made by adding black.
- Monochromatic refers to one color, and includes shades and tints of that color.

Student Learning Objective

- Recognize a range of values within the light, dark and middle color spectrums evident in everyday life and masterworks of art (e.g., Winslow Homer’s Breezing Up (A Fair Wind), paintings by Joseph Alders, Alda Fish etc.) and experiment with ranges of value in original artwork. **1.1.5.D.1 and 1.1.5.D.2**
- Differentiate ways warm and colors exist in everyday life and are found in two and three dimensional works of art from various cultures and mediums (e.g., Molas sewn by women of the Kuna culture, Russel Wright’s Moderne functional products, Jessica Stockholder’s brightly colored installations comprised of plastic consumer goods etc.). Utilize warm and cool colors in the design and creation of original two and three-dimensional artwork. **1.1.5.D.1 and 1.1.5.D.2**
- Examine various genres and styles of visual art and identify common and distinctive characteristics of artworks from master works from a variety of cultural and historical eras (e.g., fauvism, impressionism, American folk art etc.). Create a painting that reflects an understanding of the basic compositional approach of that genre or genres. **1.3.5.D.2**
- Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, non-objective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works of art. **1.4.5.A.1**
- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of various works. **1.4.5.B.3**
- Examine various drawings, paintings, ceramics, sculpture, print making, textile, and computer imaging and identify the physical properties that make them different. Select one of these forms and experiment with creating an original work of art. **1.3.5.D.4**

Knowledge

Skills

<p>Students will know how to:</p> <ul style="list-style-type: none"> • Build upon previous knowledge of line, shape, and color. • Expand upon their painting ability through observation and imagination. • Use value to create form and volume. • Use painting techniques to suggest form, shape, focal point, and positive and negative space. • Use shade, tint, and monochromatic. • Use foreground, middle ground, and background. • Use vocabulary to distinguish the characteristics of different art forms. 		<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use their knowledge of impressionism to create an impressionistic painting. • Create a landscape painting using foreground, middle ground, and background. • Apply knowledge of color theory to painting. • Understand the principles of painting and how they relate to good composition. • Recognize different styles of painting. • Demonstrate the ability to use personal point of view in a painting with the proper use of painting media and vocabulary. • Recognize the diversity of painting throughout art history. • Model works of art. 	
Assessment/Project		Resources/Materials	
<ul style="list-style-type: none"> <input type="checkbox"/> Individual and group artwork. <input type="checkbox"/> Use of appropriate vocabulary. <input type="checkbox"/> Analysis of appropriate examples of artwork. <input type="checkbox"/> The students will demonstrate accurate knowledge of artistic elements through verbal and written responses using appropriate art terminology. <input type="checkbox"/> Shading and tints. <input type="checkbox"/> For Special Education Students, refer to the accommodations and modifications indicated in the IEP. <input type="checkbox"/> For 504 students, refer to the accommodations indicated in the 504 plan. <input type="checkbox"/> ELL students should receive extended time, a word-to-word dictionary, <input type="checkbox"/> directions read aloud, and/or clarified when needed. 		<ul style="list-style-type: none"> <input type="checkbox"/> Paints <input type="checkbox"/> Brushes <input type="checkbox"/> Acrylic paints <input type="checkbox"/> Watercolor paints <input type="checkbox"/> Examples of impressionistic paintings 	
At-Risk Students	Enrichment & Gifted and Talented		Interdisciplinary Connections

<p>Lecture and demonstration Studio experience Discussion Guest Speaker Cooperative learning Interdisciplinary studies Cross-grade study Small-group activities Use of assessment strategies Notebooks Audiovisual materials Out of class assignments Critiques Research Artist-in-Residence</p>	<p>Exit slips Self-assessments Providing students a similar project on a more advanced level.</p>	<p>Math (Geometry and Measurement and Data)</p> <p>Students will experiment with creating threedimensional shapes –deliberately using for emphasis.</p> <p>3.G.A. 4.G.A. 5.MD.C.</p>
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Differentiated Instruction		
ELL		
Entering	Beginning	Developing

