

Perspective Drawing

Content Area: **Fine Arts**
Course(s): **Two-Dimensional Art**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Course Pacing Guide

Over-all HMHS Art Dept. Vision/ The Haddonfield Public School's visual arts curriculum is designed as a continuum from pre-kindergarten through the twelfth grade building creativity, self-expression, intuitive thought and visual literacy. They seek to offer student sustained practice in problem solving familiarity, encourage risk-taking, experimentation empowering students and fostering critical thinking across a range of disciplines. The Haddonfield Art Department wants students, in their enduring futures, to see the relevance and critical nature of the making process.

Haddonfield Art Educators vision is to offer students a diverse curriculum that will give students opportunities to develop their artistic potential and socioemotional well-being, as well as their interest in art. Through flexibility and encouragement as well as careful attention to criteria in the classical approach to Art Education, we offer our students opportunities to find their creative power.

In nurturing the imagination of our students, we are simultaneously fostering their cognitive development. Yet, art experiences reach far beyond cognitive growth. We want students to create work which speaks of their personal voice. We want to become The Art Program reputable for being able reaching into the heart of our students and helping them develop their spirit of creativity which inevitably befalls into their character, thus impacting their connections with the world.

(The big ideas):

Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.

- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes.

An understanding of the elements and principles of art is essential to the creative process and artistic production.

- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression

Artists create works of art employing both conscious and intuitive thought.

Art may be created solely to fulfill a need to create.

Unit Vision: Students must have an authentic understanding of the art elements as essential building blocks for composition. All seven art elements matter and need to be explained and explored. In this unit on perspective drawing, students will work from established benchmarks in One-Point Perspective. This unit will focus on Two-Point perspective. Students will complete a pencil study drawing through an observational study of a street corner.

UNIT	Quarter		Weeks
Line/Texture	1	2	
Perspective Drawing	1	3	
Printmaking	1	2	
Shape/Form/Value	2	4	
Color Theory	2	3	
Painting	2	4	

Unit Overview

Overview

Students will explore the Element of Space and its theoretical use in creating a successful body of work. Students must have an authentic understanding of the art elements as essential building blocks for composition. All seven art elements matter and need to be explained and explored. In this unit on perspective drawing, students will work from established benchmarks in One-Point Perspective. This unit will focus on Two-Point perspective. Students will complete a pencil study drawing through an observational study of a street corner. Students increase their technical skills while learning to recognize and solve visual problems.

Assignments specific to this Unit:

1. Two-point perspective practice pages

2. Live observational preliminary draft
3. Two-Point Perspective Drawing of a street corner

VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.2.12.A	History of the Arts and Culture
VPA.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.
VPA.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.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.4.12.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.

Enduring Understandings

Enduring Understandings (*The big ideas*):

Artists use a variety of techniques and processes to manipulate media to achieve desired effects.

Artists must understand media, techniques and process as tools to communicate.

Art is a form of expression that employs a system of visual symbols.

Art is a universal symbol system that transcends language barriers.

Form and function may or may not be related one to the other.

The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.

Art may be created solely to fulfill a need to create.

Aesthetics Education (*more Big Ideas*)

Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.

- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.

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An understanding of the elements and principles of art is essential to the creative process and artistic production.

- Underlying structures in art can be found via analysis and inference.
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Artists create works of art employing both conscious and intuitive thought. Art may be created solely to fulfill a need to create.

Essential Questions

Essential Questions:

1. Why is it important to learn about color?
2. How is color used in decision-making when engaging in artistic and creative processes?
3. What is the difference between a tint and a shade?
4. How does color shape the way we respond to a work of art or any visual representation?

(Highlighted questions are relevant to this unit as well as linked to the big idea for this unit)

1. How does the process of creating art impact emotional well-being?
2. What is the relevance of art?
3. To what extent can media be manipulated?
4. To what extent is a work of art dependent upon the point of view of the artist?
5. To what extent is a work of art dependent upon the point of view of the viewer?
6. How and why is art used as a vehicle for communication?
7. To what extent does good design integrate form with function?
8. What is art?
9. To what extent does history reflect upon and have an influence on art?
10. To what extent does art reflect upon and have an influence on history?
11. In what ways do the learning processes occurring in visual art differ from the learning processes in

other disciplines?

12. What makes some works of art great?
13. When does a work of art have merit?
14. What makes art more or less authentic?
15. To what extent can media be manipulated using a variety of techniques and processes?
16. Why should we study and write about Art History?
17. How can I creatively solve a visual problem?
18. What do I need to know and do to choose an art career?
19. How can an idea be created and transform into an identity?
20. What are the elements of art?
21. What are the principles of art?
22. How do artists use the elements and principles of design in their work?
23. How does knowledge of color theory infuse with the skill and mastery of making art?
24. What is a value scale?
25. How can I create the illusion of form on a 2-D surface?
26. What are the primary colors?
27. What are the secondary colors?
28. What are the tertiary colors?
29. How is a neutral color created?
30. What are warm colors?
31. What are cool colors?
32. How does color affect the mood of a work of art?
33. What is process?
34. What is the significance of looking at famous works of art?
35. What are tints and shades? What inspires an artist to create?
36. What are the proportions of the face? □ What does aesthetic mean?
37. Why is aesthetic design important in the process of making art?
38. What is a viewfinder?

Addressing the importance of Human Dignity/ September through June

- What does it mean to say art is a platform for the expression of the dignity of the human person and has an objective value and purpose?
- How do artists have a crucial role in understanding human life, and impacting societies and cultures that affirm the dignity of every human person?
- How does art enables us to move beyond ourselves, and to shape, through our imagination, the world in which we live?
- ***VIS.9-12.VA:Cn11.1.EQ*** - [Essential Question] - How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

New Jersey Student Learning Standards (No CCS)

These Career Ready Practices describe the career-ready skills that the art department seeks to develop in their students. Because Career Ready Practices have been linked to increase college, career, and life success, we strive to equip our students with opportunities to consider their futures in a realistic, and responsible manner as students advance through our program of studies in Visual Arts.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions
- . CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

VPA.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.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.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.
VPA.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.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.1.4.12.B	Critique Methodologies
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.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.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

Amistad Integration

0x SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
0x LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Holocaust/Genocide Education

In order to aid students in their understanding of genocide, we take time to discuss Degenerate Art which was given this name during the Holocaust.

Please take time to view the links below:

<https://www.moma.org/calendar/exhibitions/3868>

<http://www.bbc.com/culture/story/20160203-art-from-the-holocaust-the-stories-behind-the-images>

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and

behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Interdisciplinary Connections

(See standard tab)

Interdisciplinary Connections:

- Field trips with Environmental Science classes: Citizen Science/ NJ State shorebird migration and documentation- students draw birds and plants along the dunes.
- Illustrating vignettes written by Literature classes.
- collaboration with music classes: visual art students paint with color as music is played.

The Relevance of Science and Art Interdisciplinary connections:

The use of nature journals has been practiced for centuries. Nature journals were used by Lewis and Clark throughout their expeditions in the northwest. In order to document natural history, nature journals were also used by John Muir, John James Audubon, and Thomas Seton for a combination of art and narrative. It led these naturalists to experiencing keen and careful observations.

Nature journals are important in the process of learning. They combine observation with reflection, drawing, and writing. When students record nature through drawing and writing, the learning becomes more personal and enduring as they engage in an academic and sensory practice. This leads students to a holistic approach to immediate and deeper realizations about their surroundings. Nature journaling can be a foundation for developing skill in using the right and left brain. (left-brain data collection is not as impactful).

“ To see a wren in a bush, call it “wren”, then go on walking is to have seen nothing. To see a bird and stop, watch, feel, forget yourself for a moment, be in the bushy shadow, maybe then feel “wren”---that is to have joined in a larger moment with the world”

~ Gary Snyder, *Language Goes Two Ways*, 1995.

VPA.1.1.12.D.CS2

Stimuli for the creation of artworks can come from many places, including other arts disciplines.

Technology Standards

Technology used in alignment with attached standards:

In order to understand the current capabilities and limitations of the constantly changing world of artificial intelligence and technologies, students in this class are encouraged to investigate on-line resources in order to learn about, create, and write about art. Students use technological devices in order to synthesize learning with hands-on practices.

- 0xTECH.8.1.12.A.CS2 Select and use applications effectively and productively.
- 0xTECH.8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- 0xTECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.
- 0xTECH.8.1.12.B.CS2 Create original works as a means of personal or group expression.
- 0xTECH.8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 0xTECH.8.1.12.C.CS2 Communicate information and ideas to multiple audiences using a variety of media and formats.
- 0xTECH.8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
- 0xTECH.8.1.12.E.CS1 Plan strategies to guide inquiry.
- 0xTECH.8.1.12.E.CS4 Process data and report results.
- VPA.1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
- VPA.1.4.12.B.CS3 Art and art-making reflect and affect the role of technology in a global society.
- TECH.8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

21st Century Themes/Careers

- 0xCAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 0xCAEP.9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 0xCAEP.9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 0xHPE.2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Financial Literacy Integration

Remove/replace the text in this section - this is for your reference -- (link to helpful resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>)

An Act concerning public school instruction on financial literacy and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

Be It Enacted by the Senate and General Assembly of the State of New Jersey:

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹ middle school students with the basic

financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

Sketchbook entries

Daily Art App.

View and discussion of relevant Historical, as well as current References.

Experimentation - Investigations into creating meaningful works of art.

Peer- to -peer critiques.

Student -to- student learning communities (for critique as well as students teaching students)

Weekly circulations (Students walk around the room to see what other classmates are doing for their projects)

Differentiated Instruction

Means of differentiating:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Relationship-Building
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Goal-Setting
- Rubrics
- Concept Attainment

Formative Assessments

Formative Assessments:

1. Observation: Observe students thinking about and problem solve their ideas, explore new techniques and processes, create things that inspire them, and make mistakes into happy accidents. Observation helps determine what your students are creating so they can be guided toward personal success with their work.
2. Think-Pair-Share : Another formative assment technique used for checking understanding is through the Think-Pair-Share routine. This allows students to share information with a peer. This can be done during or after a demonstration, artist presentation, or discussion.
3. Interviews: Interviews can also be referred to as student conferences. Having a discussion is powerful.
4. Critiques: While many may think critiques are just for finished work, we often do them with works in progress. This way, students can get peer feedback that may help push them to explore new ideas

Assessment Resources Used:

<https://theartofeducation.edu/content/uploads/2016/03/Ultimate-Assessment-Guide.pdf>

Summative Assessment

Types of Performance Assessment/ Summative:

- Exhibitions of student work
- Portfolios of student work
- Profiles of student behavior
- Student reflective journals
- Samples of student writing
- Teach-back methods
- Self-assessment checklists
- Student observation checklist
- Self-assessment rubric
- Artist statements

Summative evaluations of students is done through a portfolio assessment. They provide insight into how a student has grown creatively and which media and techniques have been explored in school. Portfolios will also include many other items that yield pieces of information concerning student development and learning, such as:

1. Sketches, studies, and preliminary works.
2. Samples (a collection of images that have influenced the student artist).
3. Reproductions of works by the student's favorite artists.
4. Written notes and thoughts concerning the creative process.
5. Comments about the problem solving that accompanies going from preliminary ideas to the finished product.

Other techniques used for assessment are:

1. Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria included in a visual problem solving assignment. This also helps to reinforce the visual concepts the teacher intended the students to learn.
2. Anecdotal Records such as student journals and sketchbooks are collected periodically to highlight student attitudes, preferences, judgements, participation,

and behavior. The teacher often makes brief comments about the works or student statements.

3. Informal or Process Evaluations are conducted in which students are asked to make oral or written statements about their work, fill out a reflection sheet structured to encourage them to bring their artistic decision making to a conscious level or provide responses to who, what, when, where, and why questions posed by the teacher as part of a classroom discussion.

4. Formal Critiques of student work is done on an individual basis or in small groups usually as a culminating activity.

As a result of these assessment techniques, an accurate evaluation of student progress, performance, attitude, and behavior can be completed.

Benchmark Assessments

- Benchmarks for 2D ART (highlighted)
- Recognize the elements of art and principles of design in works of art.
- Identify and describe characteristics that cross-artistic disciplines in historical periods (e.g., Classical-Formal).
- Develop proficiency in use of tools and materials.
- Analyze effective and ineffective compositions.
- Plan and create works of art, which use the elements of art and principles of design.
- Identify past and present artists who influenced design.
- Recognize technology's impact on design
- Individually or collaboratively formulate new creative problems based on student's existing artwork.
- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Alternate Assessments

Alternate Assessment Resources Used:

<https://theartofeducation.edu/content/uploads/2016/03/Ultimate-Assessment-Guide.pdf>

Resources & Technology

Here is a list of resources used for this class, but not limited to..

<http://thehelpfulartteacher.blogspot.com/2010/12/two-point-perspective.html>

<http://www.beginnersschool.com/2015/05/04/two-point-perspective/>

<https://theartofeducation.edu/resources/>

<https://theartofeducation.edu/content/uploads/2016/03/Ultimate-Assessment-Guide.pdf>

<https://americanart.si.edu/education/k-12/resources>

<https://gacny.org/> (Global Art Coalition)

<https://www.gelliarts.com/> (printmaking)

<https://www.pbs.org/craft-in-america/home/>

<http://www.pbs.org/art21/home/>

<https://www.youtube.com/watch?v=EICQYHpbsL8> (textile design)

<https://apps.apple.com/us/app/dailyart/id547982045> (used daily)

See Standards

TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

BOE Approved Texts

Closure

Such as: (highlighted culminators are used for this course)

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed

- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

Such as:

- Alternate Responses
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- Open lines of communication with parents and case managers

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Allow the student to complete an independent project as an alternative..
- Show a model of the end product.
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- behavior management support
- adjusted class schedules or grading
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Practices may include:

- Have student restate information
- Concrete examples
- Assistance in maintaining uncluttered space
- Lab and math sheets with highlighted instructions
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Cue/model expected behavior
- Use peer supports and mentoring
- Chart progress and maintain data (daily journal kept)

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking