



Rochelle Park School District

Curriculum Guide

Visual Arts Grade 6

BOE Approved on August 30, 2022

Rochelle Park School District

1.5 Visual Arts Grades K-8

Content Area:
Visual and Performing Arts

Subject Name:
Art

Grade:
Sixth

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.

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 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	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished	Reflect, Refine, Continue

	constructive critique, reflecting on, revising and refining work over time.	in art forms? How does collaboratively reflecting on a work help us experience it more completely?	
PERFORMANCE EXPECTATIONS			
1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.			
1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.			
1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.			
1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.			
1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.			
1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.			

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment) Suggested Materials	Suggested Resources & Materials	Pacing
Unit 1: Drawing Value, value scale, gradation, charcoal, blending, overlapping, cast shadow, proportion, contour, sketch, form, negative space, positive space, shading, shape, composition, contrast, texture, horizon line, stipple, hatching, cross-hatching, implied, portrait, still-life, landscape, silhouette, geometric, organic, pattern, repetition,	Students will be able to: - Distinguish between contour, stipple, & sketch drawings - Demonstrate ability to show form using stipple, hatching, cross-hatching, shading - Strengthen drawing skills through practicing observation techniques - Demonstrate use of proportion and proper placement in creating self-portrait - Demonstrate craftsmanship through	Still-life - Students will complete a still-life from objects in the classroom. Light & shadow will be the focus, concentrating on the study of value. Various materials will be used such as colored pencils, markers, charcoal, and/or oil pastels. Famous artists' still-life works will be viewed and discussed such as Henri Matisse , Paul Cezanne , Romero Britto , Jacob Lawrence , etc. En Plein Air Drawing - Students will develop a drawing outdoors viewing real-life landscapes. Artist Spotlight - Work of English artist Bridget Riley & Hungarian-French artist Victor	The teacher will assess student learning based on their ability to take their knowledge of drawing techniques/methods and incorporate them into artwork. Assessments will be made of planning and conveying how lines, colors & values are used in artwork to create feelings/emotions. Students will be assessed on their ability to examine their own work and make appropriate additions/deletions/changes to the overall piece. Teacher created rubrics will be used to assess understanding and demonstration of art concepts, proper use and care of art materials, completion of projects, and effort applied.	Various pencils, markers, oil pastels, charcoal, various papers, ink -Slide presentations -Art examples -Worksheets -Scholastic Art Magazine -BrainPop videos -Google Classroom -Art & Man Magazine -Edpuzzle -The Metropolitan Museum of Art The MOMA	2 Weeks

<p>illusion, 2D vs 3D. T-square, perpendicular, parallel, vertical, horizontal, diagonal</p>	<p>the safe and respectful use of materials, tools and equipment. -Reflect, refine, and revise work then discuss and describe personal choices in work.</p>	<p>Vasarely will be the focus of a study of the Op Art Movement. Using math, students will create the illusion of 3D space on a 2D surface to produce a finished piece of art. Japanese Notan - Students will learn about the Japanese art of using light and dark, harmony and balance within a composition through only using black & white. They will develop an art piece that focuses on positive/negative space within a composition.</p>			
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<p>Unit 2: Color Theory Primary & secondary & tertiary colors, value, gradation, tints, shades, tones, analogous colors, complementary colors, neutrals, texture, watercolor vs. temperas vs. acrylics, flat, hues, composition, shape, line</p>	<p>Students will be able to: -Develop skills in using color to create a piece reflecting understanding of color mixing and value - Identify primary, secondary, and tertiary colors on the color wheel. -Demonstrate color mixing and value in a painting. -Identify balance, contrast, emphasis, movement, pattern, rhythm, and unity in artwork -Reflect, refine, and revise work then discuss and describe personal choices in artmaking referring to color and composition. -Experiment and develop skills in multiple art-making techniques and approaches through invention and practice. -Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p>	<p>Beyond the Border - Students will create a composition incorporating a large shape and add an object that leads the outside the perimeter. Watercolor techniques will be explored to enhance the overall final design. Artist Spotlight: The numbers work of American artist Jasper Johns, known for abstract expressionism, will be the focus. Students will create a multi-layered number design that incorporates overlapping color & pattern for a cohesive piece. Landscape - Students will observe photos of various landscapes from around the world and choose one to combine with their own ideas/imagination of what a landscape is and create an abstract piece through exaggerating or simplifying colors and shapes. They will create a dynamic and vibrant piece by blending oil pastels on black paper.</p>	<p>The teacher will assess student learning based on their ability to take their knowledge of color theory and how it was incorporated into artwork. Assessments will be made of the student's ability to identify how different hues may convey feelings/emotions, planning for composition, and use of shapes, lines, colors, textures & values are used in artwork. Students will be assessed on their ability to examine their own work and make appropriate additions/deletions/changes to the overall piece. Teacher created rubrics will be used to assess understanding and demonstration of art concepts, proper use and care of art materials, completion of projects, and effort applied.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, watercolors, rulers, tracers, oil pastels, temperas, acrylics</p> <ul style="list-style-type: none"> -Slide presentations -Art examples -Worksheets -Scholastic Art Magazine -BrainPop videos -Google Classroom -Art & Man Magazine -Edpuzzle <p>-The Metropolitan Museum of Art</p> <p>The MOMA</p>	<p>2 Weeks</p>
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<p>Unit 3: Mixed Media Collage, assemblages, relief, patterns, texture, brayer, organic, positive/negative, monoprint, relief, repetition, stamping, symmetry, radial design, block printing, geometric, background, foreground</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. -Identify balance, contrast, emphasis, movement, pattern, rhythm, and unity in artwork. -Identify how the interaction of color conveys emotion -Distinguish between shapes and forms -Explain how shapes, forms, and patterns are used in different cultures. -Identify balance, contrast, emphasis, movement, pattern, rhythm, and unity in artwork. -Determine the function of shapes and color in conveying meaning -Compare and contrast organic and geometric shapes - Brainstorm and curate ideas to innovatively problem solve in the creation</p>	<p>Artist Spotlight - American artists Andy Warhol & Roy Lichtenstein leaders in the POP Art Movement will be the focus. Students will create a piece of original POP Art that would reflect the students' world today. Masks - Create masks using a variety of materials such as sand, raffia, beads, etc. Students will review masks from different cultures and time periods throughout history (ie.masks from Egypt, Rome, Greece, nations in Africa, Native Americans, China, Italy, Mexico, etc.). Positive/Negative Print - Drawing inspiration from famous prints, students will create a print focusing on positive and negative space aspects including pattern and texture. This will include a comparison and contrast of different styles of artists - realistic and abstract. Radial Prints - Using styrofoam printing techniques, create a radial design. Weaving Piece - Focusing on weavings throughout history in different cultures of the world, students will design and complete a weaving using natural and recycled materials.</p>	<p>The teacher will assess student learning based on their ability to take their knowledge of using various mixed media techniques and methods discussed and properly applying that into their works of art. Students will be assessed on their ability to take their knowledge of composition and design and use of the Elements of Art and how it was incorporated into artwork. Students will be assessed on their ability to examine their own work and make appropriate additions/deletions/changes to the overall piece. Teacher created rubrics will be used to assess understanding and demonstration of art concepts, proper use and care of art materials, completion of projects, and effort applied.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, watercolors temperas, chalk, glue, scissors, cardboard, oil pastels, sand, raffia, beads, various materials to be recycled into art, ink, metal, string, styrofoam, various objects/items that could be used for printing</p> <p>-Slide presentations -Art examples -Worksheets -Scholastic Art Magazine -BrainPop videos -Google Classroom -Art & Man Magazine -Edpuzzle</p> <p>-The Metropolitan Museum of Art</p> <p>The MOMA</p>	<p>3 Weeks</p>
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	<p>of an art piece</p> <ul style="list-style-type: none"> -Experiment and develop skills in multiple art-making techniques and approaches through invention and practice -Set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the maker -Reflect, refine, and revise work and discuss and describe personal choices in artmaking. 				
<p>Unit 4: Sculpture</p> <p>Foreground, background, middle ground, size variations, overlapping, placement, cast shadows, horizon line, depth, illusion, silhouette, composition, 2D vs. 3D, sculpture, relief, positive/negative space, composition, paper-mache, proportion, carve, abstract</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate knowledge of composition in art using line, shape, color, texture, etc. in a 3D piece of art -Set goals, investigate, choose, and demonstrate diverse approaches to art-making that are meaningful to the makers. -Identify balance, contrast, emphasis, movement, pattern, rhythm, and unity in artwork. -Reflect, refine, and revise work then discuss and describe 	<p>Artist Spotlight - Students will create a Pop Art piece that reflects today's society in the style of Claes Oldenburg. Students will use various art materials and mediums which may include paper mache.</p> <p>Free-forms - After viewing sculptures by Henry Moore and Alberto Giacometti, students will create an abstract standing free-form sculpture using wire, pantyhose, and acrylic paints.</p>	<p>The teacher will assess student learning based on their ability to take their knowledge of using techniques/methods to create the illusion of 3D on a 2D surface. Assessment will be made of artwork's success in demonstrating space relationships within the final piece. Assessments will be made of the student's ability to identify how different hues may convey feelings/emotions, planning for composition, and use of shapes, lines, colors, textures & values are used in artwork. Students will be assessed on their ability to examine their own work and make appropriate additions/deletions/changes to the overall piece. Teacher created rubrics will be used to assess understanding and demonstration of art concepts, proper use and care of art materials, completion of projects, and effort applied.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, construction paper crayons, watercolors, tempera, charcoal, paper mache, hot glue, drywall, wire, blocks of wood</p> <ul style="list-style-type: none"> -Slide presentations -Art examples -Worksheets -Scholastic Art Magazine -BrainPop videos -Google Classroom -Art & Man Magazine -Edpuzzle <p>-The Metropolitan</p>	3 Weeks

	personal choices in artmaking.			Museum of Art	
				The MOMA	
Interdisciplinary Connections	<p>ELA RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>MATH 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p>				
Career Readiness, Life Literacies and Key Skills					
Computer Science and Design Thinking					

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	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

	preserve and protect it		
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
1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Key Vocabulary	Student Learning Objective	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Suggested Resources & Materials	Pacing
Gallery walk, art safety/protection, respect of art, information about art, matting, mounting, enhancing artwork, detract from art work, curator, art preservation, art area	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Prepare artwork to be displayed for viewing or shared digitally. -Discuss how exhibits and museums provide information about concepts and topics for artwork displayed in a gallery walk. -Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork in relation to how the students will care for their own artwork. 	<p>Virtual Museum Tour - The teacher will take the students on a virtual tour of a museum. The teacher will discuss the responsibilities of an art curator and then relate it to how students can preserve their own artwork at home.</p> <p>Presentation of Work -The teacher will lead discussion on the manner/way that students will present their artwork, i.e. color choice for matting and how it can enhance or detract from the artwork. Students will then complete their work for presentation.</p> <p>Artist Intent - The teacher will display and explore the information that is provided by</p>	<p>The teacher will assess the students on their ability to apply the concepts of presenting their artwork in a manner that will enhance it based on understanding of mounting/matting and colors that are needed.</p> <p>The teacher will assess students on their ability to safely and effectively present and/or prepare their artwork for gallery walks.</p>	<ul style="list-style-type: none"> - Scholastic Art Magazine -Slide Presentations -Google Classroom -Worksheets -Slide Presentations -Google Classroom -Worksheets -Art & Man Magazine -Edpuzzle -The Metropolitan Museum of Art -The MOMA -Virtual MET field trip 	Ongoing

		<p>museums for pieces of art. Students will create sentences to inform others about their artwork.</p> <p>Presenting Options - The teacher will model how to present artwork to others so that students can present their artwork to peers of the actual artwork and also of photos taken of the actual artwork.</p> <p>Storage - The teacher will model to the students how to store artworks safely, i.e. chalk pastels stored within the “folder”.</p>		<p>Louvre Virtual Tour</p> <p>Smithsonian Virtual Tour</p> <p>The British Museum, London - The Museum of the World</p> <p>The Guggenheim Museum</p> <p>National Gallery of Art, Washington, DC</p>	
Interdisciplinary Connections	ELA				
Career Readiness, Life Literacies and Key Skills					
Computer Science and Design Thinking					

ARTISTIC PROCESS: Responding			
Anchor Standard	Enduring Understanding	Essential Questions	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	How does understanding an artist’s expressive intent help us comprehend, interpret, and personally relate to artistic works? 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

	responses to the world.		
Anchor Standard 8: Interpreting intent and meaning.	People gain insights into meanings of artworks by engaging in the process of art criticism.	What is art and how does it reflect/ impact our society? 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.	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

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Suggested Resources & Materials	Pacing
India, Ancient Greece, Ancient Rome, Asia, cultures, artistic process, culture, conditions, environment, time and place, relationships, personal narrative, form, structure, context, subject, visual elements, geometric, organic, mood, colors convey mood.	Students will be able to: -Identify tools, methods, mediums, and processes used to create specific artwork -Speculate about artistic processes. -Interpret and compare works of art and other responses. -Analyze visual arts including cultural associations. -Interpret ideas and mood in artworks by analyzing form, structure, context,	Q&A - The teacher will encourage students to explain what they see then ask probing questions to identify why students think that the artist made the choices based on what they see in the artwork. Discussion - The teacher will lead students in comparing and contrasting art pieces by focusing on subject matter, form, medium, etc. Discussion - Personal aesthetics as well as cultural and societal aesthetics of artwork will be explored. Teacher will lead discussion on the artist's point of view as it	The teacher will assess the students based on their ability to convey an understanding of the learning objectives through: - Whole group discussion - Small group discussion - Anecdotal notes - Written work	- Student work, teacher examples, famous artwork examples across history - Slide Presentations - Scholastic Art Magazine - BrainPop videos - Worksheets -Google Classroom -Art & Man Magazine -Edpuzzle -The Metropolitan Museum of Art	Ongoing

	subject, and visual elements.	relates to culture with consideration of the conditions/environment and how that impacts the artwork. Students will then make comparisons to their own experience and culture. Artist Reflection - Students will write about their artwork using various prompts.		The MOMA Smithsonian Virtual Tour The British Museum, London - The Museum of the World The Guggenheim Museum National Gallery of Art, Washington, DC	
Interdisciplinary Connections	ELA				
Career Readiness, Life Literacies and Key Skills					
Computer Science and Design Thinking					

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.	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.	What is art and how does it reflect/ impact our society? 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
1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Suggested Resources & Materials	Pacing
Community, culture, traditions, ethnic identities, respect, perspectives, values, beliefs, society, sharing, acceptance, family, artist's intent, recycle, reuse, conserve	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Discuss artwork created in class that reflects community cultural traditions. - Discuss using formal and conceptual vocabulary. -Communicate how art is used to inform the values, beliefs and culture of an individual or society. -Communicate how art is used to inform others about global issues, including climate change. 	<p>Discussion - The teacher will continually lead discussions and model how to be respectful of each other's cultures, traditions, values, family, etc in relation to art and artwork. The students will then have the opportunity to share through whole and small group discussions of their cultural traditions in relation to art.</p> <p>Modeling -The teacher will model how to identify and communicate how cultural art can be identified personally and how it can be explored respectfully with their peers.</p> <p>Turn and Talk (Think-Pair-Share) Students will discuss their artwork with each other while working using specific questions suggested by the instructor.</p> <p>Discussion - The teacher will identify examples within the classroom that display "waste" including water running, throwing out/misused paper, recycled materials used for art projects and discuss</p>	<p>The teacher will assess the students based on their ability to convey an understanding of the learning objectives through:</p> <ul style="list-style-type: none"> - Whole group discussion - Small group discussion - Anecdotal notes - Written work 	<ul style="list-style-type: none"> - Slide Presentations - Student work, teacher examples, famous artwork examples across history -Scholastic Art Magazine -Worksheets -Google Classroom -Art & Man Magazine -Edpuzzle Smithsonian American Art Museum -The Metropolitan Museum of Art The MOMA Smithsonian Virtual Tour The British Museum, London - The Museum of the World 	Ongoing

		suggestions for improvement.		The Guggenheim Museum	
				National Gallery of Art, Washington, DC	
Interdisciplinary Connections	ELA				
Career Readiness, Life Literacies and Key Skills					
Computer Science and Design Thinking					

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