<ul style="list-style-type: none"> ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask students to categorize objects. ☐ Provide books and audiobooks with patterned sentence structure and pictures. ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask literal questions-who, when, where, what. • ☐ ☐ Ask questions with 1-3 word answers. Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills. • ☐ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.
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<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. <input type="checkbox"/> Encourage students to use full sentences. <input type="checkbox"/> Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. <input type="checkbox"/> Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.
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Differentiated Instruction	
Special Education	504
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Grades: 3-5	Content Area: Art
Unit: Mixed Media	Time Frame: Ongoing
<p>New Jersey Student Learning Standards:</p> <p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others)</p> <p>1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p> <p>1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <input type="checkbox"/> What is mixed media? <input type="checkbox"/> How do artists use mixed media to express themselves? <input type="checkbox"/> Where is mixed media seen in our world? 	<ul style="list-style-type: none"> <input type="checkbox"/> Mixed media explores a variety of materials and techniques to create two and three dimensional art works. <input type="checkbox"/> Using mixed media can expand the ways in which artists can express themselves creatively. <input type="checkbox"/> Various cultures include mixed media in art forms which add to the impact of its historical and cultural importance.

Student Learning Objective

- Observe tactile texture found in nature and apply art materials to create a texture (e.g., layer tissue paper to create ridges and edges, emboss surfaces, build up surface using modeling paste etc.). **1.1.5.D.1 and 1.1.5.D.2**
- Characterize the use of geometric and organic forms in three-dimensional works of art that are also evident in everyday life (e.g., sculptures by Max Ernst, Joel Shapiro, David Smith, and H.C. Westermann, Nicki de Saint Phalle, Jeff Koons etc.). Create original artwork utilizing geometric and organic form as the primary element of art. **1.1.5.D.1 and 1.1.5.D.2**
- Identify formal (e.g., symmetrical balance in *The Incredulity of Saint Thomas* by Giovanni Battista Cima, *The Kiss* by Constantin Brancusi, Denise Oppenheim's earthwork *Canceled Crop*, the Taj Mahal etc.) and informal (e.g., asymmetrical balance paintings by Mary Cassatt, *A Sunday Afternoon on the Island of La Grande Jatte* by George Seurat, sculptures by David Smith etc.) in two and three-dimensional master works of art and illustrate those principles in the creation of original artwork. **1.1.5.D.1 and 1.1.5.D.2**
- Recognize emphasis (center of interest) evident in everyday life and diverse works of art in various mediums (e.g., painting by Johannes Vermeer, prints by Shunkosai Hokushu, illustrations by Norman Rockwell, sculptures by Jonathan Borofsky, Duane Hanson etc.). Create works of two or three-dimensional art using the principle of design of emphasis as the primary inspiration. **1.1.5.D.1 and 1.1.5.D.2**
- Work individually and collaboratively to create three-dimensional cardboard sculpture using the elements of space, color, shape and value in symbolic representations of personally selected themes. **1.3.5.D.1**
- Collaborate with classmates in the creation of works and presentation of a multiple art media art exhibition by contributing work along a common theme. **1.3.5.D.5**
- Use the elements of line, shape/form, texture, and color as well as the principles of balance, pattern, and proportion to create three-dimensional artwork incorporating symbols and universal themes depicted in works of art (e.g., masks, statues, pottery, and furniture etc.) throughout the ages. **1.3.5.D.1 and 1.3.5.D.2**

Knowledge	Skills
<p>Students will know how to:</p> <ul style="list-style-type: none"> • Expand knowledge of fibers and textiles as art form in past and present cultures. • Expand on stitchery and weaving techniques and vocabulary. • he importance of fibers and textiles culturally, historically, and in everyday life. • Use fibers and textiles to creatively express a personal point of view. • Identify the differences between organic and non-organic materials. • Apply appropriate vocabulary to discuss mixed media art. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Combine fibers and textiles with other two or three dimensional art forms. • Assess good craftsmanship in textile art. • Demonstrate ability to use more advanced stitches, weaving techniques, and appropriate vocabulary. • Combine characteristics of fiber and textile art forms from different cultures and historical periods. • Apply the principles and elements of design when creating original art works creatively.

Knowledge	Skills
<ul style="list-style-type: none"> <input type="checkbox"/> Explain how mixed media offers unlimited opportunities to express personal points of view. <input type="checkbox"/> Explain how mixed media requires the use of elements of design to complete a creative work of art. <input type="checkbox"/> Understand that technology can be used in mixed media art. <input type="checkbox"/> Analyze the roll of mixed media in art history. 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply aesthetic decision making during creation of fiber and textile artwork demonstrating good craftsmanship. <input type="checkbox"/> Create a piece of mixed media art using simple materials. <input type="checkbox"/> Recognize mixed media artwork. <input type="checkbox"/> Demonstrate the ability to analyze and form an opinion regarding mixed media art. <input type="checkbox"/> Use personal expression to create a mixed media work of art. <input type="checkbox"/> Apply aesthetic decision making based upon the elements of design.

Assessment/Project	Resources/Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Individual and group artwork. <input type="checkbox"/> Use of appropriate vocabulary. <input type="checkbox"/> Analysis of appropriate examples of artwork. <input type="checkbox"/> The students will demonstrate accurate knowledge of artistic elements through verbal and written responses using appropriate art terminology. <input type="checkbox"/> For Special Education Students, refer to the accommodations and modifications indicated in the IEP. <input type="checkbox"/> For 504 students, refer to the accommodations indicated in the 504 plan. <input type="checkbox"/> ELL students should receive extended time, a word-to-word dictionary, directions read aloud, and/or clarified when needed. 	<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yarn <li style="padding-left: 20px;"><input type="checkbox"/> Burlap • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Canvas <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Paper <li style="padding-left: 20px;"><input type="checkbox"/> Oak tag <li style="padding-left: 20px;"><input type="checkbox"/> Fabrics <li style="padding-left: 20px;">Nylon sticking <li style="padding-left: 20px;">Weeds <li style="padding-left: 20px;">Buttons <li style="padding-left: 20px;">Beads <li style="padding-left: 20px;">Thread <li style="padding-left: 20px;">Ribbon <li style="padding-left: 20px;">Feathers <li style="padding-left: 20px;">Twigs <input type="checkbox"/> Dowels <input type="checkbox"/> Paint <input type="checkbox"/> Ink <input type="checkbox"/> Dye <input type="checkbox"/> Wax <input type="checkbox"/> Crayons <input type="checkbox"/> Grasses

At-Risk Students	Enrichment & Gifted and Talented	Interdisciplinary Connections
Lecture and demonstration Studio experience Discussion Guest Speaker Cooperative learning Interdisciplinary studies Cross-grade study Small-group activities Use of assessment strategies Notebooks Audiovisual materials Out of class assignments Critiques Research Artist-in-Residence	Exit slips Self-assessments Providing students a similar project on a more advanced level.	Speaking and Listening Students will present original works of art and explain their point of view on how they deliberately used mixed-media to best develop and express their view. SL.3.4 SL.4.4 SL.5.4

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask students to categorize objects. ☐ Provide books and audiobooks with patterned sentence structure and pictures. ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask literal questions-who, when, where, what. • ☐ ☐ Ask questions with 1-3 word answers. Ask questions with an either/or option. ☐ Ask students to list, name, tell, which, categorize, draw, label, or create. • ☐ Teach explicit phonemic awareness, phonic rules, and skills. Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> • <input type="checkbox"/> Ask how and why questions. Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. • <input type="checkbox"/> Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Communication system between home and school <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grades: 3-5	Content Area: Art
Unit: History and Culture	Time Frame: Ongoing
New Jersey Student Learning Standards:	
1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	
1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	
1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <input type="checkbox"/> How are artists and specific works of art affected by past and present cultures? <input type="checkbox"/> How has the function of art changed in society over time? <input type="checkbox"/> What is style? What are the common stylistic features of different art movements and periods? 	<ul style="list-style-type: none"> <input type="checkbox"/> All people from all times have made art. <input type="checkbox"/> Personal artwork can be inspired and influenced by art history and world cultures. <input type="checkbox"/> Artists have created different genres and styles of art which contain identifying characteristics.

Student Learning Objective
<ul style="list-style-type: none"> <input type="checkbox"/> Contribute to a discussion about who artists are, what they do, how they create art and how what they create is a reflection of societal beliefs (e.g., Jacob Lawrence’s depiction of the Harlem Renaissance, Grandma Moses’s paintings about rural life in America, the French cabaret culture captured through the drawings and paintings of Henri de Toulouse-Lautrec, or the mixed media installation art of Pepon Osario about family life in Hispanic culture etc.). 1.2.5.A.1 <input type="checkbox"/> Chart how prominent artists influenced art making within their own circles and across history (e.g., Picasso and Cubism, Duchamp and Dada, Dali and Surrealism etc.) and emulate their stylistic influences to create personal works of art. 1.2.5.A.3 <input type="checkbox"/> Identify distinguishing characteristics of various genres of art (e.g., impressionism, realism, romanticism, pointillism, cubism, abstract art, folk art etc.). Examine artists' use of various geometric and organic shapes taken from everyday life; of color and values; formal or informal balance; rhythm, repetition and patterning; f emphasis and the proportioning of the human form. Use exemplary works by artist associated with various genres and historical eras as inspiration for the creation of original works of art (e.g., Monet’s Impressionist landscape paintings, Maurice de Vlaminck’ Fauvist paintings, Henri Rousseau’s Primitive paintings, Mary Cassatt’s realist paintings, Frida Kahlo’s narrative paintings, Georgia O’Keeffe’s modernists paintings etc.). 1.2.5.A.2

Knowledge	Skills
<p>Students will know how to:</p> <ul style="list-style-type: none"> • Recognize, classify, and identify works of art based on the artist, time period, style, and geographic origin. • Identify ways in which art has been affected by culture and vice versa. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Observe a work of art and discuss the history and art concepts appropriate to the piece. • Create a work of art using history and culture as an inspiration. • Identify distinctive qualities in different genres of art.
Assessment/Project	Resources/Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Observe styles and art movements; produce a composition using the concepts learned. <input type="checkbox"/> Discuss art periods and the artists who have used these styles. Use characteristics of various styles/movements in their own artwork. <input type="checkbox"/> Teacher alternative. <input type="checkbox"/> Individual visual artwork. <input type="checkbox"/> Class participation through question and answer. <input type="checkbox"/> For Special Education Students, refer to the accommodations and modifications indicated in the IEP. <input type="checkbox"/> For 504 students, refer to the accommodations indicated in the 504 plan. <input type="checkbox"/> ELL students should receive extended time, a word-to-word dictionary, directions read aloud, and/or clarified when needed. 	<p>Art prints</p> <ul style="list-style-type: none"> <input type="checkbox"/> Internet images <input type="checkbox"/> Children’s art books <input type="checkbox"/> Art postcards <input type="checkbox"/>

At-Risk Students	Enrichment & Gifted and Talented	Interdisciplinary Connections
<p>Lecture and demonstration Studio experience Discussion Guest Speaker Cooperative learning Interdisciplinary studies Cross-grade study Small-group activities Use of assessment strategies Notebooks Audiovisual materials Out of class assignments Critiques Research Artist-in-Residence</p>	<p>Exit slips Self-assessments Providing students a similar project on a more advanced level.</p>	<p>Social Studies and Writing Draw a scene depicting a significant event that inspired you pertaining to Dr. Martin Luther King, Jr. (Grades 3 & 4). Write an explanatory passage to accompany the drawing. 6.1.4.A.10 W.3.2 W.4.2</p> <p>Draw a scene depicting a significant, inspirational event about the role of Women, Native Americans, or African-Americans in the Civil War (Grades 5-8). Write an explanatory essay to accompany the drawing. 6.1.8.D.5.C W.5.2</p>

Differentiated Instruction

ELL

Entering	Beginning	Developing
<ul style="list-style-type: none"> □ Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Teach basic survival English, such as “bathroom”, “lunch”, “home”. □ Use visuals such as pictures, gestures, and pointing. □ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> □ Ask students to categorize objects. □ Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages. □ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> □ Ask literal questions-who, when, where, what. • □ □ Ask questions with 1-3 word answers. Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills. • □ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> • <input type="checkbox"/> Ask how and why questions. Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. • <input type="checkbox"/> Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Communication system between home and school <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grades: 3-5	Content Area: Art
Unit: Aesthetic Responses/Critique	Time Frame: Ongoing
<p>New Jersey Student Learning Standards:</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).</p> <p>1.4.5.B.1 Asses the application of the elements of art and principles of design in dance, music, theater, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theater, and visual art.</p> <p>1.4.5.B.4 Define technical proficiency, using elements of the arts and principles of design.</p> <p>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>	

Essential Questions	Enduring Understandings
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<ul style="list-style-type: none"> □ What is the relationship of art and aesthetics to the social, historical, environmental, technological, and political contexts of the culture in which it was created? □ How has the function of art changed in society over time? 	<p>Students will gain an appreciation for aesthetics and participate in self, group, and class critiques.</p> <ul style="list-style-type: none"> □
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Student Learning Objective
<ul style="list-style-type: none"> □ Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, non-objective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works of art. 1.4.5.A.1 □ Recognize and identify the significant elements of art (e.g. line, color, shape/form, space) and principles of design (e.g., balance, proportion, emphasis). 1.4.5.A.2 □ Identify and describe various aspects of personal, social, political and historical context from various genres. Communicate personal ideas which reflect on the meaning of the work as well as the beauty found within in the work inspired by the artist’s imagination and cultural, social/historical frame of reference. 1.4.5.A.3 □ And 1.3.5.D.3 □ Evaluate the application of the elements of art and principles of design (e.g., line direction, color mood, shape patterning, unity, emphasis and contrast) using measurable criteria. 1.4.5.B.1 □ Use evaluative tools (i.e., rubrics or check lists) for describing the technical proficiency of the artist’s work. 1.4.5.B.2 □ Use discipline-specific arts terminology to evaluate the strengths and weaknesses of various works. 1.4.5.B.3

- Evaluate the effectiveness of various works of art using those elements common to all four art disciplines (e.g., line rhythm, space, unit, and emphasis) using discipline specific arts terminology. **1.4.5.B.5**

Knowledge	Skills
<p>Students will know how to:</p> <ul style="list-style-type: none"> □ Recognize, classify, and identify works of art based on the artist, time period, style, and geographic origin. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the genres of visual artwork by using art terminology. • Identify characteristics of an artist’s style. • Identify characteristics of an art movement. • Identify characteristics of art from a specific context (location, time period).

Assessment/Project	Resources/Materials
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<ul style="list-style-type: none"> • □ □ □ Individual work. • □ □ □ Class participation through question and answer. Learn about different artists and styles of art. • □ Students will utilize techniques learned by various artist, styles, and movements. □ Teacher alternative. For Special Education Students, refer to the accommodations and modifications indicated in the IEP. □ For 504 students, refer to the accommodations indicated in the 504 plan. ELL students should receive extended time, a word-to-word dictionary, directions read aloud, and/or clarified when needed. 	<p>Websites</p> <ul style="list-style-type: none"> • □ □ □ Teacher materials • □ YouTube videos Teacher led discussion Prints Student artwork
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At-Risk Students	Enrichment & Gifted and Talented	Interdisciplinary Connections
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<p>Lecture and demonstration Studio experience Discussion Guest Speaker Cooperative learning Interdisciplinary studies Cross-grade study Small-group activities Use of assessment strategies Notebooks Audiovisual materials Out of class assignments Critiques Research Artist-in-Residence</p>	<p>Exit slips Self-assessments Providing students a similar project on a more advanced level.</p>	<p>Writing (Explanatory) Write an explanatory passage or essay explaining the personal, social, political, or historical meaning of an author's work. W.3.2 W.4.2 W.5.2</p>
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Differentiated Instruction

ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask students to categorize objects. ☐ Provide books and audiobooks with patterned sentence structure and pictures. ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask literal questions-who, when, where, what. • ☐ ☐ Ask questions with 1-3 word answers. Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills. • ☐ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.
Expanding	Bridging	Reaching

<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. <input type="checkbox"/> Encourage students to use full sentences. <input type="checkbox"/> Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. <input type="checkbox"/> Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.
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Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Communication system between home and school <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers