

**Quinton Township School District**  
**Grade 8**  
**Art**  
[Pacing Guide](#)

|                        |   |                    |                        |                |          |
|------------------------|---|--------------------|------------------------|----------------|----------|
| <b>Marking Period:</b> | 1 | <b>Unit Title:</b> | Art and Social Justice | <b>Pacing:</b> | 10 weeks |
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**Unit Summary:** In this unit, eighth-grade students will explore the powerful intersection of art and social justice through collaborative creativity. Students begin by researching and brainstorming social justice themes, then develop their artistic skills through various mediums including drawing, painting, and collage. The unit culminates in the innovative Hexagon Project, where students work both independently and collaboratively to create meaningful artwork that addresses social justice issues. Through peer critiques and personal reflection, students will understand how art can be a powerful tool for social change while developing essential collaborative and creative skills. \* ^ # () + @

**Objectives:**

- Week 1.** Brainstorm ideas, research ideas, and create a planning paper. \* ^ # () + @
- Week 2.** Gather materials and return to the drawing center, painting center, and collage center.
- Week 3.** Stretch and explore using a variety of drawing collage and painting materials.
- Week 4.** Engage and persist by continuing to work on an art work of choice.
- Week 5.** Brainstorm with peers ideas on the topic of social justice and art. \* ^ # () + @
- Week 6.** Create rough drafts for a social justice art project (the hexagon project).
- Week 7.** Work independently on a drawing for their collaborative project.
- Week 8.** Work collaboratively to create a display of their artwork.
- Week 9.** Participate in a peer-to-peer critique of collaborative projects.
- Week 10.** Write an individual reflection on working on a group project.

**Key:** \*Amistad   ^Holocaust   #Climate Change   ()DEI   +LGBTQ   @AAPI

**Essential Questions:**

How can art be used to influence social change?

How do artists use technology to create art?

**NJSLS - Visual and Performing Arts:** 1.5.8.Re8a, 1.5.8.RE9a, 1.5.8.Cn10a, 1.5.8.Cn11a-b

**Interdisciplinary Connections:** W.IW.8.2, SL.PE.8.1, SL.UM.8.5, 6.3.8.CivicsPD.3, 6.3.8.CivicsPI.4, 2.1.8.EH.1

**Career Readiness, Life Literacies, and Key Skills:** 9.1.8.CR.2, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CI.4, 9.4.8.GCA.2

**Computer Science and Design Thinking:** 8.1.8.IC.1, 9.4.8.TL.6

**Career Education:** 9.2.8.CAP.12

| Overview of Activities                                                                                                                                                                                                                                                                                                   | Teacher's Guide/ Resources                                                             | Core Instructional Materials                                                                                                   | Technology Infusion                                                                                      |
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| <b>Week 1.</b> Students brainstorm ways to research ideas and plan artwork.<br><br><b>Week 2.</b> Review all art centers and procedures for getting and returning supplies.<br><br><b>Week 3</b> Students work on art work of choice using a variety of art materials.<br><br><b>Week 4</b> Students continue to work on | Teacher-made planning paper, art books, Genius Hour video<br><br>Teacher demonstration | Chromebook, books, printed materials<br><br><br>drawing supplies<br>painting supplies<br>collage supplies<br>printing supplies | <ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li></ul> |

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| <p>art work of choice.</p> <p><b>Week 5</b> Students brainstorm with peers for topics of a collaborative project with a social justice theme.</p> <p><b>Week 6</b> Students plan out and make a rough sketch for their collaborative project.</p> <p><b>Week 7</b> Students work independently on their collaborative project.</p> <p><b>Week 8</b> Students complete their independent projects and mount for display in a collaborative format.</p> <p><b>Week 9</b> Students participate in a peer-to-peer critique of collaborative projects.</p> <p><b>Week 10</b> Students write a reflection on planning and working on a collaborative project.</p> | <p>video The Hexagon Project * ^ # () + @</p> <p>Teacher-made reflection page</p> | cardboard |  |
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| Assessments                                                                                                                                                                           |                                                                                                                                                                         |
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| <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Teacher Conferences</li> <li>Self Assessment</li> </ul>                                                           | <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Completed Projects</li> <li>Participation &amp; Skills Rubrics</li> </ul>                           |
| <b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul> | <b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Alternative Choice Projects</li> <li>Oral Assessments of Art Terminology and Practices</li> </ul> |

| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>Modify and accommodate as listed in student IEP or 504 plan.</li> <li>Utilize wait time effectively.</li> <li>Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>Use visual aids during lessons and small-group time.</li> <li>Utilize open-ended questioning techniques.</li> <li>Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>Vary formative assessment styles to drive next point of instruction.</li> <li>Create modified assessments.</li> <li>Allow students to utilize online audio books, when appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>Basic Skills Instruction</li> <li>Speech/Language Therapy</li> <li>Rosetta Stone</li> <li>Provide English/Native Language Dictionary for use.</li> <li>Place with native-language-speaking teacher/paraprofessional as available.</li> <li>Use target words and cognates to understand texts.</li> <li>Remind students to underline passages and list words they don't understand.</li> <li>Learn/Utilize/Display some words in the students' native language.</li> <li>Provide and model sentence frames to help students participate in discussion.</li> <li>Provide word banks to help students write.</li> </ul> | <ul style="list-style-type: none"> <li>Basic Skills Instruction</li> <li>Provide after-school tutoring services.</li> <li>Hold fall and spring parent conferences.</li> <li>Make modifications to instructional plans based on I and RS Plan.</li> <li>Utilize wait time effectively.</li> <li>Develop a record system to encourage good behavior and completion of work.</li> <li>Utilize scaffolding to support instruction.</li> <li>Provide counseling if necessary to help students cope with challenges.</li> <li>Utilize strategic grouping with a positive academic role model.</li> <li>Utilize graphic organizers.</li> </ul> | <ul style="list-style-type: none"> <li>Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>Challenge students with age-appropriate texts at higher reading levels.</li> <li>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> </ul> |  |  |
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**Quinton Township School District  
Grade 8  
Art**

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|------------------------|---|--------------------|--------------------------------------|----------------|----------|
| <b>Marking Period:</b> | 2 | <b>Unit Title:</b> | Advanced Painting & Sculpture Studio | <b>Pacing:</b> | 10 weeks |
|------------------------|---|--------------------|--------------------------------------|----------------|----------|

**Unit Summary:** This unit guides students through an artistic exploration, beginning with acrylic painting techniques and non-traditional tools. Students will create hand-painted origami paper, leading to the construction of traditional masu boxes and conceptual art pieces. The unit transitions into studying contemporary conceptual artists and creating meaning-driven origami projects. The final weeks focus on kinetic sculpture, where students will study important artists in the field, create their own moving sculptures using various materials, and participate in collaborative critiques and gallery walks. ()

**Objectives:**

- Week 1.** Practice procedures for using acrylic paint in the painting center.
- Week 2.** Experiment with non-traditional tools and processes for creating an acrylic painting.
- Week 3.** Stretch and explore using a variety of painting materials to create hand-painted origami paper.
- Week 4.** Fold a traditional origami masu box.
- Week 5.** Define conceptual art and identify several contemporary conceptual artists.
- Week 6.** Create an origami model that contains an idea or concept (Priority Box Project).
- Week 7.** Recognize important historical and contemporary kinetic sculpture artists.
- Week 8.** Create kinetic sculpture using choice materials.
- Week 9.** Participate in a peer-to-peer critique of collaborative projects.
- Week 10.** Participate in an informal gallery walk of kinetic sculptures.

**Essential Questions:**

What is conceptual Art?  
 What is kinetic sculpture?  
 How do artists use technology to create art?

**NJSLS - Visual and Performing Arts:** 1.5.8.Cr1a-b, 1.5.8.Cr2a-c, 1.5.8.Cr3a, 1.5.8.Pr4a, 1.5.8.Re8a, 1.5.8.Re9a

**Interdisciplinary Connections:** W.IW.8.2, SL.PE.8.1, SL.UM.8.5, 6.3.8.CivicsPD.3, 6.3.8.CivicsPI.4

**Career Readiness, Life Literacies, and Key Skills:** 9.1.8.CR.2, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CI.4, 9.4.8.GCA.2

**Computer Science and Design Thinking:** 8.1.8.IC.1, 9.4.8.TL.6

**Career Education:** 9.2.8.CAP.12

| Overview of Activities                                                                                                                                                                                                                                                                                                                                                          | Teacher's Guide/ Resources | Core Instructional Materials                                                                                                                                | Technology Infusion                                                                                         |
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| <p><b>Week 1.</b>Students practice procedures of using acrylic paint in the painting center. Create a small acrylic painting.</p> <p><b>Week 2</b> Students use non-traditional tools such as forks, rollers, palette knives, legos, and sponges to create an abstract painting.</p> <p><b>Week 3</b> Students continue to use non traditional tools to create a large hand</p> | Teacher demonstration      | <p>paper, acrylic paint, brushes</p> <p>non-traditional tools: forks, plastic knives, wooden stylus tools, a variety of texture rollers, legos, sponges</p> | <ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul> |

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| <p>painted origami paper.</p> <p><b>Week 4</b> Students fold a large-format origami box.</p> <p><b>Week 5</b> Students watch a video presentation on conceptual art and learn about the work of several conceptual artists.</p> <p><b>Week 6</b> Students brainstorm a conceptual art work in the form of a box. Students watch a short film about The Priority Box project.</p> <p><b>Week 7</b> Students watch a slide presentation on kinetic sculpture and brainstorm ideas for a kinetic sculpture in either groups or independently.</p> <p><b>Week 8</b> Students work on a kinetic sculpture using materials of choice either independently or in a small group.</p> <p><b>Week 9</b> Students continue to work on kinetic sculpture.</p> | <p>Origami handout, video</p> <p>Teacher-created slide presentation</p> <p>Video</p> <p>Teacher-created slide presentation, video clips on Calder and Theo Jansen “Strandbeest” ()</p> | <p>hand-painted paper,</p> <p>cardboard, fasteners, chipboard, assorted sticks, paint, origami paper, twine</p> |  |
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| <b>Week 10</b> Students arrange kinetic sculptures for an informal gallery walk and peer critique. |  |  |  |
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| Assessments                                                                                                                                                                           |                                                                                                                                                                         |
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| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                     | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <ul style="list-style-type: none"> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> </ul> | <p>words in the students' native language.</p> <ul style="list-style-type: none"> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> </ul> | <p>necessary to help students cope with challenges.</p> <ul style="list-style-type: none"> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> </ul> | <p>relationships with people, societal institutions, nature and culture.</p> |
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**Quinton Township School District  
Grade 8  
Art**

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|------------------------|---|--------------------|--------------------------------------------|----------------|----------|
| <b>Marking Period:</b> | 3 | <b>Unit Title:</b> | 3D Sculpture:<br>Cultural Mask<br>Creation | <b>Pacing:</b> | 10 weeks |
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**Unit Summary:** In this unit, students explore the fascinating world of 3D sculpture, combining traditional and contemporary techniques. Starting with the fundamentals of plaster-embedded fabric manipulation, students research cultural masks from their chosen country, developing deep cultural appreciation and understanding. Then students learn to construct armatures, add intricate details using various materials, and apply plaster-embedded strips to create their unique masks. Throughout the process, students document their work, experiment with surface designs, and finishing techniques, and ultimately showcase their creations in a collaborative gallery walk.

**Objectives:**

- Week 1.** Demonstrate process on how to use plaster embedded fabric.
- Week 2.** Research cultural masks from a country of choice.
- Week 3.** Create a planning paper that includes information on selected cultural masks.
- Week 4.** Research materials typically used for an armature for a mask.
- Week 5.** Demonstrate how to make an armature from paper or other material of choice.
- Week 6.** Add detailing by using cardboard, tape and or tinfoil to the existing armature.
- Week 7.** Demonstrate additive sculpture method by using plaster embedded strips.
- Week 8.** Select finishing options and add surface design to their sculpture.
- Week 9.** Photograph a 3 dimensional sculpture using correct formatting.
- Week 10.** Participate in an informal gallery walk of sculptures.

**Essential Questions:**

How can three-dimensional forms be used to express ideas and emotions?

How do artists use technology to create art?

**NJSLS - Visual and Performing Arts:** 1.5.8.Cr2a-c, 1.5.8.Re7a-b, 1.5.8.Re8a, 1.5.8.Cn11a-b

**Interdisciplinary Connections:** W.IW.8.2, SL.PE.8.1, SL.UM.8.5, 6.3.8.CivicsPD.3, 6.3.8.CivicsPI.4

**Career Readiness, Life Literacies, and Key Skills:** 9.1.8.CR.2, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CI.4, 9.4.8.GCA.2

**Computer Science and Design Thinking:** 8.1.8.IC.1, 9.4.8.TL.6

**Career Education:** 9.2.8.CAP.12

| Overview of Activities                                                                                                                     | Teacher's Guide/ Resources        | Core Instructional Materials | Technology Infusion                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Week 1</b> Students practice using plaster embedded strips.                                                                             | Teacher demonstration             | plaster strips               | <ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li></ul> |
| <b>Week 2</b> Students research cultural masks and how they are used within the culture.                                                   | Teacher-made slide presentation   |                              |                                                                                                          |
| <b>Week 3</b> Students create a planning paper for a mask or sculpture that elaborates on aspects of identity as an individual or a group. | Teacher-created planning template |                              |                                                                                                          |

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| <p><b>Week 4</b> Students research the best materials to use as an armature for their mask or sculpture.</p> <p><b>Week 5</b> Students work on constructing an armature for materials of choice.</p> <p><b>Week 6</b> Students add details if necessary from added cardboard or foil.</p> <p><b>Week 7</b> Students work with plaster strips over their armatures.</p> <p><b>Week 8</b> Students complete masks or sculptures by adding a painted or other finish.</p> <p><b>Week 9</b> Students photograph their 3 dimensional sculpture using correct lighting, background, and cropping.</p> <p><b>Week 10</b> Students participate in an informal gallery walk and reflection.</p> | <p>Teacher demonstration using paper and masking tape.</p> <p>Teacher demonstration</p> | <p>Chromebooks</p> <p>newspaper, masking tape, pre-made plastic mask form</p> <p>cardboard tin foil</p> <p>plaster-embedded strips</p> <p>paint, feathers, transfer prints, Sharpie markers</p> <p>Chromebook or iPads</p> |  |
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| Assessments                                                                                                                                                                           |                                                                                                                                                                         |
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| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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**Quinton Township School District**  
**Grade 8**  
**Art**

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|------------------------|---|--------------------|-----------------------------------------------|----------------|----------|
| <b>Marking Period:</b> | 4 | <b>Unit Title:</b> | Exploring Identity<br>Through Portrait<br>Art | <b>Pacing:</b> | 10 weeks |
|------------------------|---|--------------------|-----------------------------------------------|----------------|----------|

**Unit Summary:** In this unit, students will explore personal identity through portraiture, combining both traditional and digital art techniques. Starting with studying diverse artists' portrait works, students will progress through creating their own symbolic self-portraits using either digital tools (like Google Draw or Sketchpad) or traditional art materials. The journey includes developing technical skills in contour drawing, collage techniques, and pattern creation, culminating in a professionally presented artwork. Students will enhance their artistic expression while exploring identity through visual symbolism, participate in meaningful peer critiques, and have the opportunity to showcase their work in a gallery setting. +

**Objectives:**

- Week 1.** Identify the portrait and self portrait work of select contemporary and historical artists. +
- Week 2.** Use digital or traditional tools to create a self portrait or select an existing self portrait for Google Draw or Sketchpad.
- Week 3.** Use digital or traditional tools and select important lines that define the contour of a portrait or self portrait.
- Week 4.** Use digital or traditional tools to collage defining images and symbols onto the digital portrait or self portrait.
- Week 5.** Use digital or traditional tools to create a background with pattern or motif.
- Week 6.** Create a symbolic self portrait either digital or traditional that expresses identity.
- Week 7.** Print out and mat their self portrait for display.
- Week 8.** Write a reflection on creating a symbolic self portrait that expresses identity.
- Week 9.** Participate in a peer-to-peer critique.
- Week 10.** Select artwork from the school year for an informal gallery walk or a district art show.

**Essential Questions:**

What is identity?

What do artists create self portraits?

How do artists use technology to create art?

**NJSLS - Visual and Performing Arts:** 1.2.8.Cr1a-c, 1.2.8.Cr2a-b, 1.2.8.Cr3a-c, 1.2.8.Re7a-b, 1.5.8.Cr11.5.8a-b, 1.5.8.Cr2a-c, 1.5.8.Cr3a, 1.5.8.Pr5a, 1.5.8.Re8a, 1.5.8.Cn10a, 1.5.8.Cn11a

**Interdisciplinary Connections:** W.IW.8.2, SL.PE.8.1, SL.UM.8.5

**Career Readiness, Life Literacies, and Key Skills:** 9.1.8.CR.2, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CI.4, 9.4.8.GCA.2

**Computer Science and Design Thinking:** 8.1.8.IC.1, 9.4.8.TL.6

**Career Education:** 9.2.8.CAP.12

| Overview of Activities                                                                                                                                                                                                                                                                            | Teacher's Guide/ Resources                                                                                 | Core Instructional Materials                                                     | Technology Infusion                                                                                      |
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| <p><b>Week 1.</b> Students look at and discuss select portrait painting from historical through contemporary time periods. +</p> <p><b>Week 2.</b> Students take a self portrait photo or use an existing photo and import it to Sketchpad or Google Drawing or trace onto transparency film.</p> | <p>Teacher-created slides</p> <p>Video on portraits through history</p> <p>Reproductions of portraits.</p> | <p>Reproductions of portraits</p> <p>Chromebook, iPad. or transparent sleeve</p> | <ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li></ul> |



| Assessments                                                                                                                                                                           |                                                                                                                                                                         |
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| <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Teacher Conferences</li> <li>Self Assessment</li> </ul>                                                           | <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Completed Projects</li> <li>Participation &amp; Skills Rubrics</li> </ul>                           |
| <b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul> | <b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Alternative Choice Projects</li> <li>Oral Assessments of Art Terminology and Practices</li> </ul> |

| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>Modify and accommodate as listed in student IEP or 504 plan.</li> <li>Utilize wait time effectively.</li> <li>Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>Use visual aids during lessons and small-group time.</li> <li>Utilize open-ended questioning techniques.</li> <li>Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>Vary formative assessment styles to drive next point of instruction.</li> <li>Create modified assessments.</li> <li>Allow students to utilize online audio books, when appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>Basic Skills Instruction</li> <li>Speech/Language Therapy</li> <li>Rosetta Stone</li> <li>Provide English/Native Language Dictionary for use.</li> <li>Place with native-language-speaking teacher/paraprofessional as available.</li> <li>Use target words and cognates to understand texts.</li> <li>Remind students to underline passages and list words they don't understand.</li> <li>Learn/Utilize/Display some words in the students' native language.</li> <li>Provide and model sentence frames to help students participate in discussion.</li> <li>Provide word banks to help students write.</li> </ul> | <ul style="list-style-type: none"> <li>Basic Skills Instruction</li> <li>Provide after-school tutoring services.</li> <li>Hold fall and spring parent conferences.</li> <li>Make modifications to instructional plans based on I and RS Plan.</li> <li>Utilize wait time effectively.</li> <li>Develop a record system to encourage good behavior and completion of work.</li> <li>Utilize scaffolding to support instruction.</li> <li>Provide counseling if necessary to help students cope with challenges.</li> <li>Utilize strategic grouping with a positive academic role model.</li> <li>Utilize graphic organizers.</li> </ul> | <ul style="list-style-type: none"> <li>Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>Challenge students with age-appropriate texts at higher reading levels.</li> <li>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul> |

Key: \*Amistad ^Holocaust #Climate Change ()DEI +LGBTQ @AAPI

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| <ul style="list-style-type: none"> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> </ul> |  |  |
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