Moonachie School District

Visual Arts Curriculum:

Grade 2

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022

Re-Adoption: January 31, 2023

| **1.5 Visual Arts: Grades 2** |
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| **ARTISTIC PROCESS: Creating****Pacing: 8 weeks** |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | **ESSENTIAL QUESTION** | **PRACTICE** |
| Anchor Standard 1: Generating and conceptualizing ideas. | Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. | What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? | Explore |
| Anchor Standard 2: Organizing and developing ideas. | Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. | How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? | Investigate |
| Anchor Standard 3: Refining and completing products. | Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. | What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? | Reflect, Refine, Continue |
| **PERFORMANCE EXPECTATIONS** |
| 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. |
| 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. |
| 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. |
| 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. |
| 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. |
| 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  |
| Safety Procedures and Art Room Expectations:Clean up, helping, jobs/roles, responsibility, self-awareness individual, caring for supplies, areas of art room  | Students will be able to:* Prepare for an art project
* Work in teams to distribute and clean materials
* Demonstrate awareness and care for art tools and supplies
* Be responsible for materials
* Demonstrate independence within the classroom
 | Teacher will demonstrate the classroom procedures for the setup of the art class and the cleaning of the art tools and suppliesStudents will participate in the modeling of appropriate behaviors of setup and clean up in collaborative teams | The teacher will assess how well a student manages routines and procedures in the art classroom. In addition, the teacher will assess the independence and collaboration of students in setting up and cleaning the classroom and tools.  |
| Lines (a path of a point moving through space):Line qualities, zig zag, curve, straight, vertical, horizontal, solid, broken, thick(er), thin(er), wipsy, diagonal, movement, linear movement, contour lines, abstract art | Students will be able to:* Create a drawing with various lines (thin, thick, dashed, dotted, etc.)
* Use lines to create objects
* Identify and explore lines in nature
* Create lines using different tools (pencils, markers, paint) and identify how the tools create different lines
* Recognize the qualities of line including straight, curved, vertical, horizontal, thick and thin lines
* Identify famous artists use of lines in their works of art (i.e. Van Gogh Starry Night) and begin to use in a purposeful way
* Create and use lines to represent feelings (temperature, emotions, etc.), and real-world environments
* Distinguish the different types of lines and how they convey movement or action (i.e. diagonal- action/movement, horizontal- calm, vertical-strength)
 | * Creating leaves with lines, specifically the lines of the veins that exist with in leaves
* Create a castle using specific lines (horizontal, vertical, diagonal, etc) Students can add various features to the castle itself as well as other mythical elements to the piece.

Suggested Artists: Keith Haring was an American artist from NYC. Understanding how lines can represent movement.Laura Burch’s piece, For Cat Lovers introduces lines, shapes and colors.  | The teacher will assess student learning based on their ability to take their knowledge of lines and incorporate them into their works of art. In addition, assessment of being able to plan and convey how lines are used in a student piece. Finally, students are assessed on their ability to identify how lines can convey feelings/emotions. |
| Shapes and Forms:Cultural symbolsspheres, cones, cylinders, rectangular prisms, pyramids, cubes, organic and geometric shapes, symbolscircles, squares, rectangle, triangle, oval, heart, star, diamond, rhombus, trapezoid, hexagon, octagon Artists: Henri Matisse, James Rizzi [Louise Nevelson](https://en.wikipedia.org/wiki/Louise_Nevelson)  | Students will be able to: * Identify how shapes take on new meaning to various cultures
* Discuss how shapes can have meaning to other
* Create shapes to convey personal meaning
* Distinguish between shapes and forms
* Explain how shapes, forms, and patterns are used in different cultures
* Determine the function of shapes and forms in conveying meaning
* Compare and contrast organic and geometric shapes
 | * Students will create a “still life” drawing or painting
* The teacher will explain and model how symbols in culture have various meanings and are an artform. Students will interpret various cultural symbols and then create their own. (i.e. study Native American symbols, be weary of cultural appropriation of these symbols by allowing students to create their own.)
* Lava Lamps: using shapes to build new subjects. The students will use shapes to build a new subject, i.e. lava lamps
 | The teacher will assess student learning based on understanding of the ways in which shapes and forms are used to create new meaning, creativity, craftsmanship, and participation.  |
| Color and Value: Analogous colors, complimentary colors, interaction of colors, unity, color schemesWarm, cool, primary, secondary, color wheel, tertiary, tints, shades, monochromatic, light, dark, pressure, blending, tints | Students will be able to: * Identify how to make most of the colors and shades of colors
* Convey emotions through color choice
* Identify how the interaction of color conveys emotion
* Use different colors and values to create artwork
* Identify the mood and tone that correlates to shades
 | * Gnomes: students will draw Nomes and use analogous colors (three colors on the color wheel) throughout the piece.
* Under the Sea (science connection) students will create fish that have analogous color schemes
* Color Theory, Joseph Elbers, using analogous colors students create robots.
* Water Lilies - [Claude Monet](https://www.britannica.com/biography/Claude-Monet) was known as “The Father of Modern Art”, leading the Impressionism movement. Students will create a watercolor based on Monet’s color blending techniques in his water lily series.
 | The teacher will assess if students are able to identify how analogous colors are mixed to convey a mood/tone in their pieces of art.  |
| SpaceForeground, background, size variations | Students will be able to:* Identify which parts of artwork make up the background and which parts are the foreground
* Use the concept of size to demonstrate an item is closer to the viewer and an item may be farther away
* Explain that composition in art means the way different elements (such as line, shape, color, etc.) are placed within a piece of artwork
 | * Create a landscape, either a drawing or painting, which depicts a background and foreground
* Draw a picture of different sized hot air balloons which show some closer and some farther away to the viewer
 | The teacher will assess student learning based on their ability to take their knowledge of foreground and background to produce a piece of art that conveys space. In addition, students are assessed on their ability to use variations of size to portray the illusion of 3D space on a 2D surface.  |
| **Resources/Materials** | Water Lilies - [Claude Monet](https://www.britannica.com/biography/Claude-Monet) was known as “The Father of Modern Art”, leading the Impressionism movementArtists: Henri Matisse, James Rizzi [Louise Nevelson](https://en.wikipedia.org/wiki/Louise_Nevelson) Scholastic Art MagazineMati and Dada videosBrainPop videos<https://www.metmuseum.org/> <https://www.moma.org/>  |
| **Interdisciplinary Connections** | English Language Arts* SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	+ A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	+ B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
	+ C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
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| **Career Readiness, Life Literacies and Key Skills** | 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| **Computer Science and Design Thinking** | 8.1.2.AP.4: Break down a task into a sequence of steps. |

| **Modifications** |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

| **1.5 Visual Arts: Grades 2** |
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| **ARTISTIC PROCESS: Presenting****Pacing: 8 weeks** |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | **ESSENTIAL QUESTION** | **PRACTICE** |
| Anchor Standard 4: Selecting, analyzing, and interpreting work. | Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation. | How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation? | Analyze |
| Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. | Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. | What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? | Select |
| Anchor Standard 6: Conveying meaning through art. | Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. | What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? | Share  |
| **PERFORMANCE EXPECTATIONS** |
| 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. |
| 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. |
| 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  |
| Curator, exhibition, exhibition designer, archivist, conservator, educator, painting, sculpture, private collections, public collections, museum, gallery | Students will be able to:* Create and present their art work with an “artist intent” (materials used, intention, etc.)
* Explain the purpose of a portfolio collection
* Create a portfolio of their artwork
* Examine the roles and responsibilities of a museum
* Identify the people who work in a museum
 | The teacher will discuss how works of art are displayed in a museum as well as how they are organized by theme or concept. The teacher will take the students on a virtual tour of a museum. They will identify the people that work in the museum and their roles. | The teacher will assess the students based on their ability to create an “artist intent” for their artwork and then effectively present it to their peers.  |
| **Resources/Materials** | [Virtual MET field trip](https://www.youtube.com/watch?v=y4i03lJreOI)[Louvre Virtual Tour](https://www.louvre.fr/en/online-tours)[Smithsonian Virtual Tour](https://naturalhistory.si.edu/visit/virtual-tour) Scholastic Art MagazineMati and Dada videosBrainPop videos<https://www.metmuseum.org/> <https://www.moma.org/>  |
| **Interdisciplinary Connections** | English Language Arts* SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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	+ C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
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| **Career Readiness, Life Literacies and Key Skills** | 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| **Computer Science and Design Thinking** | 8.1.2.AP.4: Break down a task into a sequence of steps. |

| **Modifications** |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
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| **1.5 Visual Arts: Grades 2** |
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| **ARTISTIC PROCESS: Responding****Pacing: 8 weeks** |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | **ESSENTIAL QUESTION** | **PRACTICE** |
| Anchor Standard 7: Perceiving and analyzing products. | Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. | Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? | Perceive  |
| Anchor Standard 8: Interpreting intent and meaning. | People gain insights into meanings of artworks by engaging in the process of art criticism. | Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer read a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art? | Interpret  |
| Anchor Standard 9: Applying criteria to evaluate products. | People evaluate art based on various criteria. | Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? | Analyze  |
| **PERFORMANCE EXPECTATIONS** |
| 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. |
| 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties. |
| 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. |
| 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  |
| balance, color, movement, pattern, scale, shape, visual weight, natural world, constructed world, mood, feelings, convey, express, Movement, unity, harmony, variety, balance, contrast, proportion, and patternProcess, incorporate, colors, emotions, convey, artist, connections, evaluate, sharing | **Students will be able to:*** Use art vocabulary to explain their preferences in the artwork
* Make personal connections to artwork
* Attend to details and begin to refine their artistic choices
* Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
 | The teacher will model using art vocabulary to describe artwork, elaborate on details, and making personal connections. Then students will begin to describe artwork with appropriate vocabulary, elaboration of details, and make personal connections in both small and whole group discussion.The teacher will model how to compliment other artwork before students complete it in small groups. The teacher will model for students the categorization of pieces of art, real or abstracts, with questions including is that real or possible?  | The teacher will maintain anecdotal notes about the small and whole group discussion to identify if students are able to:* Describe artwork with appropriate vocabulary
* Elaborate on details
* Make personal connections
 |
| **Resources/Materials** | Monet - impressionistVan Gogh-post Impressionist Chris Uphughs & Jim Dine- Pop ArtRoy Lichtenstein-sunsets and textureKeith Haring- Pop ArtHeather Galler- folk artist, flowers, patternsScholastic Art MagazineMati and Dada videosBrainPop videos<https://www.metmuseum.org/> <https://www.moma.org/>  |
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| **1.5 Visual Arts: Grades 2** |
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| **ARTISTIC PROCESS: Connecting****Pacing: 8 weeks** |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | **ESSENTIAL QUESTION** | **PRACTICE** |
| Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. | Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. | Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? | synthesize |
| Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. | People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. | Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life? | relate |
| **PERFORMANCE EXPECTATIONS** |
| 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. |
| 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. |
| 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change. |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  |
| Ceremonial, Artistic Expression, Narrative, Functional and PersuasivePersonal narrative, connections, celebration, choice, culture, holidays, traditions, community, compare, contrast. | Students will be able to:* Create artwork that tells a story
* Create artwork that describes a personal life event
* Compare and contrast art from different places in the world
* Compare and contrast art from different periods in history
* Examine why people from different places make art
* Examine why people from different times make art
* Evaluate climate change art
 | * Model discussions
* Turn and Talk (Think-Pair-Share)
* Whole and small group discussion
* Gallery Walk
 | The teacher will maintain anecdotal notes about the small and whole group discussion to identify if students are able to:* Identify their aesthetic choices and why they chose them
* Explain their art’s relation to home, school, or community
* Identify how their culture or background relates to their art
* Acknowledge and accept the different holidays/celebrations of others
 |
| **Resources/Materials** | Compare and contrast of: Native American/Indigenous people’s art/clothing African kente clothMonet - impressionistVan Gogh-post Impressionist Chris Uphughs & Jim Dine- Pop ArtRoy Lichtenstein-sunsets and textureKeith Haring- Pop ArtHeather Galler- folk artist, flowers, patternsScholastic Art MagazineMati and Dada videosBrainPop videos<https://www.metmuseum.org/> <https://www.moma.org/>  |
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