

Drawing 1

Grade 9-12

Prepared by:

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Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

July 19, 2022

Born on Date July 18, 2022

DRAWING I

Course Description:

Drawing I is a half-year art course which serves as a prerequisite for Drawing II (a dual enrollment class with Ramapo College) and Painting I classes offered at Midland Park High School. Drawing will be taught through basic observation of still life, landscape and the figure. Art history, the works and lives of notable artists, and various art techniques with a wide variety of graphic tools will be explored. Knowing that not everyone will choose to become a professional artist, emphasis is placed on effort. Quality of work also has bearing on a student's grade.

Course Sequence:

Unit 1: Use of Line: 5 weeks

Unit 2: Linear Perspective: 2 weeks

Unit 3: Value Drawing: 2 weeks

Unit 4: Still Life and Landscape Drawing: 5 weeks

Unit 5: Figure Drawing: 3 weeks

Unit 6: European Art History: 2 weeks

Pre-requisite: Art I.

Unit 1 - Overview
Content Area: Drawing I
Unit Title: Use of Line
Grade Level: 9-12

Core Ideas: Students will be introduced to beginning level skills of drawing lines to translate 3-dimensional forms onto a 2-dimensional surface. Three of the basic approaches are gesture, continuous-line, and organizational line drawing to train the student to search out the underlying structure. Contour line drawing offers yet another slow inspection of parts. This type of line refines one's seeing and leads to a more detailed understanding of how the parts relate to the whole.

Unit 1 - Standards

Statement:

CPI#:	Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
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Performance Expectations (NJSLs)

1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.8.CAP.5:	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

Computer Science and Design Thinking

8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to:
 View and discuss contributions of **African-Americans** such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the **Holocaust** photography and collages as well as collaborating with Holocaust studies. View and discuss **LGBTQ** challenges as depicted and perceived in art history. **Asian American Pacific Islander art** Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study **handicap** artists work such as Chuck Close.

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Interdisciplinary Connection	
6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity
6.1.12.History CC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods..
Companion Standards ELA/L	
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W6	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What is the element of line? • How can line be used? <p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Understand how to use gesture drawing. • Demonstrate mastery of organizational lines in drawing shapes. • Use a viewfinder to compose lines and create a composition. • Show their ability to create line quality by using blind contour, contour and continuous line drawing. 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Students will understand the basics of line quality and how to draw.
Evidence of Learning	

Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique

Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects

/Rubrics Alternative Assessments: Worksheets, critiques

Resources/Materials: Visual examples, books, videos, posters, computer resources.

Key Vocabulary: line, gesture drawing, continuous line, contour line, organizational line, perspective line, ebony pencil, stump tints, shades, values

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Element of Line	Students will develop the ability to draw what they see using the formal element of line.	Experiment with line.	5 days
Gesture Drawing	Students will use this quick use of line, an exercise in seeing, where the hand duplicates the motion of the eyes.	Sketch with quick line.	5 days
Organizational lines	Students will first learn sight measuring and then move on to angles, measuring proportion and creating leading diagonals to make a composition.	Create the drawing with sight measuring.	5 days
Continuous	Students will draw one unbroken line	Draw with one line.	5 days

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line drawing	from beginning to end.		
Blind contour and Contour line drawing	Students will apply a single, incisive line that defines edges, including planar changes, value edges and color changes.	Drawing and creating outlines of objects and people.	5 days

Teacher Notes: These lessons can be broken apart into single day lessons. For time though they will be given as independent assignments to students with discussion days built in.

Casel Social Emotional Learning:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others’ perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, explanations • Allow extended time to answers questions permit drawing as an explanation. • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word 	<ul style="list-style-type: none"> • Provide extension activities • Build on students’ intrinsic motivation • Consult with parents to accommodate students’ interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks. • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the grade team for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow 504 accommodations/modifications

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Unit 2 - Overview

Content Area: Drawing I	
Unit Title: Linear Perspective	
Grade Level: 9-12	
<p>Core Ideas: Students will learn the rules of the convention of one-point perspective. Perspective is that convention of representing three-dimensional objects as they recede into space on a two-dimensional surface. According to this convention objects appear larger or smaller in relation to their distance from the viewer. By looking at and discussing famous paintings using one-point perspective they will understand the origins of one-point perspective. Students will create original works using one-point perspective using geometric shapes that they will make up. They will also create one-point perspective drawings from real life observation such as the school hallways, the rooms in the building, and the sides of the school.</p>	
Unit 2 - Standards	
Statement:	
CPI#:	Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
Performance Expectations (NJSLs)	
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.

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9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.8.CAP.5:	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

Computer Science and Design Thinking

8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

<p>All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to: View and discuss contributions of African-Americans such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the Holocaust photography and collages as well as collaborating with Holocaust studies. View and discuss LGBTQ challenges as depicted and perceived in art history. Asian American Pacific Islander art Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study handicap artists work such as Chuck Close.</p>	

Interdisciplinary Connection

6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity
6.1.12.History CC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods..

Companion Standards ELA/L

NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W6	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What is one-point perspective? • What are the fundamentals or rules of perspective? • How is one-point perspective used? • How do you create the illusion of space? <p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Understand when to use one-point perspective. • Demonstrate mastery of one-point perspective in drawing shapes. • Design an effective composition using shapes in one point perspective. • Show their ability to apply one-point perspective to a drawing of the hallway or real life 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will understand the impact of one point perspective and when to use it. • Students will understand how to use vanishing points and create the illusion of space 	
Evidence of Learning		

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<p>Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique</p> <p>Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects</p> <p>/Rubrics Alternative Assessments: Worksheets, critiques</p>			
<p>Resources/Materials: Visual examples, books, videos, posters, computer resources.</p>		<p>Key Vocabulary: line, gesture drawing, continuous line, contour line, organizational line, perspective line, ebony pencil, stump tints, shades, values</p>	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
One Point Perspective	Students will identify drawings using one point perspective and understand when it is appropriate to draw using one point perspective.	Drawing a horizon line and vanishing point and drawing boxes.	2 days
One Point Perspective Shapes and Fundamentals	Students will create shapes utilizing one point perspective by looking a still life of geometric shapes. Understanding what eye level is, the horizon line, vanishing points, point of view and foreshortening are the key	Drawing a horizon line and vanishing point and drawing a street or room scene.	2 days

	fundamentals to become experts on.		
Creating a Composition in One Point Perspective and learning the fundamentals of drawing perspective	Students will create a composition using shapes drawn in one point perspective. Objects appear smaller as their distance from the observer increases. Foreshortening, Convergence, the picture plane and vanishing points must be understood.	Drawing a horizon line and vanishing point and drawing a street or room scene and creating a composition.	5 days
Drawing the Hallway in One Point Perspective	Students will apply one point perspective to a drawing of the hallway or a real life observation	Draw the hallway using one point perspective.	5 days

Teacher Notes: These lessons can be broken apart into single day lessons. For time though they will be given as independent assignments to students with discussion days built in.

Casel Social Emotional Learning:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones

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- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505Students
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Unit 3 - Overview

<p>Content Area: Drawing I</p>
<p>Unit Title: Value</p>
<p>Grade Level: 9-12</p>
<p>Unit Summary: Students will learn to create value, the gradation from light to dark across a form or the range from black to white. Students will draw and shade geometric objects to show light, highlights, shadows, and depth. They will also create original works depicting real objects that they choose from life and assemble them into a composition showing lights, darks, shadows and depth in both black and white and variations from the gray scale.</p>
<p>Core Ideas: Students will study famous still life paintings throughout history. They will create their own still life</p>

paintings by choosing objects and creating a composition. They will sketch, paint and add color to their work. Painting from life will be their main focus making believable objects with light, shadow and a range of tints and hues.

Unit 3 - Standards

Statement:

CPI#:	Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
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Performance Expectations (NJSL)

1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
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1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
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1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
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8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.
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Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

<p>All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to: View and discuss contributions of African-Americans such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the Holocaust photography and collages as well as collaborating with Holocaust studies. View and discuss LGBTQ challenges as depicted and perceived in art history. Asian American Pacific Islander art Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study handicap artists work such as Chuck Close.</p>	
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Interdisciplinary Connection

6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity
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NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What are the values in a value scale? • How does the light and shadow fall on objects? • How can I use shading to create the illusion that the two-dimensional drawing of objects appears as three dimensional objects? <p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Observe examples of shading. • Understand how the value scale works and how to make a range of values • Demonstrate ability to draw and shade simple geometric shapes • Apply knowledge of simply shapes to draw and shade real life objects • Use values to create shadows and depth 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • William Bailey, Giorgio Morandi, Janet Fish and Edward Hopper were prominent artists who effectively used light and shadows in their art. • Students will understand how to create the illusion of two-dimensional drawing appearing three dimensional.
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Evidence of Learning

<p>Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique</p> <p>Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects</p> <p>/Rubrics Alternative Assessments: Worksheets, critiques</p>
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<p>Resources/Materials: Visual examples, books, videos, posters, computer resources.</p>	<p>Key Vocabulary line, gesture drawing, continuous line, contour line, organizational line, perspective line, ebony pencil, stump tints, shades, values</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Value Scale	Students will create a value scale creating a horizontal chart with the first block being white and the tenth block being black using pencil. The blocks in between will range from light, medium and dark grays.	Value scales with ebony pencil, eraser and blending stump.	1 days
Shading and Values on Geometric Shapes Using Pencil	Students will create simple 3-dimensional geometric shapes using pencil. They will use the value scale to add the appropriate range of lights, darks and grays to create the illusion of three dimensional objects and space.	Draw circle, square, cube, cone, rectangle and cylinder and create values with ebony pencil.	4 days

Compositio	Students will develop a composition	Create a composition and learn	4 days
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n of Shapes with shading	with values. Students will learn to use a viewfinder to create a cohesive composition of geometric shapes and shadows.	which direction the light is coming from and add to geometric value shapes.	
Drawing other forms with value	Students will draw and examine other life objects and add shading	Draw all objects and people with value.	2 days

Teacher Notes: These lessons can be broken apart into single day lessons. For time though they will be given as independent assignments to students with discussion days built in.

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Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506Students
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Unit 4 - Overview

Content Area: Drawing I
Unit Title: Still Life and Landscape Drawing
Grade Level: 9-12
Core Ideas: Students will apply prior knowledge of line, value, composition and perspective to create arranged still lifes. They will create their own still life drawings and paintings by choosing objects and creating a composition. The students will draw and add value to their work using various drawing mediums such as ebony pencil and charcoal. Students will use landscape images and then create original drawings and paintings from those chosen images. This unit will also coincide with art history as students will study famous still life and

landscape drawings	
Unit 4 - Standards	
Statement:	
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1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.
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Computer Science and Design Thinking	
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	

<p>All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to: View and discuss contributions of African-Americans such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the Holocaust photography and collages as well as collaborating with Holocaust studies. View and discuss LGBTQ challenges as depicted and perceived in art history. Asian American Pacific Islander art Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study handicap artists work such as Chuck Close.</p>	
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Interdisciplinary Connection

6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity
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6.1.12.History CC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods..
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Companion Standards ELA/L

NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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NJSLSA.W6	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
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NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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Unit Essential Question(s):

- What is a still life composition?
- How do you arrange and draw a still life? • How do you use different lines, values of lights and darks to create the illusion of space and three dimensional objects?
- What are the components of a landscape and how do you draw one?
- How can you add texture and atmosphere to a landscape?

Unit Learning Targets

Students will...

- Understand what a still life drawing is.
- Understand how to create a composition.
- Apply various techniques of line and value to render the two-dimensional to become the three dimensional.
- Understand what the foreground, middle ground and background of a landscape drawing are.
- Differentiate between a landscape and a still life drawing.
- Complete a realistic still life.
- Complete a realistic landscape.
- Apply various techniques and elements of art, such as texture, value, line, and shape, will be used for drawing effect.

Create their own still life's and landscapes utilizing various drawing materials

Unit Enduring Understandings:

- Students will understand the components and techniques for still life drawing and landscape drawing.
- Students will understand what artists in art history accomplished in their still lifes and landscapes.
- Students will examine and understand the contemporary artists still lifes and landscapes of today.

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Evidence of Learning

Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique

Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects

/Rubrics Alternative Assessments: Worksheets, critiques

Resources/Materials: Visual examples, books, videos, posters, computer resources.

Key Vocabulary: line, gesture drawing, continuous line, contour line, organizational line, perspective line, ebony pencil, stump tints, shades, values

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Still Life	Students will view examples of still life drawings and discuss techniques of drawing from observation.	Observe and exam still life in art history examples.	2 days
Drawing a Still Life	Students will create a still life composition using a viewfinder. Direct observation and specific lighting will be arranged. Students will use line, value, and perspective to create the illusion of three-dimensional space and objects.	Create and draw a still life using light and shadow.	12 days
Landscape Drawing	Students will identify components of landscape drawings. Texture and pattern which are other elements of art will be understood.	Observe and exam landscape in art history examples.	1 days
Creating a Landscape Drawing	Students will create their own landscape drawings from their own photos, borrowed or found images or real life observation.	Create and draw a landscape using light and shadow	

Teacher Notes: These lessons can be broken apart into single day lessons. For time though they will be given as independent assignments to students with discussion days built in.

Casel Social Emotional Learning:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

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Differentiation/Modification Strategies

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Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507Students
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<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, explanations • Allow extended time to answers questions permit drawing as an explanation. • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivation • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks. • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the grade team for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow 504 accommodations/modifications • Consult with Case Managers and follow IEP accommodations/modifications
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Unit 5 - Overview

Content Area: Drawing I

Unit Title: Figure Drawing

Grade Level: 9-12

Core Ideas Students will learn to draw the human figure and use their new skills of line and value to make accurate drawings. Figure drawing takes practice and a critical eye to find proportional measurements of the figure. Proper use of proportion and the study of negative space will assist students draw the shape and figure form. Students will focus on drawing the form with emphasis on creating interesting space.

Unit 5 - Standards

Statement:

CPI#:	Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
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Performance Expectations (NJSLs)

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1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.4.12.A.2	Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.2	Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.8.CAP.5:	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

Computer Science and Design Thinking

8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

<p>All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to: View and discuss contributions of African-Americans such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the Holocaust photography and collages as well as collaborating with Holocaust studies. View and discuss LGBTQ challenges as depicted and perceived in art history. Asian American Pacific Islander art Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study handicap artists work such as Chuck Close.</p>		
<p>Interdisciplinary Connection</p>		
6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity	
6.1.12.History CC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods..	
<p>Companion Standards ELA/L</p>		
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
NJSLSA.W6	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How does one draw the figure? • What are the correct proportions used when drawing 		<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Students will understand how the artists' views of the figure have changed throughout time.

<p>the figure?</p> <ul style="list-style-type: none"> • How does one use sight lines and organizational lines to find angles and proportion of the figure? • What is negative space? • How does one use negative space to find the figure form? <p>Unit Learning Targets</p> <ul style="list-style-type: none"> • <i>Students will...</i> • Understand how to draw the model. • Utilize line and value when drawing the model. • <p>Find sight lines and organizational lines valuable to drawing the figure</p> <ul style="list-style-type: none"> • Negative space will be vital for finding the positive space of the figure • Demonstrate correct proportions when drawing the figure. • Utilize various techniques and tools to make technically accurate drawings. 	<ul style="list-style-type: none"> • Students will understand how to use line and value to find proportion and space in any drawing. • • Students who accomplish drawing the figure will understand the real skill of observation and how to effectively engage the viewer.
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Evidence of Learning

<p>Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique</p> <p>Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects</p> <p>/Rubrics Alternative Assessments: Worksheets, critiques</p>
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<p>Resources/Materials: Visual examples, books, videos, posters, computer resources.</p>	<p>Key Vocabulary: line, gesture drawing, continuous line, contour line, organizational line, perspective line, ebony pencil, stump tints, shades, values</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Figure Drawing	Students will understand how to draw the figure utilizing sight and organizational line skills for correct proportions.	Draw using organizational lines for figure proportions.	5 days
Drawing the Figure using Negative Space	Students will create figure drawings demonstrating proper proportions by learning positive and negative space.	Utilize positive and negative space to create the figure.	7 days

Value to Figure Drawings	Students will apply value to drawings of figures in a space.	Add all the values, lights, darks and shading to make the figure three dimensional.	3 days
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Teacher Notes: These lessons can be broken apart into single day lessons. For time though they will be given as independent assignments to students with discussion days built in.

Casel Social Emotional Learning:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others,

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understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- **Taking others' perspectives**
- **Recognizing strengths in others**
- **Demonstrating empathy and compassion**
- **Showing concern for the feelings of others**
- **Understanding and expressing gratitude**
- **Identifying diverse social norms, including unjust ones**
- **Recognizing situational demands and opportunities**
- **Understanding the influences of organizations/systems on behavior**

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	508Students
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<p>Content Area: Drawing I</p>
<p>Unit Title: European Art History</p>
<p>Grade Level: 9-12</p>
<p>Core Ideas: Students will research still life drawings, landscape drawings and figure drawings. Students will learn about these artists and the movement they are associated with in art history. They will reproduce a drawing or one that mimics the style of that artist showing an understanding of that particular style of art. Students will present their artist, art history information and drawings to their classmates for critique. Students will then create a final drawing based on what they have learned that demonstrates clear understanding of various drawing techniques and art historical movement. Class and teacher will critique the final Google Slide art history presentation and drawing.</p>

Statement:	
CPI#:	Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
Performance Expectations (NJSLs)	
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.8.CAP.5:	Develop a personal plan with the assistance of an adult mentor that includes information about career

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	areas of interest, goals and an educational plan
Computer Science and Design Thinking	
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	

<p>All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to:</p> <p>View and discuss contributions of African-Americans such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the Holocaust photography and collages as well as collaborating with Holocaust studies. View and discuss LGBTQ challenges as depicted and perceived in art history. Asian American Pacific Islander art Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study handicap artists work such as Chuck Close.</p>	
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Interdisciplinary Connection

6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity
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Companion Standards ELA/L

NJLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How does art history affect the drawings that we make today? <ul style="list-style-type: none"> ● What techniques can we learn from famous artists? ● How can you observe line and value in famous drawings and incorporate this into your own work? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Art from the past plays a pivotal role in the art we create today. ● Line, value and technique have been perfected over the centuries with different styles, movements and artistic ingenuity.
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<ul style="list-style-type: none"> ● How can you apply art history to your own original drawing of art? ● How can you apply art history to your own original painting of art? <p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Research famous artists and recognize the still life or portrait work of a particular artist. ● Observe techniques, line, value, and styles and incorporate into their own drawing. ● Demonstrate their ability to create an original work of art based on an artist or art historical movement. ● Simulate the work of a specific art movement. 	
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<p>Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique</p> <p>Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects</p> <p>/Rubrics Alternative Assessments: Worksheets, critiques</p>
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Resources/Materials: Visual examples, books, videos, posters, computer resources.	Key Vocabulary: line, gesture drawing, continuous line, contour line, organizational line, perspective line, ebony pencil, stump tints, shades, values
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Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Art History Research	Students will research famous artists and recognize the work of particular artists.	Research and identify artists of all backgrounds and history.	4 days

Art History Painting	Students will identify specific drawing techniques and demonstrate how to apply those techniques to their	Identify drawing techniques.	8 days
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	paintings.		
Art History Presentation	Students will present an artist and describe their work.	Presentations to the class.	3 days
Final Painting	Students will create an original drawing based on an artist of historical movement.	Create an original painting based on art history.	8 days

Teacher Notes: These lessons can be broken apart into single day lessons. For time though they will be given as independent assignments to students with discussion days built in.

Casel Social Emotional Learning:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

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- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Students with Disabilities	English Language	Gifted and Talented	Students at Risk	509Students
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	Learners	Students		
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, explanations • Allow extended time 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Rephrase questions, directions, 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivation 	<ul style="list-style-type: none"> • Provide extended time to complete tasks. • Consult with Guidance Counselors 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow

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<p>to answers questions permit drawing as an explanation.</p> <ul style="list-style-type: none"> • Consult with Case Managers and follow IEP accommodations/modifications 	<p>and explanations</p> <ul style="list-style-type: none"> • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word 	<ul style="list-style-type: none"> • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<p>and follow I&RS procedures/action plans</p> <ul style="list-style-type: none"> • Consult with other members of the grade team for specific behavior interventions • Provide rewards as necessary 	<p>extended time to answer questions and permit drawing as an explanation</p> <ul style="list-style-type: none"> • Accept participation on any level, even one word • Consult with Case Managers and follow 504 accommodations/modifications • • Consult with Case Managers and follow IEP accommodations/modifications
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