Lebanon Borough Public School
Art
Curriculum Guide
Grades K-6

For adoption by all regular education program
specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy #2200

Daniel Elwell: Board President
David Abeles: Vice President
Jacklyn Carruthers: Member
Danielle Nugent: Member
Benedict Valliere: Member

Board Approved: February 15, 2024

<table>
<tr><td colspan="3" align="center">**Grades K-2 Art
Pacing Guide**</td></tr>
<tr><td align="center">**Trimester 1 (September - December)**</td><td align="center">**Trimester 2 (December - March)**</td><td align="center">**Trimester 3 (March - June)**</td></tr>
<tr><td>

- **Generating and conceptualizing ideas**
- **Organizing and developing ideas**
- **Refining and completing products**
- **Selecting, analyzing, and interpreting work**

</td><td>

- **Developing and refining techniques and models or steps needed to create products**
- **Conveying meaning through art**
- **Perceiving and analyzing products**

</td><td>

- **Interpreting intent and meaning**
- **Applying criteria to evaluate products**
- **Synthesizing and relating knowledge and personal experiences to create products**
- **Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding**

</td></tr>
</table>

Trimester 1

<table>
<tr><td colspan="2" align="center">**Art**</td><td align="center">Grade K-2</td></tr>
<tr><td align="center">Unit 1</td><td colspan="2">**Generating and conceptualizing ideas**</td></tr>
<tr><td align="center">**Essential Question**</td><td colspan="2">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?</td></tr>
<tr><td align="center">**Standards**</td><td align="center">**Knowledge/Skills**</td><td align="center">**Evidence of Learning**</td></tr>
<tr><td>

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.

</td><td>

Unit Enduring Understandings:
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.

Student Learning Objective(s)
- Define a line.
- Analyze six lines of art in the environment and in works of art.
- Explore movement in design through line and line repetition.
- Demonstrate linear repetition to develop patterns and texture.
- Create lines that are vertical, horizontal, diagonal, zigzag, curved, thick, thin, dotted, and wavy.

</td><td>

Formative Assessments:
- Teacher observations
- Student self evaluation
- Class discussion
- Check for understanding (each lesson)
- Frequent conferencing

Summative/Benchmark Assessment(s):
- Classroom Performance
- Performance Assessment
- Record progression of skills

</td></tr>
</table>

	● Construct lines that express emotion and energy. ● Experiment with different types of lines to develop spatial awareness and problem solving skills. ● Understand that closed lines produce shapes.	● Final Product (see lesson plan) **Alternative Assessments:** ● One-on-one discussion or performance ● Performance assessment based on student choice ***See also "Curricular Accommodations Insert."**

Art		Grade K-2
Unit 2	**Organizing and developing ideas Refining and completing products**	
Essential Question	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? 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?	

Standards	Knowledge/Skills	Evidence of Learning
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	**Unit Enduring Understandings:** 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. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. **Student Learning Objective(s)** ● Identify the attributes of basic shapes. ● Define shape as the outline or physical form of an object. ● Understand that closed lines produce shapes.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment

| 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. | ● Recognize the different types of shapes found in art and in the environment.
● Introduce organic and geometric shapes found in nature and in art.
● Understand that organic shapes are free forming and geometric shapes have straight edges.
● Differentiate between two dimensional and three dimensional shapes.
● Utilize methods and materials to apply the element of shape to create works of art. | **Alternative Assessments:**
● One-on-one discussion or performance

*See also "Curricular Accommodations Insert." |

Art		Grade K-2
Unit 3	**Selecting, analyzing, and interpreting work**	
Essential Question	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?	
Standards	**Knowledge/Skills**	**Evidence of Learning**
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.	**Unit Enduring Understandings:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation. **Student Learning Objective(s)** ● Identify different colors within our environment. ● Explore ways in which colors can make you feel. ● Recognize ways in which artists express emotions and communicate ideas through color. ● Identify primary and secondary colors. ● Learn how secondary colors are made by mixing primary colors. ● Introduce the color spectrum and the order of the colors in a rainbow. ● Utilize methods and materials to apply the element of color to create works of art. ● Apply the technique of mixing colors.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment **Alternative Assessments:** ● One-on-one discussion or performance ***See also "Curricular Accommodations Insert."**

Trimester II

Art	Grade K-2

Unit 4	Developing and refining techniques and models or steps needed to create products	
Essential Question	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?	

Standards	Knowledge/Skills	Evidence of Learning
1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.	**Unit Enduring Understandings:** 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. **Student Learning Objective(s)** ● Mix primary and secondary colors to create new colors. ● Examine how artists have expressed themselves with media and technique. ● Develop an understanding of the art elements and principles of design through media, mediums, and techniques. ● Learn the colors in order of the color wheel. ● Recognize that complimentary colors are colors that are across from each other on the color wheel. ● Identify warm versus cool colors and the color combinations that they can create. ● Create shades by mixing complementary colors. ● Create tints by adding white. ● Design works of art from imagination, observations, and experiences.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) ● Frequent conferencing **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment ● Record progression of skills ● Final Product (see lesson plan) **Alternative Assessments:** ● One-on-one discussion or performance ● Performance assessment based on student choice ***See also "Curricular Accommodations Insert."**

Art	Grade K-2
Unit 5	**Conveying meaning through art**	
Essential Question	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?

Standards	Knowledge/Skills	Evidence of Learning
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.	**Unit Enduring Understandings:** 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. **Student Learning Objective(s)** ● Examine the elements of art in diverse types of artwork. ● Describe a shape as a two dimensional object that is flat and has no mass or volume. ● Define form as a three dimensional object that occupies space. ● Combine different shapes to form objects. ● Define value as the change in lightness or darkness in a piece of art. ● Explore ways to create value as a means of contrast or emphasis. ● Define space as the way that objects are arranged according to their shape, color or lines in a work of art. ● Create space with shapes of different sizes. ● Define texture as the feel or appearance of a surface (such as smooth, rough, bumpy, etc.) depending on its tactile characteristics and appearance. ● Explore ways that artists implement different textures in their work. ● Identify ways to use texture to create contrast. ● Create works of art using the basic elements of color, line, shape, form, texture, space, and value. ● Compare and contrast the ways artists have used the art elements, and use this knowledge to generate original works of art. ● Use art mediums and application methods to create a work of art.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) ● Frequent conferencing **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment ● Record progression of skills ● Final Product (see lesson plan) **Alternative Assessments:** ● One-on-one discussion or performance ● Performance assessment based on student choice ***See also "Curricular Accommodations Insert."**

Art		Grade K-2
Unit 6	**Perceiving and analyzing products**	
Essential Question	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?	

Standards	**Knowledge/Skills**	**Evidence of Learning**
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.	**Unit Enduring Understandings:** 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. **Student Learning Objective(s)** ● Learn that artists create art to express their thoughts and feelings. ● Examine how artists express themselves with media and techniques. ● Create works of art using imagination, observations, and experiences. ● Develop an understanding of the art elements and the principles of design through the use of media, medium, and techniques. ● Explore ways in which the use of various art materials can convey different types of emotions and ideas. ● Define self expression when creating works of art. ● Enhance critical thinking skills.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) ● Frequent conferencing **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment ● Record progression of skills ● Final Product (see lesson plan) **Alternative Assessments:** ● One-on-one discussion or performance ● Performance assessment based on student choice ***See also "Curricular Accommodations Insert."**

Trimester III

Art		Grade K-2
Unit 7	**Interpreting intent and meaning**	
Essential Question	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?	

Standards	Knowledge/Skills	
1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	**Unit Enduring Understandings:** People gain insights into meanings of artworks by engaging in the process of art criticism. **Student Learning Objective(s)** ● Learn that artists create art to express their thoughts and feelings. ● Examine the elements of art in diverse types of artwork. ● Describe a shape as a two dimensional object that is flat and has no mass or volume. ● Define form as a three dimensional object that occupies space. ● Combine different shapes to form objects. ● Define space as the way that objects are arranged according to their shape, color or lines in a work of art. ● Create space with shapes of different sizes. ● Create works of art using the basic elements of color, line, shape, form, texture, space, and value. ● Compare and contrast the ways artists have used the art elements, and use this knowledge to generate original works of art. ● Create works of art using imagination, observations, and experiences.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment **Alternative Assessments:** ● One-on-one discussion or performance ***See also "Curricular Accommodations Insert."**

Art		Grade K-2
Unit 8	**Applying criteria to evaluate products**	
Essential Question	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?	
Standards	**Knowledge/Skills**	
1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.	**Unit Enduring Understandings:** People evaluate art based on various criteria. **Student Learning Objective(s)** ● Learn that artists create art to express their thoughts and feelings. ● Examine the elements of art in diverse types of artwork. ● Describe a shape as a two dimensional object that is flat and has no mass or volume. ● Define form as a three dimensional object that occupies space.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) **Summative/Benchmark**

	● Combine different shapes to form objects. ● Define space as the way that objects are arranged according to their shape, color or lines in a work of art. ● Create space with shapes of different sizes. ● Create works of art using the basic elements of color, line, shape, form, texture, space, and value. ● Compare and contrast the ways artists have used the art elements, and use this knowledge to generate original works of art. ● Create works of art using imagination, observations, and experiences.	**Assessment(s):** ● Classroom Performance ● Performance Assessment **Alternative Assessments:** ● One-on-one discussion or performance ***See also "Curricular Accommodations Insert."**

Art	Grade K-2

Unit 9	**Synthesizing and relating knowledge and personal experiences to create products**	
Essential Question	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?	

Standards	**Knowledge/Skills**	
1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.	**Unit Enduring Understandings:** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. **Student Learning Objective(s)** ● Recognize the art of certain cultures by their unique colors, patterns, methods, and materials. ● Make connections between visual art and daily life. ● Learn about functional art. ● Discuss functional and non functional artwork. ● Compare famous artists and the cultural influences that shaped their work. ● Recognize that art is a foundation for communication among different cultures. ● Discover that art can be created for a specific function as well as aesthetic appeal. ● Learn that artists create art to express their thoughts and feelings. ● Create works of art using imagination, observations, and	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment **Alternative Assessments:** ● One-on-one discussion or performance

	experiences.	*See also "Curricular Accommodations Insert."

Art		Grade K-2
Unit 10	**Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding**	
Essential Question	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?	
Standards	**Knowledge/Skills**	
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.	**Unit Enduring Understandings:** People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. **Student Learning Objective(s)** ● Define radial balance as symmetry with a central point. ● Explore radial balance on a composition. ● Give real life examples of radial balance . ● Determine that symmetrical balance is when a work of art is the same on one side as it is on the other side. ● Discuss elements of art that influence balance. ● Design a symmetrical work of art. ● Compare and contrast balance in different pieces of artwork. ● Explore asymmetrical designs where each side is not identical on both sides yet they create balance. ● Create works of art using imagination, observations, and experiences.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment **Alternative Assessments:** ● One-on-one discussion or performance ***See also "Curricular Accommodations Insert."**

Appendix A	Core Instructional & Supplemental Materials	Grades K-2

Core Instructional Materials:
A Survival Kit for the Elementary/Middle School Art Teacher By Helen D. Hume
The Elements and Principles of Design, Crystal Productions books and posters.
Principles of Art & Design, Crayola -Dream Makers series.
Art Fundamentals, Theory and Practice, By Ocvrk, Stinson, Wigg, Bone and Cayton, McGraw-Hill.
Enriching the Curriculum with Art Experiences, by Wendy M. L. Libby
Art education magazines such as; *School Arts* and *Arts & Activities*
Smart Board
Google Classroom
Artsonia.com
General Art Supplies (paper of various sizes/stocks/colors/etc, paint, crayons, colored pencils, drawing pencils, drawing pens, markers, chalk, clay, yarn, scissors, glue, etc)

Supplemental Materials: (See Lesson Plan)

*Leveled Library available for on-going teacher use

Supplemental Materials: Shake it Senora http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ The Funky Chipmunk Dance
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ The Snowflake Dance
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ

Appendix B	Technology Integration (Computer Science and Design Thinking)	Grades K-2

New Jersey Student Learning Standards
Computer Science and Design Thinking
By the End of Grade 2

Computer Science and Design Thinking Performance Expectation/s:
• **8.2.2.ED.1:** Communicate the function of a product or device.
• **8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
• **8.2.2.ED.3:** Select and use appropriate tools and materials to build a product using the design process.
• **8.2.2.ED.4:** Identify constraints and their role in the engineering design process.
• **8.2.2.ITH.1:** Identify products that are designed to meet human wants or needs.
• **8.2.2.ITH.2:** Explain the purpose of a product and its value.
• **8.2.2.ITH.3:** Identify how technology impacts or improves life.
• **8.2.2.ITH.4:** Identify how various tools reduce work and improve daily tasks.

- **8.2.2.ITH.5:** Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- **8.2.2.NT.1:** Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.
- **8.2.2.NT.2:** Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- **8.2.2.ETW.1:** Classify products as resulting from nature or produced as a result of technology.
- **8.2.2.ETW.2:** Identify the natural resources needed to create a product.
- **8.2.2.ETW.3:** Describe or model the system used for recycling technology.
- **8.2.2.ETW.4:** Explain how the disposal of or reusing a product affects the local and global environment.
- **8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

Appendix C	Interdisciplinary Connections	Grades K-2

New Jersey Student Learning Standards
Interdisciplinary Connections
By the End of Grade 2

Performance Expectation/s:
- **2.1.2.CHSS.4 (CHPE)**: Describe how climate change affects the health of individuals, plants, and animals.
- **K-ESS3-3(Sci)**: Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.
- **9.4.2.DC.7(CLKS)**: Describe actions peers can take to positively impact climate change.
- **K-2-ETS1-2(Sci)**: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **RI.K.7(ELA)**: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **1.5.2.Cn11b (VPA)**: Describe why people from different places and times make art about different issues, including climate change.
- **7.1.NL.IPRET.4(WL)**: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
- **7.1.NL.IPERS.6 (WL)**: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- **7.1.NL.PRSNT.4 (WL)**: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- **6.3.2.GeoGI.1 (SS):** Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- **9.4.2.IML.3 (CLKS):** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **RI.2.1 (ELA):** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **8.1.2.DA.1 (CS&DT):** Collect and present data, including climate change data, in various visual formats.
- **RI.2.8 (ELA):** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **W.2.2 (ELA):** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- **SL.2.3 (ELA):** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding

of a topic or issue.
•**9.4.2.CT.1 (CLKS):** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
•**K-2-ETS1-1(Sci):** Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
•**1.2.2.Re7b (VPA):** Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.
•**2.MD.D.10 (Math):** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Amistad Law N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
Holocaust Law N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.
TREP$
TREP$ is a 6 week educational program which empowers children by providing an engaging project-based learning experience which creatively integrates entrepreneurship education with the authentic opportunity to apply business, academic, and life skills.The benefits of teaching entrepreneurship using TREP$ are far-reaching. Children who participate in TREP$ provides a feeling of empowerment and confidence that comes with starting a business. During the workshops, the classroom takes on a professional environment as students are encouraged to develop leadership skills, practice critical thinking, solve problems creatively, demonstrate economic concepts, become risk takers, learn from the business community, and begin planning their own businesses. TREP$ is a situation where it is possible for all students to succeed. TREP$ rewards those students with passion, determination, and a strong work ethic to become entrepreneurs.

Appendix D	Career Education Integration	Grades K-2

Integration of 21st Century Life and Career Exploration
Career Readiness, Life Literacies, and Key Skills
By the End of Grade 2

21st Century Life and Careers Performance Expectation/s:
● **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).

- **9.4.2.CT.1**: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGl.2).
- **9.4.2.CT.2**: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b,8.2.2.ED.3).
- **9.4.2.CT.3**: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1**: Explain differences between ownership and sharing of information.
- **9.4.2.DC.2**: Explain the importance of respecting digital content of others.
- **9.4.2.DC.3**: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- **9.4.2.DC.4**: Compare information that should be kept pirate to information that might be made public.
- **9.4.2.DC.5**: Explain what a digital footprint is and how it is created.
- **9.4.2.DC.6**: Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.DC.7**: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
- **9.4.2.GCA.1**: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- **9.4.2.IML.1**: Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2**: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
- **9.4.2.IML.3**: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGl.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
- **9.4.2.IML.4**: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)
- **9.4.2.TL.1**:Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- **9.4.2.TL.2**: Create a document using a word processing application.
- **9.4.2.TL.3**: Enter information into a spreadsheet and sort the information.
- **9.4.2.TL.4**: Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5**: Describe the difference between real and virtual experiences.
- **9.4.2.TL.6**: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- **9.4.2.TL.7**: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6, 8.2.2.ED.2).

Grades 3-5 Art Pacing Guide		
Trimester 1 (September - December)	**Trimester 2 (December - March)**	**Trimester 3 (March - June)**
● **Generating and conceptualizing ideas** ● **Organizing and developing ideas** ● **Refining and completing products**	● **Selecting, analyzing and interpreting work** ● **Developing and refining techniques and models or steps needed to create products** ● **Conveying meaning through art** ● **Perceiving and analyzing products**	● **Interpreting intent and meaning** ● **Applying criteria to evaluate products** ● **Synthesizing and relating knowledge and personal experiences to create products** ● **Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding**

Trimester I

Art	Grade 3-5

Unit 1	**Generating and conceptualizing ideas** **Organizing and developing ideas** **Refining and completing products**	

Essential Question	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? 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? 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?

Standards	Knowledge/Skills	Evidence of Learning
1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects. 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and	**Unit Enduring Understandings:** 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. 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. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. **Student Learning Objective(s)** ● Define the principles of design as balance, harmony, unity, rhythm, pattern, proportion, repetition, variety, emphasis, and movement. ● Define the elements of art as color, shape, line, value, texture, space, and form. ● Incorporate historical and cultural art references as inspiration for the creation of original works of art. ● Learn that the principles of art are dependent on the elements. ● Identify the use of the elements of art and the principles of design in	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) ● Frequent conferencing **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment ● Record progression of skills ● Final Product (see lesson plan) **Alternative Assessments:** ● One-on-one discussion or performance ● Performance assessment based on student choice

refinement. 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.	professional artwork. ● Analyze the elements of art and the principles of design in everyday surroundings. ● Apply knowledge of the elements of art and principles of design when creating individual artwork.	*See also "Curricular Accommodations Insert."

Trimester II

Art	Grade 3-5

Unit 1	**Selecting, analyzing and interpreting work** **Developing and refining techniques and models or steps needed to create products**	
Essential Question	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? 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?	

Standards	Knowledge/Skills	Evidence of Learning
1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. 1.5.5.Pr5a: Prepare and present artwork safely and effectively.	**Unit Enduring Understandings:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. 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. **Student Learning Objective(s)** ● Enhance cultural awareness through art. ● Connect with the world through art by gaining exposure to the similarities and differences of people, traditions and regions around the world. ● Combine history, society and culture to create expressive and informative art. ● Define different types of art media. ● Identify wet media as the use of paints and inks and dry media as tools used for drawing that do not require a solvent. ● Learn about paper versus canvas. ● Create artwork using different types of art mediums.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) ● Frequent conferencing **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment ● Record progression of skills ● Final Product (see lesson plan) **Alternative Assessments:** ● One-on-one discussion or performance ● Performance assessment based on student choice

	● Combine various techniques to create new ways of expression. ● Integrate the elements of art to create two-dimensional and three-dimensional art forms.	***See also "Curricular Accommodations Insert."**

Art	Grade 3-5

Unit 1	**Conveying meaning through art** **Perceiving and analyzing products**	
Essential Question	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? 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?	

Standards	Knowledge/Skills	Evidence of Learning
1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses. 1.5.5.Re7b: Analyze visual arts including cultural associations.	**Unit Enduring Understandings:** 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. 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. **Student Learning Objective(s)** ● Use materials, tools, and processes from a variety of media to enhance technical skill development. ● Gain the technical proficiency and visual element organization needed to convey ideas and experiences through a variety of mediums. ● Recognize and implement basic elements of design and art media by using various art materials, tools, and techniques. ● Explore different methods of including digital media and technology in art work. ● Create original artwork that demonstrates innovative ideas. ● Learn that galleries and exhibitions in museums showcase the artistic creations of both established and emerging artists.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) ● Frequent conferencing **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment ● Record progression of skills ● Final Product (see lesson plan) **Alternative Assessments:** ● One-on-one discussion or performance ● Performance assessment based on student choice ***See also "Curricular Accommodations Insert."**

Trimester III

Art	Grade 3-5

Unit 4	Interpreting intent and meaning Applying criteria to evaluate products	
Essential Question	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? 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?	

Standards	Knowledge/Skills	Evidence of Learning
1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.	**Unit Enduring Understandings:** People gain insights into meanings of artworks by engaging in the process of art criticism. People evaluate art based on various criteria **Student Learning Objective(s)** ● Generate specific art vocabulary. ● Establish methods of critiquing artwork. ● Discuss artwork by incorporating description, analysis, interpretation, and evaluation. ● Evaluate each work of art in definitive ways. ● Challenge students to use expressive language and description when critiquing a piece. ● Encourage individual opinions about each piece of work. ● Describe the differences and similarities in artists styles. ● Discuss ways in which personal experiences may influence your interpretation of a work of art.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) ● Frequent conferencing **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment ● Record progression of skills ● Final Product (see lesson plan) **Alternative Assessments:** ● One-on-one discussion or performance ● Performance assessment based on student choice ***See also "Curricular Accommodations Insert."**

Art	Grade 3-5

Unit 5	Synthesizing and relating knowledge and personal experiences to create products Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding	
Essential Question	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? 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?	

Standards	Knowledge/Skills	Evidence of Learning
1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.	**Unit Enduring Understandings:** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. **Student Learning Objective(s)** ● Explore the imaginary world and artistic expression. ● Introduction to Surrealistic, Fantasy, and Mythical art. ● Define surrealism in art as the use of dream-like imagery with strange, bizarre or distorted images. ● Define Fantasy in art as visionary images and whimsical expressions. ● Define Mythical art as art based on historical events and mythology. ● Critique a piece of art by using description, evaluation, analyzation, and interpretation. ● Use constructive criticism. ● Incorporate texture, line, color, composition, size, shape, space, and light when evaluating works of art.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) ● Frequent conferencing **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment ● Record progression of skills ● Final Product (see lesson plan) **Alternative Assessments:** ● One-on-one discussion or performance ● Performance assessment based on student choice ***See also "Curricular Accommodations Insert."**

Appendix A	Core Instructional & Supplemental Materials	Grades K-2

Core Instructional Materials:
A Survival Kit for the Elementary/Middle School Art Teacher by Helen D. Hume
The Elements and Principles of Design, Crystal Productions books and posters.
Principles of Art & Design, Crayola -Dream Makers series.
Art Fundamentals, Theory and Practice, By Ocvrk, Stinson, Wigg, Bone and Cayton, McGraw-Hill.
Enriching the Curriculum with Art Experiences, by Wendy M. L. Libby
Art education magazines such as; *School Arts* and *Arts & Activities*
Smart Board
Google Classroom
Artsonia.com
General Art Supplies (paper of various sizes/stocks/colors/etc, paint, crayons, colored pencils, drawing pencils, drawing pens, markers, chalk, clay, yarn, scissors, glue, etc)

Supplemental Materials: (See Lesson Plan)

*Leveled Library available for on-going teacher use

Appendix B	Technology Integration (Computer Science and Design Thinking)	Grades 3-5

New Jersey Student Learning Standards
Computer Science and Design Thinking
By the End of Grade 5

Computer Science and Design Thinking Performance Expectation/s:
• **8.2.5.ED.1:** Explain the functions of a system and its subsystems.
• **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best **results with** supporting sketches or models.
• **8.2.5.ED.3:** Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
• **8.2.5.ED.4:** Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
• **8.2.5.ED.5:** Describe how specifications and limitations impact the engineering design process.
• **8.2.5.ED.6:** Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.
• **8.2.5.ITH.1:** Explain how societal needs and wants influence the development and function of a product and a system.
• **8.2.5.ITH.2:** Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
• **8.2.5.ITH.3:** Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
• **8.2.5.ITH.4:** Describe a technology/tool that has made the way people live easier or has led to a new business or career.
• **8.2.5.NT.1:** Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

- **8.2.5.NT.2:** Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
- **8.2.5.NT.3:** Redesign an existing product for a different purpose in a collaborative team.
- **8.2.5.NT.4:** Identify how improvement in the understanding of materials science impacts technologies.
- **8.2.5.ETW.1:** Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
- **8.2.5.ETW.2:** Describe ways that various technologies are used to reduce improper use of resources.
- **8.2.5.ETW.3:** Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- **8.2.5.ETW.4:** Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
- **8.2.5.ETW.5:** Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- **8.2.5.EC.1:** Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Appendix C	Interdisciplinary Connections	Grades 3-5

New Jersey Student Learning Standards
Interdisciplinary Connections
By the End of Grade 5

Performance Expectation/s:
- **3-ESS3-1(Sci)**: Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.
- **9.4.5.CI.2 (CLKS)**: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
- **8.2.5.ETW.5 (CS&DT)**: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- **W.3.1(ELA)**: Write opinion pieces on topics or text, supporting a point of view with reasons.
- **W.3.7(ELA)**: Conduct short research projects that build knowledge about a topic.
- **4-ESS3-2 (Sci)**: Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.
- **6.3.5.GeoGI.1 (SS)**: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- **9.4.5.CI.1(CLKS)**: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **RI.4.7(ELA)**: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **RI.4.9 (ELA)**: Integrate and reflect on (e.g., practical knowledge, historical/cultural context, background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **1.4.5.Cn11a (VPA)**: Identify, respond to, and investigate connections to global issues including climate change, and other content areas in a dramatic/theatrical work.
- **1.5.5.Cn11b (VPA)**: Communicate how art is used to inform others about global issues, including climate change.
- **7.1.NM.IPRET.5 (WL)**: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- **7.1.NM.IPERS.6 (WL)**: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

•**7.1.NM.PRSNT.6 (WL)**: Name and label tangible cultural products associated with climate change in the target language regions of the world.
•**2.1.5.CHSS.2 (CHPE):** Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
•**5-ESS3-1(Sci):** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.
•**6.3.5.CivicsPD.1 (SS):** Develop an action plan that addresses issues related to climate change and share with school and/or community members.
•**9.4.5.DC.8 (CLKS):** Propose ways local and global communities can engage digitally to participate in and promote climate action.
•**RI.5.1 (ELA):** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
•**RI.5.7 (ELA):** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
•**RI.5.9 (ELA):** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
•**W.5.8 (ELA):** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
•**7.1.NM.IPRET.5 (WL):** Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global **issues,** including climate change.
•**7.1.NM.IPERS.6 (WL):** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
• **7.1.NM.PRSNT.6 (WL):** Name and label tangible cultural products associated with climate change in the target language regions of the world.

Amistad Law N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
Holocaust Law N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.
TREP$
TREP$ is a 6 week educational program which empowers children by providing an engaging project-based learning experience which creatively integrates entrepreneurship education with the authentic opportunity to apply business, academic, and life skills.The benefits of teaching entrepreneurship using TREP$ are far-reaching. Children who participate in TREP$ provides a feeling of empowerment and confidence that comes with starting a business. During the workshops, the classroom takes on a professional environment as students are encouraged to develop leadership skills, practice critical thinking, solve problems creatively, demonstrate economic concepts, become risk takers, learn from the business community, and begin planning their own businesses. TREP$ is a situation where it is possible for all students to succeed. TREP$ rewards those students with passion, determination, and a strong work ethic to become entrepreneurs.

Integration of 21st Century Life and Career Exploration
Career Readiness, Life Literacies, and Key Skills
By the End of Grade 5

- **9.4.5.CI.1**: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B3,7.1.NM.IPERS.6).
- **9.4.5.CI.2**: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- **9.4.5.CI.3**: Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)
- **9.4.5.CI.4**: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- **9.4.5.CT.1**: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- **9.4.5.CT.2**: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- **9.4.5.CT.3**: Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4**: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- **9.4.5.DC.1**: Explain the need for and use of copyrights.
- **9.4.5.DC.2**: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. 21st Century Life and Careers
- **9.4.5.DC.3**: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.DC.4**: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- **9.4.5.DC.5**: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- **9.4.5.DC.6**: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- **9.4.5.DC.7**: Explain how posting and commenting in social spaces can have positive or negative consequences.
- **9.4.5.DC.8**: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- **9.4.5.GCA.1**: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- **9.4.5.IML.1**: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.2**: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4,8.1.5.DA.3).
- **9.4.5.IML.3**: Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.4**: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- **9.4.5.IML.5**: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a)
- **9.4.5.IML.6**: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7,6.1.5.HistoryCC.7,7.1.NM.IPRET.5).
- **9.4.5.IML.7**: Evaluate the degree to which information meets a need including social emotional learning, academic and social (e.g., 2.2.5.PF.5).
- **9.4.5.TL.1**: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- **9.4.5.TL.2**: Sort and filter data in a spreadsheet to analyze findings.
- **9.4.5.TL.3**: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- **9.4.5.TL.4**: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
- **9.4.5.TL.5**: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

<table>
<tr><td colspan="3" align="center">Grade 6 Art
Pacing Guide</td></tr>
<tr>
<td align="center">Trimester 1 (September - December)</td>
<td align="center">Trimester 2 (December - March)</td>
<td align="center">Trimester 3 (March - June)</td>
</tr>
<tr>
<td>

Generating and conceptualizing ideas
Organizing and developing ideas
Refining and completing products

</td>
<td>

Selecting, analyzing and interpreting work
Developing and refining techniques and models or steps needed to create products
Conveying meaning through art
Perceiving and analyzing products

</td>
<td>

Interpreting intent and meaning
Applying criteria to evaluate products
Synthesizing and relating knowledge and personal experiences to create products
Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding

</td>
</tr>
</table>

Trimester I

Art		Grade 6
Unit 1	**Generating and conceptualizing ideas** **Organizing and developing ideas** **Refining and completing products**	
Essential Question	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? 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? 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?	
Standards	**Knowledge/Skills**	**Evidence of Learning**
1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to	**Unit Enduring Understandings:** Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with	**Formative Assessments:** - Teacher observations - Student self evaluation

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.	traditions in pursuit of creative art-making goals. 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. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. **Student Learning Objective(s)** ● Define the principles of design as balance, harmony, unity, rhythm, pattern, proportion, repetition, variety, emphasis, and movement. ● Define the elements of art as color, shape, line, value, texture, space, and form. ● Incorporate historical and cultural art references as inspiration for the creation of original works of art. ● Learn that the principles of art are dependent on the elements. ● Identify the use of the elements of art and the principles of design in professional artwork. ● Analyze the elements of art and the principles of design in everyday surroundings. ● Apply knowledge of the elements of art and principles of design when creating individual artwork.	● Class discussion ● Check for understanding (each lesson) ● Frequent conferencing **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment ● Record progression of skills ● Final Product (see lesson plan) **Alternative Assessments:** ● One-on-one discussion or performance ● Performance assessment based on student choice ***See also "Curricular Accommodations Insert."**

Trimester II

Art	Grade 6
Unit 2	**Selecting, analyzing and interpreting work** **Developing and refining techniques and models or steps needed to create products**	
Essential Question	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? 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?

Standards	Knowledge/Skills	Evidence of Learning
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.	**Unit Enduring Understandings:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. 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. **Student Learning Objective(s)** ● Enhance cultural awareness through art. ● Connect with the world through art by gaining exposure to the similarities and differences of people, traditions and regions around the world. ● Combine history, society and culture to create expressive and informative art. ● Define different types of art media. ● Identify wet media as the use of paints and inks and dry media as tools used for drawing that do not require a solvent. ● Learn about paper versus canvas. ● Create artwork using different types of art mediums. ● Combine various techniques to create new ways of expression. ● Integrate the elements of art to create two-dimensional and three-dimensional art forms.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) ● Frequent conferencing **Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment ● Record progression of skills ● Final Product (see lesson plan) **Alternative Assessments:** ● One-on-one discussion or performance ● Performance assessment based on student choice ***See also "Curricular Accommodations Insert."**

Art		Grade 6
Unit 3	**Conveying meaning through art** **Perceiving and analyzing products**	
Essential Question	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? 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?	
Standards	**Knowledge/Skills**	**Evidence of Learning**
1.5.8.Pr6a: Analyze how exhibitions in different venues communicate	**Unit Enduring Understandings:** Objects, artifacts and artworks collected, preserved or presented either by	**Formative Assessments:** ● Teacher observations

| meaning and influence ideas, beliefs and experiences.
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. | artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. 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.

Student Learning Objective(s)
● Use materials, tools, and processes from a variety of media to enhance technical skill development.
● Gain the technical proficiency and visual element organization needed to convey ideas and experiences through a variety of mediums.
● Recognize and implement basic elements of design and art media by using various art materials, tools, and techniques.
● Explore different methods of including digital media and technology in art work.
● Create original artwork that demonstrates innovative ideas.
● Learn that galleries and exhibitions in museums showcase the artistic creations of both established and emerging artists. | ● Student self evaluation
● Class discussion
● Check for understanding (each lesson)
● Frequent conferencing

Summative/Benchmark Assessment(s):
● Classroom Performance
● Performance Assessment
● Record progression of skills
● Final Product (see lesson plan)
Alternative Assessments:
● One-on-one discussion or performance
● Performance assessment based on student choice

*See also "Curricular Accommodations Insert." |

Trimester III

Art		Grade 6
Unit 4	**Interpreting intent and meaning Applying criteria to evaluate products**	
Essential Question	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? 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?	
Standards	**Knowledge/Skills**	**Evidence of Learning**
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	**Unit Enduring Understandings:** People gain insights into meanings of artworks by engaging in the process of art criticism. People evaluate art based on various criteria **Student Learning Objective(s)** ● Generate specific art vocabulary. ● Establish methods of critiquing artwork.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) ● Frequent conferencing

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.	● Discuss artwork by incorporating description, analysis, interpretation, and evaluation. ● Evaluate each work of art in definitive ways. ● Challenge students to use expressive language and description when critiquing a piece. ● Encourage individual opinions about each piece of work. ● Describe the differences and similarities in artists styles. ● Discuss ways in which personal experiences may influence your interpretation of a work of art.	**Summative/Benchmark Assessment(s):** ● Classroom Performance ● Performance Assessment ● Record progression of skills ● Final Product (see lesson plan) **Alternative Assessments:** ● One-on-one discussion or performance ● Performance assessment based on student choice ***See also "Curricular Accommodations Insert."**

Art		Grade 6
Unit 5	**Synthesizing and relating knowledge and personal experiences to create products** **Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding**	
Essential Question	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? 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?	
Standards	**Knowledge/Skills**	**Evidence of Learning**
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.	**Unit Enduring Understandings:** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. **Student Learning Objective(s)** ● Define round sculpture as three-dimensional art that is circular or spherical.	**Formative Assessments:** ● Teacher observations ● Student self evaluation ● Class discussion ● Check for understanding (each lesson) ● Frequent conferencing **Summative/Benchmark**

1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.	• Explore three dimensional sculptures that evolved during the Renaissance era as well as the works from modern artists. • Examine artwork that emphasizes harmony, movement, rhythm, pattern, balance, emphasis, and contrast using the Principles of Design. • Analyze different styles of balance in sculpture formations. • Develop ideas about form in space. • Use a variety of materials to create a sculpture in the round. • Express both cultural and personal identities through art.	**Assessment(s):** • Classroom Performance • Performance Assessment • Record progression of skills • Final Product (see lesson plan) **Alternative Assessments:** • One-on-one discussion or performance • Performance assessment based on student choice ***See also "Curricular Accommodations Insert."**

Appendix A	**Core Instructional & Supplemental Materials**	**Grade 6**

Core Instructional Materials:
A Survival Kit for the Elementary/Middle School Art Teacher by Helen D. Hume
The Elements and Principles of Design, Crystal Productions books and posters.
Principles of Art & Design, Crayola -Dream Makers series.
Art Fundamentals, Theory and Practice, By Ocvrk, Stinson, Wigg, Bone and Cayton, McGraw-Hill.
Enriching the Curriculum with Art Experiences, by Wendy M. L. Libby
Art education magazines such as; *School Arts* and *Arts & Activities*
Smart Board
Google Classroom
Artsonia.com
General Art Supplies (paper of various sizes/stocks/colors/etc, paint, crayons, colored pencils, drawing pencils, drawing pens, markers, chalk, clay, yarn, scissors, glue, etc)

Supplemental Materials: (See Lesson Plan)

*Leveled Library available for on-going teacher use

New Jersey Student Learning Standards
Computer Science and Design Thinking
By the End of Grade 6

Computer Science and Design Thinking Performance Expectation/s:

• **8.2.8.ED.1:** Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

• **8.2.8.ED.2:** Identify the steps in the design process that could be used to solve a problem.

• **8.2.8.ED.3:** Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

• **8.2.8.ED.4:** Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.

• **8.2.8.ED.5:** Explain the need for optimization in a design process.

• **8.2.8.ED.6:** Analyze how trade-offs can impact the design of a product.

• **8.2.8.ED.7:** Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

• **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.

• **8.2.8.ITH.2:** Compare how technologies have influenced society over time.

• **8.2.8.ITH.3:** Evaluate the impact of sustainability on the development of a designed product or system.

• **8.2.8.ITH.4:** Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

• **8.2.8.ITH.5:** Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

• **8.2.8.NT.1:** Examine a malfunctioning tool, product, or system and propose solutions to the problem.

• **8.2.8.NT.2:** Analyze an existing technological product that has been repurposed for a different function.

• **8.2.8.NT.3:** Examine a system, consider how each part relates to other parts, and redesign it for another purpose.

• **8.2.8.NT.4:** Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

• **8.2.8.ETW.1:** Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.

• **8.2.8.ETW.2:** Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).

• **8.2.8.ETW.3:** Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

• **8.2.8.ETW.4:** Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

• **8.2.8.EC.1:** Explain ethical issues that may arise from the use of new technologies.

• **8.2.8.EC.2:** Examine the effects of ethical and unethical practices in product design and development.

New Jersey Student Learning Standards
Interdisciplinary Connections
By the End of Grade 6

Performance Expectation/s:

•**6.3.8.CivicsPR.4 (SS):** Use evidence and quantitative data to propose or defend a public policy related to climate change.

•**6.SP.B.4 (Math)**: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

•**6.SP.B.5.c (Math**: Summarize numerical data sets in relation to their context, such as by:

Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

•**6.SP.5.d (Math)**: Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

•**8.2.8.ETW.4 (CS&DT))**: Compare the environmental effects of two alternative technologies devised to address climate change issues (technology used to protect and/or mitigate health impacts) and use data to justify which choice is best.

•**9.4.8.IML.7 (CLKS)**: Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.

•**9.4.8.IML.8 (CLKS)**: Apply deliberate and thoughtful search strategies to access high-quality information on climate change.

•**W.8.9 (ELA)**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Amistad Law N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

TREP$

TREP$ is a 6 week educational program which empowers children by providing an engaging project-based learning experience which creatively integrates entrepreneurship education with the authentic opportunity to apply business, academic, and life skills.The benefits of teaching entrepreneurship using TREP$ are far-reaching. Children who participate in TREP$ provides a feeling of empowerment and confidence that comes with starting a business. During the workshops, the classroom takes on a professional environment as students are encouraged to develop leadership skills, practice critical thinking, solve problems creatively, demonstrate economic concepts, become risk takers, learn from the business community, and begin planning their own businesses. TREP$ is a situation where it is possible for all students to succeed. TREP$ rewards those students with passion, determination, and a strong work ethic to become entrepreneurs.

Integration of 21st Century Life and Career Exploration
Career Readiness, Life Literacies, and Key Skills
By the End of Grade 6

● **9.4.8.CI.1**: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
● **9.4.8.CI.2**: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
● **9.4.8.CI.3**: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
● **9.4.8.CI.4**: Explore the role of creativity and innovation in career pathways and industries.
● **9.4.8.CT.1**: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
● **9.4.8.CT.2**: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
● **9.4.8.CT.3**: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. 21st Century Life and Careers
● **9.4.8.DC.1**: Analyze the resource citations in online materials for proper use.
● **9.4.8.DC.2**: Provide appropriate citation and attribution elements when creating media products (e.g. W.6.8).
● **9.4.8.DC.3**: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
● **9.4.8.DC.4**: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
● **9.4.8.DC.5**: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
● **9.4.8.DC.6**: Analyze online information to distinguish whether it's helpful or harmful to reputation.
● **9.4.8.DC.7**: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
● **9.4.8.DC.8**: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
● **9.4.8.GCA.1**: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
● **9.4.8.GCA.2**: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
● **9.4.8.IML.1**: Critically curate multiple resources to assess the credibility of sources when searching for information.
● **9.4.8.IML.2**: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
● **9.4.8.IML.3**: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
● **9..4.8.IML.4**: Ask insightful questions to organize different types of data and create meaningful visualizations.
● **9.4.8.IML.5**: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
● **9.4.8.IML.6**: Identify subtle and overt messages based on the method of communication..
● **9.4.8.IML.7**: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
● **9.4.8.IML.8**: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
● **9.4.8.IML.9**: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
● **9.4.8.IML.10**: Examine the consequences of the uses of media (e.g., RI.8.7).
● **9.4.8.IML.11**: Predict the personal and community impact of online and social media activities. 21st Century Life and Careers
● **9.4.8.IML.12**: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
● **9.4.8.IML.13**: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
● **9.4.8.IML.14:** Analyze the role of media in delivering cultural, political, and other societal messages.

- **9.4.8.IML.15**: Explain ways that individuals may experience the same media message differently
- **9.4.8.TL.1**: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
- **9.4.8.TL.2**: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- **9.4.8.TL.3**: Select appropriate tools to organize and present information digitally.
- **9.4.8.TL.4**: Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
- **9..4.8.TL.5**: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
CONTENT/MATERIAL							
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide copy of class notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Adjust number of items student is expected to complete	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Allow extra time for task completion	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
Access to electronic text (e.g. Downloaded books)	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD or read aloud computer software	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Modified homework assignments (modify content, modify amount, as appropriate)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ORGANIZATION							
Assistance with organization of planner/schedule	Y	Y	Y	Y	Y	Y	Y
Assistance with organization of materials/notebooks	Y	Y	Y	Y	Y	Y	Y
Use a consistent daily routine	Y	Y	Y	Y	Y	Y	Y
Assist student in setting short-term goals	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Provide benchmarks for long-term assignments and/or projects	Y	Y	Y	Y	Y	Y	Y
Use of checklists	Y	Y	Y	Y	Y	Y	Y
Use of an assignment notebook or planner	Y	Y	Y	Y	Y	Y	Y
Check homework on a daily basis	Y	Y	Y	Y	Y	Y	Y
Provide timelines for work completion	Y	Y	Y	Y	Y	Y	Y
Develop monthly calendars with assignment due dates marked	Y	Y	Y	Y	Y	Y	Y
Provide organizational support through teacher websites	Y	Y	Y	Y	Y	Y	Y
Enlarge work space areas	Y	Y	Y	Y	Y	Y	Y
Provide organizers/study guides	Y	Y	Y	Y	Y	Y	Y
Require classroom notebooks and/or folders	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
INSTRUCTION							
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Color code important information	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Simplify task directions	Y	Y	Y	Y	Y	Y	Y
Provide hands-on learning activities	Y	Y	Y	Y	Y	Y	Y
Provide modeling	Y	Y	Y	Y	Y	Y	Y
Provide guided instruction	Y	Y	Y	Y	Y	Y	Y
Modify pace of instruction to allow additional processing time	Y	Y	Y	Y	Y	Y	Y
Provide small group instruction	Y	Y	Y	Y	Y	Y	Y
Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)	Y	Y	Y	Y	Y	Y	Y
Provide outline in advance of lecture	Y	Y	Y	Y	Y	Y	Y
Demonstrate directions and provide a model or example of completed task	Y	Y	Y	Y	Y	Y	Y
Emphasize multi-sensory presentation of data	Y	Y	Y	Y	Y	Y	Y
Encourage use of mnemonic devices	Y	Y	Y	Y	Y	Y	Y
Provide oral as well as written instructions/directions	Y	Y	Y	Y	Y	Y	Y
Allow for repetition and/or clarification of directions, as needed	Y	Y	Y	Y	Y	Y	Y
Reinforce visual directions with verbal cues	Y	Y	Y	Y	Y	Y	Y
Give direct and uncomplicated directions	Y	Y	Y	Y	Y	Y	Y
Orient to task and provide support to complete task	Y	Y	Y	Y	Y	Y	Y
Provide easier tasks first	Y	Y	Y	Y	Y	Y	Y
Help to develop metacognitive skills (self-talk and self-correction)	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified or reworded	Y	Y	Y	Y	Y	Y	Y
Have student demonstrate understanding of instructions/task before beginning assignment	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Allow wait time for processing before calling on student for response	Y	Y	Y	Y	Y	Y	Y
Read directions aloud	Y	Y	Y	Y	Y	Y	Y
Administer work in small segments	Y	Y	Y	Y	Y	Y	Y
Provide visual models of completed tasks	Y	Y	Y	Y	Y	Y	Y
Give verbal as well as written directions	Y	Y	Y	Y	Y	Y	Y
Use interests to increase motivation	Y	Y	Y	Y	Y	Y	Y
Use marker (e.g. index card, ruler) for visual tracking	Y	Y	Y	Y	Y	Y	Y
Enlarge print	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ASSESSMENT							
Modified grading	Y	Y	Y	Y	Y	Y	Y
Additional time to complete classroom tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Announce test with adequate prep time	Y	Y	Y	Y	Y	Y	Y
Small group administration of classroom tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Provide larger white work space on quizzes and tests, particularly in math	Y	Y	Y	Y	Y	Y	Y
Modified tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify the number of choices on tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify length of test	Y	Y	Y	Y	Y	Y	Y
Modify the content of tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Adjust test format to student's ability level	Y	Y	Y	Y	Y	Y	Y
Provide manipulative examples	Y	Y	Y	Y	Y	Y	Y
Develop charts, visual outlines, diagrams, etc.	Y	Y	Y	Y	Y	Y	Y
Verbally guide student through task steps	Y	Y	Y	Y	Y	Y	Y
Allow for oral rather than written responses on tests	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Allow for oral follow-up for student to expand on written response	Y	Y	Y	Y	Y	Y	Y
Allow use of a computer	Y	Y	Y	Y	Y	Y	Y
Provide a word bank for fill-in-the blank tests	Y	Y	Y	Y	Y	Y	Y
Allow dictated responses in lieu of written responses	Y	Y	Y	Y	Y	Y	Y
Do not penalize for spelling errors	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Allow student to circle responses directly on test rather than use Scantron	Y	Y	Y	Y	Y	Y	Y
Provide word banks for recall tests	Y	Y	Y	Y	Y	Y	Y
Read test aloud	Y	Y	Y	Y	Y	Y	Y
Allow student to make test corrections for credit	Y	Y	Y	Y	Y	Y	Y
Mark answers in test booklet	Y	Y	Y	Y	Y	Y	Y
Point to response	Y	Y	Y	Y	Y	Y	Y
Alternate test-taking site	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y

	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
WRITTEN LANGUAGE							
Include brainstorming as a pre-writing activity	Y	Y	Y	Y	Y	Y	Y
Edit written work with teacher guidance	Y	Y	Y	Y	Y	Y	Y
Allow use of word processor	Y	Y	Y	Y	Y	Y	Y
Use graphic organizers	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
SOCIAL/BEHAVIORAL							
Discuss behavioral issues privately with student	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for peer interactions	Y	Y	Y	Y	Y	Y	Y
Utilize student in development of tasks/goals	Y	Y	Y	Y	Y	Y	Y
Encourage student to self-advocate	Y	Y	Y	Y	Y	Y	Y
Minimize negative behavior	Y	Y	Y	Y	Y	Y	Y
Present alternatives to negative behavior	Y	Y	Y	Y	Y	Y	Y
Establish positive scripts	Y	Y	Y	Y	Y	Y	Y
Desensitize student to anxiety causing events	Y	Y	Y	Y	Y	Y	Y
Monitor for overload, excess stimuli	Y	Y	Y	Y	Y	Y	Y
Identify triggers	Y	Y	Y	Y	Y	Y	Y
Help student manage antecedents	Y	Y	Y	Y	Y	Y	Y
Develop signal for when break is needed	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Give student choices to allow control	Y	Y	Y	Y	Y	Y	Y
Provide positive reinforcement	Y	Y	Y	Y	Y	Y	Y
Provide consistent praise to elevate self-esteem	Y	Y	Y	Y	Y	Y	Y
Model and role play problem solving	Y	Y	Y	Y	Y	Y	Y
Provide counseling	Y	Y	Y	Y	Y	Y	Y
Use social skills group to teach skills and provide feedback	Y	Y	Y	Y	Y	Y	Y

ENGLISH LANGUAGE LEARNERS	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
GRADING							
Standard Grades vs Pass/Fail	Y	Y	Y	Y	Y	Y	Y
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT							
PreK-K WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 1-2 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 3-5 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 6-8 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
SIOP COMPONENTS AND FEATURES							
PREPARATION							
Write content objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Write language objectives clearly for students	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
ENGLISH LANGUAGE LEARNERS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Choose content concepts appropriate for age and educational background levels of students	Y	Y	Y	Y	Y	Y	Y
Identify supplementary materials to use	Y	Y	Y	Y	Y	Y	Y
Adapt content to all levels of students proficiency	Y	Y	Y	Y	Y	Y	Y
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking	Y	Y	Y	Y	Y	Y	Y
BUILDING BACKGROUND							
Explicitly link concepts to students' backgrounds and experiences	Y	Y	Y	Y	Y	Y	Y
Explicitly link past learning and new concepts	Y	Y	Y	Y	Y	Y	Y
Emphasize key vocabulary for students	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
COMPREHENSIBLE INPUT							
Use speech appropriate for students' proficiency level	Y	Y	Y	Y	Y	Y	Y
Explain academics tasks clearly	Y	Y	Y	Y	Y	Y	Y
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
STRATEGIES							
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)	Y	Y	Y	Y	Y	Y	Y
Use scaffolding techniques consistently throughout lesson	Y	Y	Y	Y	Y	Y	Y

	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
ENGLISH LANGUAGE LEARNERS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson	Y	Y	Y	Y	Y	Y	Y
INTERACTION							
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses	Y	Y	Y	Y	Y	Y	Y
Use group configurations that support language and content objectives of the lesson	Y	Y	Y	Y	Y	Y	Y
Provide sufficient wait time for student responses consistently	Y	Y	Y	Y	Y	Y	Y
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text	Y	Y	Y	Y	Y	Y	Y
PRACTICE/APPLICATION							
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge	Y	Y	Y	Y	Y	Y	Y
Provide activities for students to apply content and language knowledge in the classroom	Y	Y	Y	Y	Y	Y	Y
Provide activities that integrate all language skills	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
LESSON DELIVERY							
Support content objectives clearly	Y	Y	Y	Y	Y	Y	Y
Support language objectives clearly	Y	Y	Y	Y	Y	Y	Y
Engage students approximately 90-100% of the period	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
ENGLISH LANGUAGE LEARNERS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Pace the lesson appropriately to the students' ability level	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
REVIEW/EVALUATION							
Give a comprehensive review of key vocabulary	Y	Y	Y	Y	Y	Y	Y
Give a comprehensive review of key content concepts	Y	Y	Y	Y	Y	Y	Y
Provide feedback to students regularly on their output	Y	Y	Y	Y	Y	Y	Y
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	K-6	K-6	K-6	K-6	K-6	K-6	K-6
ACADEMICS							
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y
Prompt before directions/questions are verbalized with visual cue between teacher and student	Y	Y	Y	Y	Y	Y	Y
Task list laminated and placed on desk for classroom routines and organization	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Sustained working time connected to reward (If/Then statement)	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
Provide models/organizers to break down independent tasks	Y	Y	Y	Y	Y	Y	Y
Access to electronic text (e.g. Downloaded books)	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD, or read aloud computer software	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for using a Chromebook as well as assistive technologies	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Adjust activity, length of assignment, and/or number of problems, including homework	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)	Y	N/A	Y	Y	Y	Y	Y
Rubric-based checklist	Y	Y	Y	Y	Y	Y	Y
Target specific number of details and focus on organization with post-its	Y	Y	Y	Y	Y	Y	Y
Accept late work/homework without penalty	Y	Y	Y	Y	Y	Y	Y
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)	Y	Y	Y	Y	Y	Y	Y
SOCIAL/EMOTIONAL							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with social worker	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Provide short breaks	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Counseling check-ins	Y	Y	Y	Y	Y	Y	Y

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Praise whenever possible	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
Group directions 1 step at a time	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Extended time on assignments/assessments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Permit the use of headphones while working	Y	Y	Y	Y	Y	Y	Y

GIFTED AND TALENTED STUDENTS	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
CURRICULUM							
Acceleration	Y	Y	Y	Y	Y	Y	Y
Compacting	Y	Y	Y	Y	Y	Y	Y
INSTRUCTION							
Grouping	Y	Y	Y	Y	Y	Y	Y
Independent Study	Y	Y	Y	Y	Y	Y	Y
Differentiated Conferencing	Y	Y	Y	Y	Y	Y	Y
Project-Based Learning	Y	Y	Y	Y	Y	Y	Y
Competitions	Y	Y	Y	Y	Y	Y	Y
Differentiated Instruction	Y	Y	Y	Y	Y	Y	Y
Summer Work	Y	Y	Y	Y	Y	Y	Y
Parent Communication	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
ACADEMICS							

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
STUDENTS WITH 504 PLANS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide enlarged copies of notes/textbooks	Y	Y	Y	Y	Y	Y	Y
Access to notes ahead of time	Y	Y	Y	Y	Y	Y	Y
Provide a print out of weekly assignments	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD, read aloud computer software, or electronic text	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for using a Chromebook as well as assistive technologies	Y	Y	Y	Y	Y	Y	Y
Use of closed captioned videos/film/television	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Modify schedule	Y	Y	Y	Y	Y	Y	Y
Modify deadlines	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
STUDENTS WITH 504 PLANS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Adjust activity, length of assignment, and/or number of problems, including homework	Y	Y	Y	Y	Y	Y	Y
Modification in grading system	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Recommended use of Tutorial Center/Extra help from teachers	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
ASSESSMENTS							
Utilize dictionary on assessments	Y	Y	Y	Y	Y	Y	Y
Use paper-based assessments or assignments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide oral assessments	Y	Y	Y	Y	Y	Y	Y
Permission to elaborate orally on written assessments	Y	Y	Y	Y	Y	Y	Y
Permit use of scrap paper on assessments	Y	Y	Y	Y	Y	Y	Y
Permit to write directly on assessments in lieu of using Scantron forms	Y	Y	Y	Y	Y	Y	Y
Option to retake assessments	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
STUDENTS WITH 504 PLANS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Provide a study guide	Y	Y	Y	Y	Y	Y	Y
Modify spatial layout of assessments	Y	Y	Y	Y	Y	Y	Y
SOCIAL/EMOTIONAL							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with guidance counselor	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Provide short breaks	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Behavior management system	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
Group directions 1 step at a time	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Extended time on assignments/assessments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
PHYSICAL							
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant personnel with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Use of alternative settings	Y	Y	Y	Y	Y	Y	Y
Excessive physical activities kept to a minimum	Y	Y	Y	Y	Y	Y	Y
Excused from activities that affect presenting issue	Y	Y	Y	Y	Y	Y	Y
Include in emergency plans of presenting issue	Y	Y	Y	Y	Y	Y	Y
Allow use of assistive devices	Y	Y	Y	Y	Y	Y	Y
Monitor presenting issue	Y	Y	Y	Y	Y	Y	Y

CAREER EDUCATION	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
CRP1. Act as a responsible and contributing citizen and employee.	Y	Y	Y	Y	Y	Y	Y
CRP2. Apply appropriate academic and technical skills.	Y	Y	Y	Y	Y	Y	Y
CRP3. Attend to personal health and financial well-being.	Y	Y	Y	Y	Y	Y	Y
CRP4. Communicate clearly and effectively and with reason.	Y	Y	Y	Y	Y	Y	Y
CRP5. Consider the environmental, social and economic impacts of decisions.	Y	Y	Y	Y	Y	Y	Y
CRP6. Demonstrate creativity and innovation.	Y	Y	Y	Y	Y	Y	Y
CRP7. Employ valid and reliable research strategies.	Y	Y	Y	Y	Y	Y	Y
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	Y	Y	Y	Y	Y	Y	Y
CRP9. Model integrity, ethical leadership and effective management.	Y	Y	Y	Y	Y	Y	Y

CRP10. Plan education and career paths aligned to personal goals.	Y	Y	Y	Y	Y	Y	Y
CRP11. Use technology to enhance productivity.	Y	Y	Y	Y	Y	Y	Y
CRP12. Work productively in teams while using cultural global competence.	Y	Y	Y	Y	Y	Y	Y