



Rochelle Park School District

Curriculum Guide

Visual Arts Grade 2

Rochelle Park School District

1.5 Visual Arts Grades K-8

Content Area: Visual and Performing Arts	Subject Name: Art	Grade: Second
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Course Description and Rationale

Visual Arts is an essential part of the academic curriculum which supports human development of creativity, encourages self-expression, cultivates curiosity, and assists with the development of language skills and decision-making. Art provides an avenue to strengthen problem-solving skills, enhance the ability to reason, and promote divergent thinking. Creating art improves self-confidence and instills a sense of accomplishment which aids in self-esteem.

In second grade, students will continue to explore deeper into the introduction to the Visual Arts. Students will have opportunities to experiment with a variety of new techniques and media/tools while learning how to use them properly and in a safe manner. Students will further their knowledge of the Elements of Art which are the building blocks for creating and communicating thoughts and meanings. As students continue expanding their vocabulary, they will be able to express their ideas about their own art as well as artwork from well-known artists.

ARTISTIC PROCESS: Creating

Anchor Standard	Enduring Understanding	Essential Questions	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	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	Investigate

	create and interact with objects, places and design that define, shape, enhance, and empower their lives.	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?	
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. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.
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. 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.
1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 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.
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. 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.
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) Suggested Materials	Suggested Resources & Materials	Pacing
Unit 1: Safety Procedures and Art Room Expectations Clean up, helping, jobs/roles, responsibility,	Students will be able to: -Prepare for an art project -Work in teams to distribute and clean	Discussion & Demonstration - What to do and not do (i.e.with scissors, rulers, pointy pencils, sharpening pencils, etc.) Demonstrate - Teacher will demonstrate the classroom	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.	Various art materials & tools, cleaning supplies (such as sponges, paper towels, etc.), organizing containers	Ongoing

<p>self-awareness individual, caring for supplies, areas of art room</p>	<p>materials -Demonstrate awareness and care for art tools and supplies -Be responsible for materials -Demonstrate independence within the classroom</p>	<p>procedures for the setup and the cleaning up of the materials for the lessons in addition to putting tools/materials back in the proper areas. Modeling - Students will participate in the modeling of appropriate behaviors of setup and clean up within teams.</p>			
<p>Unit 2: Lines Line qualities, zig zag, curve, straight, vertical, horizontal, solid, broken, thick(er), thin(er), wipsy, diagonal, movement, linear movement, contour lines, abstract art</p>	<p>Students will be able to: -Create a drawing using various lines (thin, thick, dashed, dotted, etc.) 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's <i>Sunflowers</i>) and begin to use lines in a purposeful way -Create and use lines to represent feelings (temperature, emotions, etc.), and real-world</p>	<p>Farm - Students will use various lines incorporated in a drawing to depict a barn, silo, animals, and additional scenery. Artist Spotlight: Keith Haring was an American artist from NYC. Students will create a piece that demonstrates an understanding of how lines can represent movement. Artist Spotlight: American artist Laurel Burch's piece, <i>For Cat Lovers</i>, introduces lines, shapes and colors. Students will create a piece in the style of Burch. Artist Spotlight - Norman Rockwell, American artist known for paintings and illustrations for <i>Saturday Evening Post</i>. Students will create a piece of art that tells a story through images created using a variety of lines.</p>	<p>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.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, watercolors, chalk -Slide presentations -Art examples -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos The MOMA</p>	<p>8 Weeks</p>

	environments -Distinguish the different types of lines and how they convey movement or action (i.e. diagonal-action/movement, horizontal- calm, vertical-strength)				
Unit 3: Shapes & Forms Cultural symbols Circles, squares, rectangle, triangle, oval, heart, star, diamond, rhombus, trapezoid, hexagon, octagon, spheres, cones, cylinders, rectangular prisms, pyramids, cubes, organic and geometric shapes, symbols	Students will be able to: -Identify how shapes take on new meaning to various cultures -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 -Create forms from shapes by using values and shading techniques.	Still-life - Students will create a still-life drawing or painting Symbols - 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. studying Native American symbols of cultural appropriation of these symbols then guide students to create their own.) Artist Spotlight: Louise Nevelson , known for monumental, monochromatic, wooden wall pieces and outdoor sculptures. Using various small boxes (such as jewelry boxes), students will create a composition of different shapes that repeat and/or overlap in Nevelson's style. Forms in Clay - Using playdough, the teacher will demonstrate how to manipulate the clay to create forms and students will follow along to make pyramids, spheres, cubes, cones, etc. Planets - Create a collage art piece that illustrates outer space	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.	Various papers, pencils, markers, colored pencils, crayons, watercolors, chalk, tempera, glue, scissors, boxes, wooden shapes, miscellaneous small items -Slide presentations -Art examples -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos	8 Weeks

		which includes a spaceship drawn with forms as well as planets.			
<p>Unit 4: Color & Value Analogous colors, complimentary colors, interaction of colors, unity, color schemes</p> <p>Warm, cool, primary, secondary, color wheel, tertiary, tints, shades, monochromatic, light, dark, pressure, blending, tints</p>	<p>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</p>	<p>Artist Spotlight: 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. Under the Sea - Students will create fish that have analogous color schemes (science connection). Emotions of Color - Create a piece of art that conveys two emotions through use of colors.</p>	<p>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.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, watercolors temperas, chalk, glue, scissors</p> <p>-Slide presentations -Art examples -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos Musee d'Orsay</p> <p>-The Metropolitan Museum of Art</p> <p>The MOMA</p>	8 Weeks
<p>Unit 5: Space Foreground, background, size variations</p>	<p>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,</p>	<p>Winter Landscape - Create a watercolor landscape that shows overlapping hills and size differences of trees that show space. Hot Air Balloons - Draw a picture of different sized hot air balloons which show some closer and some farther away to the viewer. Artist Spotlight - Vincent van Gogh's painting, <i>Sunflowers</i>. Students will create a collage that depicts sunflowers overlapping in a vase sitting on a table as in van Gogh's painting.</p>	<p>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.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, watercolors, chalk, tempera,</p> <p>-Slide presentations -Art examples -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos</p> <p>Suggested Read Alouds -</p>	8 Weeks

	color, etc.) are placed within a piece of artwork	Snowman - Create a drawing that illustrates the perspective as if the viewer is looking up at a snowman.		- <i>Camille and the Sunflowers</i> by Laurence Anholt	
Unit 6: Texture Bumpy, scaly, smooth, rough, rubbing plate, quilt, mixed media, actual, implied	-Demonstrate creating texture using tempera -Demonstrate creating textures using various papers -Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice	Artist Spotlight: Dutch painter Vincent van Gogh's <i>Sunflowers</i> will be highlighted. Students will create a collage piece using various papers to produce their own sunflowers.	The teacher will assess student learning based on their ability to take their knowledge of texture and properly apply it into their works of art. In addition, assessment of being able to plan and convey how texture is used in a student piece. Teacher created rubrics to assess demonstration of texture, completion of projects, and effort.	Various papers, various textural materials, tempera, watercolor, crayons, markers, glue	8 Weeks
Interdisciplinary Connections	<p>ELA 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.</p> <p>Science 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p>Math 2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>				
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.				

ARTISTIC PROCESS: Presenting

Anchor Standard	Enduring Understanding	Essential Questions	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 Objective	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Suggested Resources & Materials	Pacing
Curator, exhibition, exhibition designer, archivist, conservator,	Students will be able to: -Create and present their art work with an	Virtual Museum Tour - The teacher will take the students on a virtual tour of a museum. They will identify the people	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.	- Scholastic Art Magazine - Mati and Dada videos	Ongoing

educator, painting, sculpture, private collections, public collections, museum, gallery	<p>“artist intent” (materials used, intention, etc.)</p> <p>-Explain the purpose of a portfolio collection</p> <p>-Create a portfolio of their artwork</p> <p>-Examine the roles and responsibilities of a museum</p> <p>-Identify the people who work in a museum</p>	<p>that work in the museum and their roles.</p> <p>Discussion - The teacher will discuss how works of art are displayed in a museum as well as how they are organized by theme or concept.</p> <p>Artist Intent - The teacher will model how to describe your artwork in writing and students will complete an “artist intent” for their piece.</p> <p>Presenting - The teacher will model how to present your artwork to others so that students can present their artwork to peers.</p>		<p>- BrainPop videos</p> <p>-The Metropolitan Museum of Art</p> <p>The MOMA</p> <p>Musee d’Orsay</p>	
Interdisciplinary Connections	<p>ELA</p> <p>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.</p> <p>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).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>				
Career Readiness, Life Literacies and Key Skills	<p>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).</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p>				
Computer Science and Design Thinking	<p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>				

ARTISTIC PROCESS: Responding			
Anchor Standard	Enduring Understanding	Essential Questions	Practice
Anchor Standard 7: Perceiving and analyzing products.	Individual aesthetic and empathetic awareness developed	Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we	Perceive

	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.	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?	
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.Re3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Suggested Resources & Materials	Pacing
Balance, color, movement, pattern, scale, shape, visual weight, natural world, constructed world, mood, feelings, convey, express, Movement, unity, harmony, variety, balance, contrast, proportion, and pattern	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	Discussion - 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. Discussion - The teacher will model how to compliment	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	- Student work, teacher examples, famous artwork examples across history - Slide Presentations - Scholastic Art Magazine - Mati and Dada videos - BrainPop videos - The Metropolitan	Ongoing

Process, incorporate, colors, emotions, convey, artist, connections, evaluate, sharing	describe works of art by identifying subject matter, details, mood, and formal characteristics	other artwork before students discuss in small groups. Discussion - The teacher will model for students the categorization of pieces of art, real or abstracts, with questions including is that real or possible?		Museum of Art The MOMA Musee d'Orsay	
Interdisciplinary Connections	ELA 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.				
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.				

ARTISTIC PROCESS: Connecting			
Anchor Standard	Enduring Understanding	Essential Questions	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)	Suggested Resources & Materials	Pacing
<p>Ceremonial, Artistic Expression, Narrative, Functional and Persuasive</p> <p>Personal narrative, connections, celebration, choice, culture, holidays, traditions, community, compare, contrast.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -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 	<p>Model discussions</p> <p>Turn and Talk (Think-Pair-Share)</p> <p>Discussions - Whole and small group discussion</p> <p>Gallery Walk</p>	<p>The teacher will maintain anecdotal notes about the small and whole group discussion to identify if students are able to:</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Slide Presentations - Student work, teacher examples, famous artwork examples across history - Compare and contrast of: <ul style="list-style-type: none"> Native American/Indigenous people’s art/clothing African kente cloth - Scholastic Art Magazine - Mati and Dada videos - BrainPop videos - The Metropolitan Museum of Art - The MOMA 	<p>Ongoing</p>
<p>Interdisciplinary Connections</p>	<p>ELA</p> <p>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.</p> <p>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).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>				
<p>Career Readiness,</p>	<p>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).</p>				

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