Wall Township Public Schools	Board Approval Date: 8/19/2025

Course Title: 3D AP

Course Description: AP 3D Art and Design is a college-level course focused on developing students' three-dimensional design skills and creating a portfolio of work. Students explore materials, processes, and ideas through practice, experimentation, and revision, guided by questions. The course culminates in a portfolio submission to the College Board for evaluation.

New Jersey Student Learning Standards

The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by:

- Defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning;
- Placing artistic processes and anchor standards at the forefront of the work
- Identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and
- Specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect.

Inclusion of Climate Change Opportunities

( ) notes opportunities to integrate specific examples of climate change education provided by additional age-appropriate resources

The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Inquiry and Investigation	20
Unit 2: Sustained Investigation/Selected Works	20
Unit 3: Making through Practice, Experimentation, and Revision	42
Unit 4: Communication and Reflection	40
Final Project	12

Current instructional periods are 56 minutes and meet 3 times every 4 days.

Unit 1

Desired Results

Unit 1 Title: Inquiry and Investigation

Unit Summary: Investigate materials, processes, and ideas.

Learning Standards

NJSLS Visual and Performing Arts:

1.5.12prof.Cr2a Engage in making a work of art or design without having a preconceived plan.

1.5.12prof.Cr2b Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12prof.Pr4a Analyze, select and curate artifacts and/or artworks for presentation and preservation.

1.5.12prof.Pr5a Analyze and evaluate the reasons and ways an exhibition is presented

1.5.12prof.Pr6a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings

1.5.12prof.Re7a Hypothesize ways in which art influences perception and understanding of human experiences.

1.5.12prof.Re7b Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.Re8a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

1.5.12prof.Re9a Establish relevant criteria in order to evaluate a work of art or collection of works.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

• 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition • 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice • 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content
Computer Science & Design Thinking (*CS & DT*): 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What informs why, how, and what artists and designers make? What is plagiarism in art? What is Inquiry? What is the difference between a theme and a sustained investigation? How to photograph your work? How is the work graded, and what does a finished portfolio look like?	• Artists' and designers' experiences inform their thinking and making. Those experiences often spark questions that guide investigations in diverse disciplines. • Artists' experiences include interacting with actual surroundings; imagining abstract and fictional concepts; communication; and research. Reflecting on experiences leads to questions and inspires investigation. • Documentation takes many formats, including images (e.g., drawings, photos, diagrams, videos), samples of materials, models, verbal description, and sound. Documentation of works of art and the creative process can be shared with viewers to affect interpretation and feedback

	about the work, which can further the artist's/ designer's understanding of viewer responses to their work.

Vocabulary: Inquiry, Sustained Investigation, Selected Works, Discovery, Experimentation, Exploration, Practice, Process, Progress, Synthesis, Elements and Principles of Design, Critique

Students will be able to:

Generate possibilities for investigation.

Describe how inquiry guides investigation through art and design.

Describe how materials, processes, and ideas in art and design relate to context.

Interpret works of art and design based on materials, processes, and ideas used.

Investigate materials, processes, and ideas.

How to cite works and avoid plagiarism.

Learning Activities & Differentiation:

- Students will practice grading other previously submitted artwork and investigating the rubric for better understanding of how the test will be graded.
- Students will search for reference images using their chromebooks
- Students will participate in class discussions
- Students will self-assess their completed project using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

Differentiation

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard

Assessment Evidence

Formative Assessments:

• Sketchbooks
• Progress Checks
• Skills Tests (ex. Value scale)
• Discussion
• Planning pages
• Brainstorming, mood board, etc.
• Observation
• Poll the class
• Progress pictures

Summative Assessments:

• Rubric-graded works of art & design
• Artist's Statements
• Written examination of work
• Curriculum guideline checklist

Common Benchmark Assessments: writing assessments for each uploaded artwork

Alternative Assessments:

- self-rubric
- small group critiques (post-it notes)
- practice grading other students work

Core Instructional & Supplemental Materials

Stoneware clay, air-dry clay, resin, glaze, paints, cardboard, plaster, yarn, wire, glass, found object, felt, polymer clay, shrinkfilm, beads, embroidery string, embroidery needle, sculpting tools, pottery wheel and tools, cutters, pliers, Uv lamps, Tweezers, Qtips, water cups, brushes, toaster oven, plus any materials that the student deems relevant to their sustained investigation or selected works.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts -Supplemental Instruction - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction. Self pacing through the work, Individual personalized critiques and artistic investigation Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: Sustained Investigation vs Selected Works

Unit Summary: Students will gain a better understanding of what their sustained investigation will pertain to and how or what their selected works will be at this time.

Learning Standards

NJSLS Visual and Performing Arts:

1.5.12prof.Cr1a Use multiple approaches to begin creative endeavors.

1.5.12prof.Cr1b Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

1.5.12prof.Cr2b Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12prof.Cr2c Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

1.5.12prof.Cr3a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

Computer Science & Design Thinking *(CS & DT)*:

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What is a sustained Investigation?	The Sustained Investigation for AP Studio 3-D Design

What are the requirements for Selected Works? How do the students show practice, revision, and experimentation? What is synthesis in a work or art? How to write a proper prompt for the Sustained Investigation?	Portfolio shows the artist's diversity of media, technical skill, and conceptual thought, and aesthetic choices within a three-dimensional form. The inventive application of the Elements of Art and Principles of Design is crucial to the successful evaluation of the AP Breadth component. The refinement of technique in a three-dimensional form is on par with but does not supersede the application of The Elements and Principles of Art and Design. The formative process of critique is crucial in providing artists with the necessary opportunity to analyze, decipher and assess works of art while considering new ways to approach and successfully construct their work. A portfolio requires employment of the creative process, which is inherent in inspired formal, technical, and aesthetic decision-making.
Vocabulary: Inquiry, Sustained Investigation, Selected Works, Discovery, Experimentation, Exploration, Practice, Process, Progress, Synthesis, Elements and Principles of Design, Critique	

Students will be able to:

Devise an incorporated mechanism for the presentation and display of the three-dimensional work.

Inventively apply the Elements of Art and Principles of Design to create an impactful three-dimensional composition while placing greater emphasis on the construction of the form.

Devise inspiration from their surroundings, environments and personal experiences in the conception and execution of a work of art.

Differentiate between three-dimensional work that is original from that which has been plagiarized.

Learning Activities & Differentiation:

- Students will practice grading other previously submitted artwork and investigating the rubric for better understanding of how the test will be graded.
- Students will search for reference images using their chromebooks
- Students will participate in class discussions
- Students will self-assess their completed project using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

Differentiation

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of

independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard

Assessment Evidence

Formative Assessments:

• Sketchbooks
• Progress Checks
• Skills Tests (ex. Value scale)
• Discussion
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Summative Assessments:

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• Written examination of work
• Curriculum guideline checklist

Common Benchmark Assessments: writing assessments for each uploaded artwork

Alternative Assessments:

- self-rubric

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Core Instructional & Supplemental Materials

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Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts -Supplemental Instruction - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group

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Self pacing through the work, Individual personalized critiques and artistic investigation Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Making through Practice, Experimentation, and Revision

Unit Summary: Make works of art and design by practicing, experimenting, and revising.

Learning Standards

NJSLS Visual and Performing Arts:

1.5.12prof.Cr3a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

1.5.12prof.Pr5a Analyze and evaluate the reasons and ways an exhibition is presented
1.5.12prof.Pr6a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
1.5.12prof.Re9a Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11b Describe how knowledge of global issues, including climate change, may influence personal responses to art.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- **9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas**
- **9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition**
- **9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice**

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What informs why, how, and what artists and designers make? How to develop questions or areas of inquiry that guide a sustained investigation through art and design?	• Questions are continually formulated, documented (visually and with writing), developed, and evaluated throughout a sustained investigation. Investigation and making often inspire more questions. Learning

How do you conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions or inquiry? What works of art and design demonstrate synthesis of materials, processes, and ideas? How do you develop works of art and design that demonstrate 2-D, 3-D, or drawing skills?	and discovery during the investigation can lead to refinement of questions. ● Experimentation is testing a material, process, or idea. An experiment can begin with a question as simple as What if . . . ? Experimenting involves trying something different. Results can be surprising, sparking new ways of thinking about and using components. ● Practice and experimentation often include revision to modify, clarify, or reimagine works and ideas. Revision can be spontaneous, quick changes made during the working process. Revision can be methodical, complex, substantial changes made after stopping to evaluate work. Revision is often based on bringing together actual and desired states of work. It can include consideration of relationships of materials, processes, and ideas.
Vocabulary: Inquiry, Sustained Investigation, Selected Works, Discovery, Experimentation, Exploration, Practice, Process, Progress, Synthesis, Elements and Principles of Design, Critique	
Students will be able to: Designate and utilize an inquiry or line of questioning to create works of art and design. Purposefully synthesize the materials, processes, and ideas used to create work. Practice, experiment, and revise their	

work throughout the creative process.

Learning Activities & Differentiation:

- Students will practice grading other previously submitted artwork and investigating the rubric for better understanding of how the test will be graded.
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- Students will provide instructor with project feedback

Differentiation

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Assessment Evidence

Formative Assessments:

• Sketchbooks

• Progress Checks

• Skills Tests (ex. Value scale)

• Discussion • Planning pages • Brainstorming, mood board, etc. • Observation • Poll the class • Progress pictures
Summative Assessments: • Rubric-graded works of art & design • Artist's Statements • Written examination of work • Curriculum guideline checklist
Common Benchmark Assessments: writing assessments for each uploaded artwork
Alternative Assessments: • self-rubric • small group critiques (post-it notes) • practice grading other students work

Core Instructional & Supplemental Materials
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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts -Supplemental Instruction - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group

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Specific Strategies and Practices that Support Gifted & Talented Students

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Self pacing through the work, Individual personalized critiques and artistic investigation Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 4 Title: Communication and Reflection

Unit Summary: Students will look back at all of their works and make decisions on what work to submit. They will work on their writing, and must choose what pieces are going to be used for their Selected Works.

Learning Standards

NJSLS Visual and Performing Arts:

1.5.12prof.Re7a Hypothesize ways in which art influences perception and understanding of human experiences.

1.5.12prof.Re9a Establish relevant criteria in order to evaluate a work of art or collection of works.

1.5.12prof.Cn11a Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12prof.Pr5a Analyze and evaluate the reasons and ways an exhibition is presented

1.5.12prof.Cr2c Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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Computer Science & Design Thinking (*CS & DT*): 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Learning Targets

Unit Essential Questions: • Why do artists present their work to viewers? • How can I accurately represent my work in writing (including materials, processes and ideas)? • How can I curate and present my work for visual presentation such as an exhibition or a portfolio?	**Unit Enduring Understandings:** • Artists and designers present their work to viewers in order to (1) express the ideas present within the work (2) elicit a response from a viewer (3) record and document viewer responses to learn how viewers interpret the materials, processes, and ideas used to make the work • Artists may identify and describe materials, processes, and ideas used to make works of art and design as well as the questions or inquiry that guided the work in order to accurately represent their work in writing. • Artists will curate work for presentation by: (1) editing the pool of work by choosing the works of art to best represent the artist, an idea, theme, skill level, etc. (2) selecting appropriate methods of staging photographic, lighting, placement, etc.

Vocabulary: Inquiry, Sustained Investigation, Selected Works, Discovery, Experimentation, Exploration, Practice, Process, Progress, Synthesis, Elements and Principles of Design, Critique

Students will be able to:

Pick and choose what artworks will be submitted for the Sustained Investigation and Selected works.

Arrange the art work in chronological order to show progress from start to finish.

Write the story of their Sustained Investigation through editing their writing prompts.

Submitting and Uploading their works to the College Board website.

Learning Activities & Differentiation:

- Students will search for reference images using their chromebooks
- Students will participate in class discussions
- Students will self-assess their completed project using an instructor-created rubric
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- Students will provide instructor with project feedback

Differentiation

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Students at Risk of Failure

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Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Self pacing through the work, Individual personalized critiques and artistic investigation Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5 Title: Final Project

Unit Summary: Students will participate in a group project to commemorate the end of the year. Any material is optional, and the work must fill in a decorative frame or shadow box.

Learning Standards

NJSLS:

- 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

- 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change may influence personal responses to art.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

• 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

• 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Learning Targets

Unit Essential Questions:

- What is an installation?
- What is a commemorative piece of art?
- What techniques that were learned throughout the course of study can you combine with found objects to design and create a unique piece?
- How will you achieve fine craftsmanship in your work?
- What impact do materials used in the creation of art have on the environment?

Unit Enduring Understandings:

- Making a commemorative piece to reflect your own artistic style and experience through the AP 3D course.
- Designing a piece of art to a specific scale to fit into a frame/box to with stand the test of time.
- Upcycling reduces waste, conserves natural resources, and minimizes the environmental impact by using pre-existing materials.

• How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?	

Vocabulary: Inquiry, Sustained Investigation, Selected Works, Discovery, Experimentation, Exploration, Practice, Process, Progress, Synthesis, Elements and Principles of Design, Critique

Students will be able to: Create a final piece of work in a shadow box.

Learning Activities & Differentiation:

- Students will search for reference images using their chromebooks
- Students will participate in class discussions
- Students will self-assess their completed project using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

Differentiation

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard

Assessment Evidence

Formative Assessments:

- Sketchbooks
- Progress Checks
- Skills Tests (ex. Value scale)
- Discussion
- Planning pages
- Brainstorming, mood board, etc.
- Observation
- Poll the class
- Progress pictures

Summative Assessments:

- Rubric-graded works of art & design
- Artist's Statements
- Written examination of work
- Curriculum guideline checklist

Common Benchmark Assessments: writing assessments for each uploaded artwork

Alternative Assessments:

- self-rubric
- small group critiques (post-it notes)
- practice grading other students work

Core Instructional & Supplemental Materials

Stoneware clay, air-dry clay, resin, glaze, paints, cardboard, plaster, yarn, wire, glass, found object, felt, polymer clay, shrinkfilm, beads, embroidery string, embroidery needle, sculpting tools, pottery wheel and tools, cutters, pliers, Uv lamps, Tweezers, Qtips, water cups, brushes, toaster oven, plus any materials that the student deems relevant to their sustained investigation or selected works.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts -Supplemental Instruction - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Self pacing through the work, Individual personalized critiques and artistic investigation Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning