

Exploratory Art 7

Grade 7

Prepared by:

Julie Dorlon

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

August 23, 2022

Born on Date September 2015

Revised NJSLS Date May 2017

Revised NJSLS Date January 2019

Revised NJSLS Date August 22, 2022

Exploratory Art 7

Course Description:

7th Grade Exploratory Art will help students explore and improve their basic art skills. Both two-dimensional, drawing and painting, and three-dimensional sculpting will be done using a variety of media and techniques. Students will develop their creativity and self-expression, and recognize and use the art elements (line, shape, color, value, form, texture and space), and design principles (rhythm, balance, proportion, variety, emphasis, harmony and unity).

Course Sequence:

Unit 1: Drawing – 4 weeks

Unit 2: Painting – 3 weeks

Unit 3: Sculpture/Ceramics – 4 weeks

Pre-requisite: None

Unit 1 - Overview

Content Area: Art 7

Unit Title: Drawing

Grade Level: 7

Core Ideas: Students will learn basic drawing skills using contour lines and skills of observation. Students will learn values, shading and basic one point perspective.

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.
--------------	--

Performance Expectations (NJSLs)

1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics
1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
Anchor Standards	
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

21st Century Standards and

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income

9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
Computer Science and Design Thinking-Educational Technology Standards	
8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem
8.2.8.ED.5	Explain the need for optimization in a design process.
8.2.8.ED.6	Analyze how trade-offs can impact the design of a product.
8.2.8.ED.7	Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotatedMake informed choices among technology systems, resources, and services in a variety of contexts
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.</p> <p>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	
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research
Companion Standards ELA/L	
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.
NJSLSA.SL 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Unit Essential Question(s):	Unit Enduring Understandings

<ul style="list-style-type: none"> ● How does one use a contour line to draw what one sees? ● How does an artist express and convey their thoughts and ideas through drawing? <p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Students will draw still life objects using a contour line. ● Students will understand the elements and principles of drawing to enhance an artwork. ● Students will develop their own original drawing of a landscape, still life or portrait discussed in class. <p>Students will understand how to draw basic shapes in one point perspective.</p>	<ul style="list-style-type: none"> ● Students will understand how artists make drawings. ● Students will understand how composition helps lead the viewer through a drawing. ● Students will understand how to use a vanishing point and a horizon line to create one point perspective in a drawing
--	---

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
Drawing a Still Life	Students will develop the ability to draw what they see using the formal element of line.	Students will create a still life drawing	5 days
Drawing a Self Portrait	Students will develop the ability to draw what they their portrait using the formal element of line.	Students will create an image of themselves using a mirror.	5 days
Drawing a Landscape or Cityscape using one point perspective	Students will understand the elements of a landscape and demonstrate how to create one.	Draw a landscape using line and values.	5 days

Abstract Design	Students will recognize abstract artwork and draw their own.	Draw with the element of line and making an abstraction.	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	504 Students
<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 accommodatio 	<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 	<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/ac tion plans • Consult with other members of the grade team for specific 	<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

ns/modifications	<ul style="list-style-type: none"> • Accept participation on any level, even one word 		behavior interventions <ul style="list-style-type: none"> • Provide rewards as necessary 	<ul style="list-style-type: none"> • Consult with Case Managers and follow 504 accommodations/modifications • Consult with Case Managers and follow IEP accommodations/modifications
------------------	--	--	---	--

Unit 2 - Overview

Content Area: Art 7
Unit Title: Painting
Grade Level: 7

Core Ideas: Students will use acrylic, tempera, watercolors and brushes to demonstrate knowledge of how to use color in a painting. Students may identify, mix and apply color schemes to their drawings and paintings.

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 (NJSL)	
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethic
1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
Anchor Standards	
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
21st Century Standards and Career Readiness, Life Literacies, and Key Skills	
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
Computer Science and Design Thinking-Educational Technology Standards	
8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem
8.2.8.ED.5	Explain the need for optimization in a design process.
8.2.8.ED.6	Analyze how trade-offs can impact the design of a product.
8.2.8.ED.7	Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotatedMake informed choices among technology systems, resources, and services in a variety of contexts
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.</p> <p>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			
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation		
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts		
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research		
Companion Standards ELA/SL			
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.		
NJSLSA.SL 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
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
Monochromatic Painting	Students will understand what tints and shades are and how to use black, white and one color for mixing.	Value scales painted with one color, black and white.	5 days
Watercolor Painting	Students will apply knowledge of making and mixing washes.	Wash chart made with 10 different washes.	5 days
Abstract Painting	Students will recognize abstract art and create an abstract painting using shapes and design.	Color schemes explained and the color wheel used to create mixed colors in an abstract painting.	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.			

Case 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	505 Students
<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

				<ul style="list-style-type: none"> • Consult with Case Managers and follow IEP accommodations/modifications
--	--	--	--	--

Unit 3 - Overview

Content Area: Art 7	
Unit Title: Sculpture/Ceramics	
Grade Level: 7	
Core Ideas: Students will learn about creating 3-dimensional art with sculpture media including clay for ceramics. Students will create their own original sculptures in the genres and materials discussed	
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.
Performance Expectations (NJSLS)	
1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions
1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
Anchor Standards	
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
21st Century Standards and	

Career Readiness, Life Literacies, and Key Skills	
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
Computer Science and Design Thinking-Educational Technology Standards	
8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem
8.2.8.ED.5	Explain the need for optimization in a design process.
8.2.8.ED.6	Analyze how trade-offs can impact the design of a product.
8.2.8.ED.7	Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotatedMake informed choices among technology systems, resources, and services in a variety of contexts
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.</p> <p>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	
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research
Companion Standards/ELA/EL	

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.
NJSLSA.SL 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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
Creating a pinch pot cartoon head	Students will use clay and create a ceramic hollowed head of a cartoon character.	Create a pinch pot out of clay.	5 days
Abstract Found Object Sculpture	Students will understand the development of taking everyday objects and create abstract sculptures.	Plaster used and added to a found object to make a sculpture.	5 days
Cardboard Initial Sculpture	Students will use cardboard and copper sheeting to make a 3-dimensional letter or initial.	Copper repousse technique attached to a 3D letter.	5days

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	506 Students
<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

Midland Park Public Schools

				ons/ modifications
--	--	--	--	-----------------------