



## Garfield Public Schools

Aligned to the 2020 New Jersey Student Learning Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

### Curriculum Pacing Guide grade 7

#### Marking Period 1

Topic	Number of Weeks
Elements of Art & Principles of Design	1
Abstract Drawing	2
Painting	2
Ceramics	2
Realistic Drawing	2
Printing	1

#### Marking Period 2

Topic	Number of Weeks
Elements of Art & Principles of Design	1
Abstract Drawing	2
Painting	2
Sculpture/Ceramics	2
Realistic Drawing	2
Printing	1

#### Marking Period 3

Topic	Number of Weeks
Elements of Art & Principles of Design	1
Abstract Drawing	2
Painting	2
Sculpture/Ceramics	2
Realistic Drawing	2
Printing	1

#### Marking Period 4

Topic	Number of Weeks
Elements of Art & Principles of Design	1
Abstract Drawing	2
Painting	2
Sculpture/Ceramics	2
Realistic Drawing	2
Printing	1



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### Unit Overview

Content Area: Art

Unit Title: Elements of Art and Principles of Design

Target Course/Grade Level: 7

Duration: 2 weeks

Description: During this unit of study, students will review the basic elements of art and the principles of design. Specifically, students will safely use and care for a variety of art materials and follow a set of rules and procedures when creating art. Interpret art by analyzing how meaning and mood are impacted by the relationship of subject matter, use of media, and art-making approaches.

### Enduring Understandings

Understandings

- For students to create a product, they must free-think and gather their thoughts.
- Practice working with a variety of drawing media pencils, markers, ink, paint.
- Safely use and care for art supplies.
- Good design and strong composition transcend all media.
- Art is the common thread that ties all other disciplines.

### Learning Targets

New Jersey Student Learning Standards (2020)

- 1.5.8.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.8.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.8.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 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.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.8.Cr3a: Explain the process of art making, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

NJSLS ELA

RL.7.3.; SL.7.2.

Computer Science & Design Thinking

8.1.8.DA.1; 8.1.8.CS.1

Career Readiness, Life Literacies & Key Skills

9.4.8.GCA.2; 9.4.8.IML.4; 9.2.8.CAP.4; 9.1.8.CR.2

Career Readiness Practices/21<sup>st</sup> Century Themes & Skills



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|--|---|
| <ul style="list-style-type: none"><li>• 1.5.8. Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</li><li>• 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</li><li>• 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.</li><li>• 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</li></ul> | <ul style="list-style-type: none"><li>-Act as a responsible and contributing community member &amp; employee</li><li>-Consider the environment, social and economic impact of decisions</li><li>-Work productively in teams while using cultural/global competence</li></ul> <p><u>SEL Competencies</u><br/>Self-awareness, self-management, responsible decision making, social awareness, and relationship skills</p> |
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### Essential Questions

- How does an artist use and care for materials and tools?
- How do artists analyze and critique artwork?
- Why is understanding the elements of art and principles of design important to all art processes?
- How do design elements and principles help create composition that communicates/expresses emotion?
- What is: line, color, shape, texture, space, unity, variety, and pattern?
- Why is understanding the elements of art and principles of design important to all art processes?

### Student Learning Objectives

Students will...

- Practice art room procedures and cleanup.
- Review how to use a ruler for measurement, creating a grid.
- Clean, care, and store art supplies.
- Use the vocabulary of the elements of art and principles of design when analyzing and creating art.
- Describe what is going on in the picture
- Explain what you see in the picture.
- Explain what the artist was trying to express or communicate through his artwork.
- Construct a persuasive and logical explanation why the artists' artwork is/is not successful in concept/skill level.
- Describe, analyze, interpret, and judge their work.



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- Self-assess their elements of art and principles of design project.
- Critique and analyze their elements of art and principles of design project.

### Suggested Activities

The following activities can be incorporated into the daily lessons:

Practice art room procedures and clean-up.

Completion of artwork and proper storage.

Class discussion involving visual thinking strategies.

Class discussion involving Climate Change, when appropriate.

Class discussion on proper art critique.

The following activities can be incorporated into the daily lessons:

Draw a still life (cross-section of a fruit)

Create a detailed line drawing of a plant or a flower.

Element of art project (divide one subject into seven sections. In each section illustrate each of the elements of art using a variety of materials.)

Visual Text for art critique:

Red Canna, Georgia O'Keeffe **Climate Change**

The Bull, Pablo Picasso **DEI**

Mascarade, Alfred Pellan **DEI**

Pumkins, Yayoi Kusama **AAPI**

I Saw the Figure 5 in Gold, Charles Demuth

Starry Night, Vincent van Gogh **DEI**

The Banjo Lesson, Henry Ossawa Tanner

Preacher, Charles White

Four Hearts, Jim Dine **AAPI**

Thunderbird Dancer, Greg Colfax

Rhinoceros, Albrecht Durer **DEI**

The following activities can be incorporated into the daily lessons:

Draw a still life (cross-section of a fruit)

Create a detailed line drawing of a plant or a flower.



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Element of art project: Create an accordion fold book containing small art pieces that focus on each principle of design as well as elements of art.

Emphasis- Beyond the border project

Drawing a feather - value and texture

Mixed media - elements of art project

Half-sheet zentangle design- line, texture, repetition, movement

### Materials

- Leveled texts
- Digital programs
- Posters, visual aides
- Paper
- Pencils
- Acrylic paint
- Rulers
- Compass

### Assessments

Formative & Summative:

- Drawing Performance tasks (teacher observation of student(s) carrying out step by step numbered directions)
- Project- based on incorporating rhythm and pattern through line, shape and color, balance, and space to create a unique art that demonstrates the ability to identify and use the elements of art as well as the principles of design.
- Discussions (questions, teacher listens to group discussion, teacher/student conferences)
- Student self-assessments (thumbs up/thumbs down/thumbs sideways)
- Peer Critique



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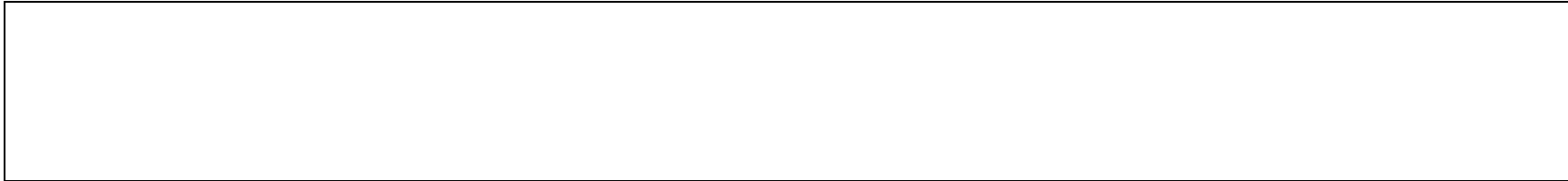
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think aloud	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read aloud	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
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### Unit Overview

Content Area: Art

Unit Title: Abstract Drawing

Target Course/Grade Level: 7

Duration: 1 week

**Description**

Students use various lines and shapes to create rhythm, balance, and space in an abstract work.

### Enduring Understandings

- Abstract art acts as a point of view for an artist to help establish your voice, express emotion, and develop your artistic style through the creative process.
- It is important to understand the elements of art and principles of design because those are the tools that help create all artwork.
- Rhythm and pattern through line, shape, and color, create an abstract piece.
- Abstract art is also known as non-objective art.

### Learning Targets

<p>New Jersey Student Learning Standards (2020)</p> <ul style="list-style-type: none"> <li>• 1.5.8. Re7a: Identify works of art based on personal connections or experiences. Describe the aesthetic characteristics within both the natural and constructed world.</li> <li>• 1.5.8Cn10a: Create art that tells a story or describes life events in home, school, and community.</li> </ul>	<p>Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies</p> <p><u>NJSLS ELA</u> RL.7.3.; SL.7.2.</p> <p><u>NJSLS Math</u> 7.G.A.2</p> <p><u>Computer Science &amp; Design Thinking</u> 8.1.8.DA.1; 8.1.8.CS.1</p> <p><u>Career Readiness, Life Literacies &amp; Key Skills</u> 9.4.8.GCA.2; 9.4.8.IML.4; 9.2.8.CAP.4; 9.1.8.CR.2</p> <p><u>Career Readiness Practices/21<sup>st</sup> Century Themes &amp; Skills</u></p>
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- 1.5.8. Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 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.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 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.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the process in traditional or new media.
- 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives
- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.
- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a

- Act as a responsible and contributing community member & employee
- Consider the environment, social and economic impact of decisions
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### SEL Competencies

Self-awareness, self-management, responsible decision making, social awareness, and relationship skills





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collection or presentation based on this criterion.

- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

### Essential Questions

- How can you use rhythm and pattern to create abstract art?
- How does abstract art help support the creative process?
- How do design elements and principles help us create art?
- How do artists use proportion to create realistic or exaggerated art?
- What is the illusion of three-dimensional piece?
- What is realistic/abstract art?
- What is foreground, middle ground, and background in art?

### Student Learning Objectives

Students will ...

- Engage in a discussion about various abstract art pieces as well as the artist behind the art creation.
- Students will critique art based on quality, subject matter, and purpose.
- Describe, analyze, interpret, and judge their work.
- Create an abstract art that reflects the principles of design and incorporates rhythm, pattern through line, shape, color, balance, and space.
- Self-assess their abstract art designs.
- Critique and analyze their abstract art designs.

### Suggested Activities



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- Visual Text for art critique:
- Fragment II for Composition VII, Wassily Kandinsky **DEI**
- Prismes Electriques, Sonia Delanuay **DEI**
- The following activities can be incorporated into the daily lessons:
- Power point presentation on abstract art by Wassily Kandinsky and class led discussion to help students analyze and identify the principles of design and elements of art used by the artist.
- Abstractionism with google drawing.
- Abstract figures- Falling Icarus- single continuous pencil line
- Goals and hopes for the future – Symbols or objects connected with the goal. Draw several sketches of these goals and simplify them to make them look abstract by eliminating details.
- Abstract Nature scene- sketch of a local park along with a collection of twigs, leaves, pebbles for color reference. Show these as simple, flat shapes. Plan a picture to emphasize a particular object or an area as the center of the interest (Inspired by Kandinsky's landscape)
- Roy Lichtenstein- Bull Series, 1973
- Collaboratively create paintings or drawings inspired by instrumental or vocal music using the elements of art and principles of design and create a narrative to explain how you created art from music.

### Materials

- Leveled texts
- Digital programs
- Posters, visual aides
- Paper
- Pencils
- Markers
- Rulers

### Assessments

Formative & Summative:

- Drawing Benchmark
- Drawing Performance tasks (teacher observation of student(s) carrying out step by step numbered directions)
- Project- based on incorporating rhythm and pattern through line, shape and color, balance, and space to create a unique abstract art.
- Discussions (questions, teacher listens to group discussion, teacher/student conferences)



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- Student self-assessments (thumbs up/thumbs down/thumbs sideways)
- Peer Critique

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
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Unit Overview	
Content Area:	Art
Unit Title:	Painting
Target Course/Grade Level:	7
Duration:	2 weeks



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<p><b>Description</b></p> <p>Color theory is important to a painting unit because it teaches the importance of knowing the color wheel and color schemes. During this unit, students will use paint and brushes to demonstrate the knowledge of harmony, color, line, texture, value, and proportion as well understand and demonstrate a variety of painting styles and brushstrokes such as brush drawing and wet-on-dry and wet-on-wet techniques.</p>	
<p><b>Enduring Understandings</b></p>	
	<p><b>Understandings</b></p> <ul style="list-style-type: none"> <li>• Color theory is important to a painting unit because it teaches the importance of knowing the color wheel and color schemes.</li> <li>• Mixing primary colors to obtain secondary colors helps you understand why some colors work together and others don't.</li> <li>• Value adds dimension to painting by properly using shading and highlights within the painting to create the illusion of space/dimension.</li> <li>• Proper care for painting tools such as brushes, palettes and paint by carefully cleaning the supplies. Brushes need to be cleaned with cool water and dried bristles up in the correct shape. Palettes should be completely wiped down with water and then dried before stacking. Paint should be properly stored.</li> <li>• Unity is important in painting because it gives a sense of oneness to a visual image.</li> </ul>
<p><b>Learning Targets</b></p>	
<p><b>New Jersey Student Learning Standards (2020)</b></p> <ul style="list-style-type: none"> <li>• 1.5.8. Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</li> <li>• 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.</li> <li>• 1.5.8. Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> </ul>	<p>Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies</p> <p><u>NJSLS ELA</u> RL.7.3.; SL.7.2.</p> <p><u>Computer Science &amp; Design Thinking</u> 8.1.8.DA.1; 8.1.8.CS.1</p> <p><u>Career Readiness, Life Literacies &amp; Key Skills</u> 9.4.8.GCA.2; 9.4.8.IML.4; 9.2.8.CAP.4; 9.1.8.CR.2</p> <p><u>Career Readiness Practices/21<sup>st</sup> Century Themes &amp; Skills</u></p>



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- 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.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.8Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
- 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 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 evaluation artwork.
- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.
- 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.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

- Act as a responsible and contributing community member & employee
- Consider the environment, social and economic impact of decisions
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### SEL Competencies

Self-awareness, self-management, responsible decision making, social awareness, and relationship skills

### Essential Questions

Guiding questions will be based on students analyzing pieces by a particular artist:

- What type of art did he/she create?
- Why is color theory important to a painting unit?



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- What key elements are noticeable in these pictures?
- How are the Principles of Design used to control the elements?
- How does his/her work make you feel?
- Why is it important to have unity in painting?
- Why is having basic drawing skills important to develop before painting?
- How does value add dimension to a painting?
- How do you properly care for painting tools such as brushes, palette, and paint?

### Student Learning Objectives

Students will ...

- Complete a color theory worksheet using only primary colors to paint in the entire worksheet using watercolors in order to experiment with color blending.
- Describe, analyze, interpret, and judge their work.
- Use paint and brushes to demonstrate knowledge of harmony, color, line, texture, value and proportion.
- Identify and apply color schemes to their painting.
- Sketch a design that will be most successful for their final project.
- Draw the design to the best of their ability before beginning the painting process.
- Create illusion of space in a painting by using various methods.
- Research an artist whose works evoke a feeling of appreciation to develop awareness of different types of art paintings.
- Evaluate a painting of an artist researched.
- Research and develop their own painting design according to the project directions and expectations.
- Create different rough drafts/ideas during the research phase before selecting a final idea/concept.
- Self-assess their painting design.
- Critique and analyze their painting design.

### Suggested Activities

Visual Text for art critique:

Bedroom at Arles, Vincent Van Gogh **DEI**

Chauvet cave paintings

Black Columns in Lands, Paul Klee **DEI**

Georgia O'Keefe Jimson Weed, Poppy, Red Cana

Café Terrace at Night, Vincent Van Gogh **DEI**



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Night Fantasy, Leonid Afermov **DEI**

The following activities can be incorporated into the daily lessons:

Color Theory: using only primary colors to help students develop the skill of mixing colors.

Color wheel using watercolors to create secondary colors, hues, and shades.

Candy Still Life Painting Project- acrylics

Georgia O'Keefe flowers- 3D pizza box design **Climate Change- recycling, nature**

Drawing linear boxes in one perspective to be incorporated into one point perspective city buildings.

Create an interior room using one point perspective

Art Rocks- Gems and Crystals (watercolor)

Lichtenstein Inspired Portraits- acrylic and q-tip technique

### Materials

- Leveled texts
- Digital programs
- Posters, visual aides
- Paper
- Pencils
- Acrylic paint
- Rulers
- Compass
- Watercolor
- Computers
- Introducing Art Textbook
- Works of Georgia O'Keefe, Leonid Afermov, Vincent Van Gogh, etc...

### Assessments

Formative & Summative:

- Graphic Arts Benchmark
- Painting Performance tasks (teacher observation of student(s) carrying out step by step numbered directions)
- Projects based on painting techniques
- Discussions (questions, teacher listens to group discussion, teacher/student conferences)
- Student self-assessments (thumbs up/thumbs down/thumbs sideways)



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- Peer Critique

Modifications				
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### Unit Overview

Content Area: Art

Unit Title: Sculpture/Ceramics

Target Course/Grade Level: 7

Duration: 2 weeks

#### Description

During this unit of study, students will be introduced to sculpting through ceramics. Students will critique sculptures from various artists and determine how each artist used specific techniques to create their pieces. Students will use clay and tools and demonstrate knowledge of clay building techniques such as score, slip, seal, hollowing, wedging, form, actual texture, and proportion. Students will then create a three-dimensional piece using these techniques.

### Enduring Understandings

#### Understandings

- Artwork can evoke different emotions on a viewer and allow for the internalization of the artist's meaning.
- It is important to wedge clay before building to make sure that all air bubbles have been removed to prevent clay explosion in the kiln.
- A hollow form will allow for clay to dry properly.
- In order for clay pieces to stay connected, scoring, slipping and sealing the pieces ensure a proper connection.
- Proportion is a necessary principle of design when creating a balanced and stable sculpture.
- Textures can be created by pressing any object onto the surface of the clay.
- Creating sculptures adds a new dimension to examples of art.
- Balance, gravity, and stability affect the choices an artist must make in creating a piece of sculpture.
- People can interpret the meaning of an artist in various ways when examining a particular piece.

### Learning Targets



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<p>New Jersey Student Learning Standards (2020)</p> <ul style="list-style-type: none"><li>• 1.5.8. Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</li><li>• 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.</li><li>• 1.5.8. Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li><li>• 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives</li><li>• 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.</li><li>• 1.5.8.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.</li><li>• 1.5.8Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</li><li>• 1.5.8Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</li><li>• 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</li><li>• 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.</li></ul>	<p>Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies</p> <p><u>NJSLS ELA</u> RL.7.3.; SL.7.2.</p> <p><u>NJSLS Math</u> 7.G.A.2</p> <p><u>Computer Science &amp; Design Thinking</u> 8.1.8.DA.1; 8.1.8.CS.1</p> <p><u>Career Readiness, Life Literacies &amp; Key Skills</u> 9.4.8.GCA.2; 9.4.8.IML.4; 9.2.8.CAP.4; 9.1.8.CR.2</p> <p><u>Career Readiness Practices/21<sup>st</sup> Century Themes &amp; Skills</u> -Act as a responsible and contributing community member &amp; employee -Consider the environment, social and economic impact of decisions -Work productively in teams while using cultural/global competence</p> <p><u>SEL Competencies</u> Self-awareness, self-management, responsible decision making, social awareness, and relationship skills</p>
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- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

### Essential Questions

- What is sculpture and relief sculpture?
- What are the differences between high and low relief?
- What is an expression in relief sculpture?
- Why is it important to wedge clay before building it with clay?
- How can you show texture in clay?
- Why is it important to have a hollow form?
- Why is it important to score, slip, and seal when combining two pieces of clay?
- How can you use a proportion to make sure your sculpture design is steady?
- What is the difference between subtractive and additive method?

Guiding questions will be based on students analyzing pieces by a particular artist:

- How did the artist express emotion?
- How does the piece make you feel?
- Are you able to see the difference between high and low relief?

### Student Learning Objectives

Students will ...

- Recognize and define the elements of art and principles of design utilizing relief and freestanding sculpture.
- Create a three-dimensional form using the elements of art and principles of design.
- Understand the history of sculpture and its' origins.
- Understand what makes a work of art a sculpture.
- Apply subtractive and additive methods when creating a sculpture.
- Describe, analyze, interpret, and judge their work.
- Compare and contrast how different sculptures were created.
- Engage in various discussions and practice various clay application techniques prior to the actual sculpture creation.
- Determine the ways in which the slab technique and incising into clay will be used to create sculptures.
- Research and design various ideas of clay design.
- Self-assess their sculpture design.
- Critique and analyze their sculpture design.

### Suggested Activities /



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Visual Text for art critique:

A cast of "The Thinker", Auguste Rodin **DEI**

Endless Column, Constantin Brancusi **DEI**

Maman, Louise Bourgeois **DEI**

Bust of Nefertiti, Thutmose **DEI**

Terracotta Warriors **DEI**

Tiki masks **AAP**

Dan Mask- West Africa **DEI**

Paper relief sculpture, Charles McGee

The following activities can be incorporated into the daily lessons:

Cardboard relief sculpture

Create a functional clay vessel combining two or more basic forms.

Gauze Face casts

African Masks- cardboard

TIKI Gods

Picasso style paper sculpture.

Architectural letters- Famous Artists inspiration

Paper book wreath

Paper mache- Foods with moods

Air dry clay Flower



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### Materials

- Leveled texts
- Digital programs
- Posters, visual aides
- Paper
- Pencils
- Markers
- Rulers
- Compass
- Acrylic paint
- Foil
- Wire
- Cups
- Sculpting tools
- Clay
- Introducing Art Textbook

### Assessments

Formative & Summative:

- Sculpture Benchmark
- Sculpture Performance tasks (teacher observation of student(s) carrying out step by step numbered directions)
- Project based on three-dimensional design
- Small group work creating a Power point presentation focusing only on specific sculpture styles, periods in time, and function/aesthetics of sculptures.
- Discussions (questions, teacher listens to group discussion, teacher/student conferences)
- Student self-assessments (thumbs up/thumbs down/thumbs sideways)
- Peer Critique



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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think aloud	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read aloud	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling



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Unit Overview	
Content Area: Art	
Unit Title: Realistic Drawing	
Target Course/Grade Level: 7	
Duration: 2 weeks	
<p>Description</p> <p>Students will use value in color and pencil to create realism in their drawings. They will use the grid technique to accurately draw their design before beginning to add value. Using the grid technique and value, the drawing will show balance, proportion, and harmony.</p>	
Enduring Understandings	
	<p>Understandings</p> <ul style="list-style-type: none"> <li>Contour line defines a form or an edge and dramatic changes to a plane.</li> <li>Value creates the illusion of an object having a dimension.</li> <li>Value creates darkness and lightness of an image being recreated.</li> <li>A grid is used to break down a complicated image into smaller, more manageable sections.</li> <li>The grid method allows for an accurate image portrayal.</li> <li>Harmony and balance in a composition create an equal distribution of weight allowing for a composition to be whole.</li> </ul>
Learning Targets	
<p>New Jersey Student Learning Standards (2020)</p> <ul style="list-style-type: none"> <li>1.5.8. Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>1.5.8. Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.</li> <li>1.5.8Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>1.5.8. Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images</li> </ul>	<p>Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies</p> <p><u>NJSLS ELA</u> RL.7.3.; SL.7.2.</p> <p><u>NJSLS Math</u> 7.G.1; 7.RP.2b</p> <p><u>Computer Science &amp; Design Thinking</u> 8.1.8.DA.1; 8.1.8.CS.1</p> <p><u>Career Readiness, Life Literacies &amp; Key Skills</u> 9.4.8.GCA.2; 9.4.8.IML.4; 9.2.8.CAP.4; 9.1.8.CR.2</p> <p><u>Career Readiness Practices/21<sup>st</sup> Century Themes &amp; Skills</u></p>



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and words to clearly communicate information to a diverse audience.

- 1.5.8. Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 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.
- 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.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

- Act as a responsible and contributing community member & employee
- Consider the environment, social and economic impact of decisions
- Work productively in teams while using cultural/global competence

### SEL Competencies

Self-awareness, self-management, responsible decision making, social awareness, and relationship skills

### Essential Questions

- How do you create a contour line?
- How do you apply value to create the illusion of form?
- How does the application of value establish contrast?
- How do you use grid to create accurate image portrayal?
- Why is harmony and balance important in a composition?

Guiding questions will be based on students analyzing pieces by a particular artist:

- How did the artist express emotion?
- How does a particular piece make you feel?
- Is there harmony and balance in your drawing?





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- Did the effective use of value create shadows and highlights in your drawing?

### Student Learning Objectives

Students will ...

- Engage in a demonstration and practice of contour line drawing.
- Apply various contour drawing types such as blind, continuous, and regular.
- Apply regular contour drawing when using the grid method to accurately recreate the proportions.
- Trace their contours onto a blank piece of paper to conceal the grid.
- Engage in a demonstration and practice of creating a grid.
- Discuss why the grid method is helpful when creating accurate proportions.
- Research a realistic image of an animal, with great focus on animal's eyes, and determine which image will allow for a successful recreation using the grid method.
- Create a realistic drawing using the grid method by applying the elements of art and principles of design such as contrast, proportion, value, balance, shape, color, texture, and line.
- Self-assess their realistic drawing design.
- Critique and analyze their realistic drawing design.

### Suggested Activities



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The following activities can be incorporated into the daily lessons:

Practice of recreating a simple image using the grid method.

Chuck close grid drawing- individual choice

Feather in detail, black canvas, and white color pencil

Human Eye

Half Face- magazine collage- **Climate Change-recycling**

Nike Air Jordan 1 sneaker grid drawing

Soft Serve Ice Cream in a cone – white colored pencil on black paper

Seasonal- pumpkin, leaf in detail, close-up of a flower.

### Materials:

- Leveled texts
- Digital programs
- Posters, visual aides
- Paper
- Pencil
- charcoal
- White colored pencil
- Black paper
- Blending stumps/Tortillons
- Rulers
- Introducing Art Textbook

### Assessments

#### Formative & Summative

- Grid Benchmark
- Grid drawing Performance tasks (teacher observation of student(s) carrying out step by step numbered directions)
- Project based grid drawing design
- Discussions (questions, teacher listens to group discussion, teacher/student conferences)
- Student self-assessments (thumbs up/thumbs down/thumbs sideways)
- Peer Critique



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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think aloud	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read aloud	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
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				Counseling



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Unit Overview	
Content Area: Art	
Unit Title: Printing	
Target Course/Grade Level: 7	
Duration: 1 week	
<p>Description</p> <p>During this unit of study, students will be introduced to printmaking. Students will explore monoprints, collagraphs, as well as Styrofoam printmaking. Students will experiment in a printmaking process through the use of variety of ink colors.</p>	
Enduring Understandings	
	<p>Understandings</p> <ul style="list-style-type: none"> <li>It is important to care for printmaking tools through washing and careful storing supplies.</li> <li>Radial balance could be achieved through rotation of prints around a central point.</li> <li>Cutting away from a hand and body, keeping fingers behind the blade are important to safe printmaking.</li> </ul>
Learning Targets	
<p>New Jersey Student Learning Standards (2020)</p> <ul style="list-style-type: none"> <li>1.5.8. Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</li> <li>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.</li> <li>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 of ideas and mood conveyed.</li> </ul>	<p>Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies</p> <p><u>NJSLS ELA</u> RL.7.3.; SL.7.2.</p> <p><u>NJSLS Math</u> 7.G.A.2</p> <p><u>Computer Science &amp; Design Thinking</u> 8.1.8.DA.1; 8.1.8.CS.1</p> <p><u>Career Readiness, Life Literacies &amp; Key Skills</u> 9.4.8.GCA.2; 9.4.8.IML.4; 9.2.8.CAP.4; 9.1.8.CR.2</p> <p><u>Career Readiness Practices/21<sup>st</sup> Century Themes &amp; Skills</u></p>



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- 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives
- 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity
- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.
- 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.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

- Act as a responsible and contributing community member & employee
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### SEL Competencies

Self-awareness, self-management, responsible decision making, social awareness, and relationship skills

### Essential Questions

- How do you properly care for printmaking tools, such as ink, brayers, and palettes?
- What is a relief print?
- What is an intaglio print?
- How is a planographic technique achieved in printmaking?
- How do you achieve radial balance through printmaking?

Guiding questions will be based on students analyzing pieces by a particular artist:

- How did the artist express emotion?
- How does a particular art piece make you feel?
- What is the difference between relief and intaglio prints?

### Student Learning Objectives

Students will ...

- Engage in various discussions and demonstrations in preparations to work with printmaking.
- Apply the discussions and demonstrations on printmaking procedures in the classroom as well as the proper use of printmaking tools.
- Research various images of relief and intaglio prints.



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- Research and develop their own printmaking design based on the expectations outlined in class.
- Sketch various design ideas before deciding on one design prior to printmaking.
- Create an intricate print design based on individual research.
- Self-assess their printing design.
- Discuss climate change and it could be affected by using unsafe print-making products, use of Styrofoam and plastic all over the world as a cheap material to package food, shipment of fragile items, etc....
- Critique and analyze their printing design.

Suggested Activities



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The following activities can be incorporated into the daily lessons:  
Opposites Attract- Self-portrait prints (Styrofoam and photographs)  
Plastic bag printmaking **Climate Change**  
Symmetrical collagraph print  
Styrofoam fabric printmaking **Climate Change**  
String portrait prints- Rope art  
Collograph Flower print  
Nature print

### Materials:

- Leveled texts
- Digital programs
- Posters, visual aides
- Paper
- Pencils
- Markers
- Erasers for printing a background
- Ballpoint pen to deepen the lines on a Styrofoam
- Rulers
- Brayer
- Wet erase markers
- Foil
- String
- Glue
- Ink
- Acrylic paint
- Spray bottle
- Ink jet printer Transparency paper
- Styrofoam
- Styrofoam plates
- Silicone contour shapers
- Introducing Art Textbook



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### Assessments

#### Formative & Summative

- Print Benchmark
- Print Performance tasks (teacher observation of student(s) carrying out step by step numbered directions)
- Project based on printmaking design
- Discussions (questions, teacher listens to group discussion, teacher/student conferences)
- Student self-assessments (thumbs up/thumbs down/thumbs sideways)
- Peer Critique

Modifications				
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