

# Long Beach Island Consolidated School District Curriculum Guide

<b>Grade: 6</b>	<b>Content Area: Visual Arts</b>
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## Introduction

The grade 6 Visual Arts curriculum provides a variety of integrated, interdependent learning opportunities for students to develop artistic literacy and fluency in the visual arts discipline. Students are expected to engage in imagining, creating, and performing ways to express their ideas, and analyze and respond to the artistic works of others. Artistic processes, anchor standards, practices, and performance expectations assist in developing these skills along with grade level appropriate vocabulary, resources, and techniques.

<b>Original Adoption: October 23, 2018</b>
<b>Revised on: March 18, 2019</b>
<b>Revised by: C. McBride, C. Sheplin</b>
<b>Revised on: August 16, 2022</b>
<b>Revised by: Cathy McBride</b>

<b>Recommended Pacing Guide</b>	
Creating	10 days throughout
Presenting	10 days throughout
Responding	10 days throughout
Connecting	10 days throughout

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<b>Unit 1: Creating</b>	<b>Duration: 10 days throughout</b>
<b>Standards/Learning Targets</b>	
<b>New Jersey Student Learning Standards:</b> 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.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.	
<b>Primary Interdisciplinary Connections:</b> <b>English Language Arts</b> RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>Science</b> MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.  MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function. <b>Social Emotional Learning <a href="#">SELARTS</a></b> <ul style="list-style-type: none"><li>○ Recognize one's feelings and thoughts</li><li>○ Recognize the impact of one's feelings and thoughts on one's own behavior</li><li>○ Recognize one's personal traits, strengths and limitations</li><li>○ Recognize the importance of self-confidence in handling daily tasks and challenges</li><li>○ Recognize and identify the thoughts, feelings and perspectives of others</li><li>○ Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds</li><li>○ Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>○ Demonstrate an awareness of the expectations for social interactions in a variety of settings</li><li>○ Establish and maintain healthy relationships</li><li>○ Utilize positive communication and social skills to interact effectively with others</li><li>○ Recognize the skills needed to establish and achieve personal and educational goals</li><li>○ Identify and apply ways to persevere or overcome barriers through alternative methods</li></ul>	

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to achieve one's goals

- Evaluate personal, ethical, safety and civic impact of decisions
- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices

**Career Readiness, Life Literacies and Key Skills**

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

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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 (MS-ETS1-2).

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>  
<http://www.njamistadcurriculum.net/>

Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**Evidence of Student Learning**

**Formative Tasks:**

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition

**Alternative Assessments:**

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score

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<ul style="list-style-type: none"> <li>● Think-Pair-Share</li> <li>● Peer/Self-Assessment</li> <li>● Thumbs Up/Thumbs Down</li> <li>● Emoji Self-assessment Door Chart</li> </ul>	<p style="text-align: center;">student work and presentation of final project or performance</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Listening Exam</li> <li>● Performance</li> <li>● Verbal feedback</li> <li>● Student Critique</li> <li>● Individual evaluation</li> <li>● Observation</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.</li> <li>● Oral review of technique and vocabulary</li> </ul>
<b>Knowledge &amp; Skills</b>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● 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?</li> <li>● 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?</li> </ul>

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	<p>How do artists and designers create works of art or design that effectively communicate?</p> <ul style="list-style-type: none"> <li>● 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?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Visual Arts Resources</a></li> <li>● <a href="#">Visual Arts Toolkit - KET Education</a></li> <li>● <a href="#">Resources And Activities For Art Lesson Plans   PBS LearningMedia</a></li> <li>● <a href="#">Art &amp; Language Arts Curriculum (Education at the Getty)</a></li> <li>● <a href="#">Painting: The Art of Self Expression</a></li> <li>● <a href="#">NGAkids Art Zone for iPad</a></li> <li>● <a href="#">A Listening Doll How can history and tradition be expressed through the art of sculpting?</a></li> <li>● <a href="#">Art Show with the Masters How do artists influence your understanding of art forms and movements?</a></li> <li>● <a href="#">Get Inside a Cell!</a></li> <li>● <a href="#">How Do Cells Reproduce? How can art communicate scientific ideas?</a></li> <li>● <a href="#">Visual Arts Careers</a></li> <li>● Climate change visual arts projects/photo essays</li> <li>● Design solutions for eco-friendly public transportation vehicles</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Balkan, Gabrielle and Bloggs, Josy. <i>The Met Georgia O'Keeffe: She Saw the World in a Flower</i></li> <li>● Brown, Mónica. <i>Frida Kahlo and Her Animalitos.</i></li> <li>● De Bie, Cecil, and Martijn Leenan. <i>Rembrandt: Children's See and Do Book</i></li> <li>● Flux, Paul. <i>The Life and Work George Seurat</i></li> <li>● Hodge, Susie and Ekdahl, Kim. <i>The Met Hokusai: He Saw the World in a Wave</i></li> <li>● Jackson, Sharna and Pippins, Andrea. <i>The Met Faith Ringgold: Narrating the World in Pattern and Color</i></li> <li>● Kohl, MaryAnn F and Solga, Kim. <i>Discovering Great Artists: Hands-On Art Experiences in the Styles of Great Masters</i></li> </ul>
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	<ul style="list-style-type: none"><li>● Lionni, Leo. <i>Matthew's Dream</i></li><li>● Mayhew, James. <i>Katie Meets the Impressionists</i></li><li>● Ringgold, Faith. <i>Tar Beach</i></li><li>● Rhodes-Pitts, Sharifa. <i>Jake Makes a World: Jacob Lawrence, A Young Artist in Harlem</i></li><li>● Steptoe, Javaka. <i>Radiant Child: The Story of Young Artist Jean-Michel Basquiat</i></li><li>● Suzuki, Sarah. <i>Yayoi Kusama: From Here to Infinity!</i></li><li>● Tullet, Hervé. <i>Mix It Up</i></li><li>● Vachharajani, Anita. <i>Amrita Sher-Gil: Rebel with a Paintbrush</i></li><li>● Venezia, Mike. <i>George Seurat: Getting to Know the World's Famous Artists</i></li><li>● Venezia, Mike. <i>Jackson Pollock: Getting to Know the World's Famous Artists</i></li><li>● Venezia, Mike. <i>Michaelangelo: Getting to Know the World's Famous Artists</i></li><li>● Venezia, Mike. <i>Rembrandt: Getting to Know the World's Famous Artists</i></li></ul>
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<b>Suggested Accommodations For All Units</b>
<b>English Language Learners:</b>

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- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Special Education/504 Plans/Students with Disabilities:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Gifted and Talented:**

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **Students at Risk of Failure:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.

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- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Economically Disadvantaged:**

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

### **Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

### **Gifted and Talented**

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

*Presentation accommodations allow a student to:*

- Vary the method of presentation: lecture, small groups, large group, demonstration,



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- individual experimentation
- Use technology tools to enhance content
- Explore real world connections

*Response accommodations allow a student to:*

- Turn and Talk
- Reward risk taking while encouraging students to think “outside of the box”

*Setting accommodations allow a student to:*

- Use flexible seating
- Have choice in seating/grouping

*Timing accommodations allow a student to:*

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

*Scheduling accommodations allow a student to:*

- Establish a timeline for completing a project
- Have rigorous Pacing

*Organization skills accommodations allow a student to:*

- Model executive functioning
- Utilize independent skills practices

*Assignment modifications allow a student to:*

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence
- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

*Curriculum modifications provide:*

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

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<b>Unit 2: Presenting</b>	<b>Duration: 10 days throughout</b>
<b>Standards/Learning Targets</b>	
<b>New Jersey Student Learning Standards:</b> 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.	
<b>Primary Interdisciplinary Connections:</b> W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>Social Emotional Learning <a href="#">SELARTS</a></b> Recognize one’s feelings and thoughts Recognize the impact of one’s feelings and thoughts on one’s own behavior Recognize one’s personal traits, strengths and limitations Recognize the importance of self-confidence in handling daily tasks and challenges Recognize and identify the thoughts, feelings and perspectives of others Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds Demonstrate an understanding of the need for mutual respect when viewpoints differ Demonstrate an awareness of the expectations for social interactions in a variety of settings Utilize positive communication and social skills to interact effectively with others Identify the consequences associated with one’s actions in order to make constructive choices Develop, implement and model effective problem solving and critical thinking skills	
<b>Career Readiness, Life Literacies, and Key Skills Practices:</b> 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 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 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 (MS-ETS1-2). 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	

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LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>  
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Holocaust Law N.J.S.A 18A:35-28  
 Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens

### Evidence of Student Learning

**Formative Tasks:**

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart

**Alternative Assessments:**

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance

**Summative Assessments:**

- Listening Exam
- Performance
- Verbal feedback
- Student Critique
- Individual evaluation
- Observation

**Benchmark Assessments:**

- A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.
- Oral review of technique and vocabulary

### Knowledge & Skills

**Enduring Understandings:**

**Essential Questions:**

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<ul style="list-style-type: none"> <li>● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.</li> <li>● 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.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● 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?</li> <li>● 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?</li> <li>● 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?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Visual Arts Resources</a></li> <li>● <a href="#">Visual Arts Toolkit - KET Education</a></li> <li>● <a href="#">Resources And Activities For Art Lesson Plans   PBS LearningMedia</a></li> <li>● <a href="#">Art &amp; Language Arts Curriculum (Education at the Getty)</a></li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Balkan, Gabrielle and Bloggs, Josy. <i>The Met Georgia O'Keeffe: She Saw the World in a Flower</i></li> <li>● Brown, Mónica. <i>Frida Kahlo and Her Animalitos.</i></li> <li>● De Bie, Cecil, and Martijn Leenan. <i>Rembrandt: Children's See and Do Book</i></li> <li>● Flux, Paul. <i>The Life and Work George Seurat</i></li> </ul>
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Content Area: Visual Arts

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- Jackson, Sharna and Pippins, Andrea. *The Met Faith Ringgold: Narrating the World in Pattern and Color*
- Kohl, MaryAnn F and Solga, Kim. *Discovering Great Artists: Hands-On Art Experiences in the Styles of Great Masters*
- Mayhew, James. *Katie Meets the Impressionists*
- Ringgold, Faith. *Tar Beach*
- Rhodes-Pitts, Sharifa. *Jake Makes a World: Jacob Lawrence, A Young Artist in Harlem*
- Steptoe, Javaka. *Radiant Child: The Story of Young Artist Jean-Michel Basquiat*
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- Vachharajani, Anita. *Amrita Sher-Gil: Rebel with a Paintbrush*
- Venezia, Mike. *George Seurat: Getting to Know the World's Famous Artists*

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- Venezia, Mike. *Jackson Pollock: Getting to Know the World's Famous Artists*
- Venezia, Mike. *Michaelangelo: Getting to Know the World's Famous Artists*
- Venezia, Mike. *Rembrandt: Getting to Know the World's Famous Artists*

### Suggested Accommodations For All Units

#### English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

#### Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication

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- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Gifted and Talented:**

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **Students at Risk of Failure:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
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### **Economically Disadvantaged:**

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.

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- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

### **Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

### **Gifted and Talented**

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

### *Presentation accommodations allow a student to:*

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

### *Response accommodations allow a student to:*

- Turn and Talk
- Reward risk taking while encouraging students to think "outside of the box"

### *Setting accommodations allow a student to:*

- Use flexible seating
- Have choice in seating/grouping

### *Timing accommodations allow a student to:*

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

### *Scheduling accommodations allow a student to:*

- Establish a timeline for completing a project
- Have rigorous Pacing

### *Organization skills accommodations allow a student to:*

- Model executive functioning
- Utilize independent skills practices

### *Assignment modifications allow a student to:*

- Complete enrichment tasks



## Long Beach Island Consolidated School District Curriculum Guide

<b>Grade: 6</b>	<b>Content Area: Visual Arts</b>
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<ul style="list-style-type: none"> <li>● Write longer passages on essays and open ended responses including academic vocabulary</li> <li>● Answer higher order thinking questions</li> <li>● Cite text evidence</li> <li>● Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs</li> </ul> <p><i>Curriculum modifications provide:</i></p> <ul style="list-style-type: none"> <li>● Topics of interest to the student and/or relevant to how the world works</li> <li>● Students access to supplemental reading materials matched to individual student lexiles</li> <li>● Opportunities for open-ended, self-directed activities</li> <li>● Opportunities to get graded or assessed using a different standard than the one for classmates</li> </ul>
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<b>Unit 3: Responding</b>	<b>Duration:</b> 10 days throughout
<b>Standards/Learning Targets</b>	
<p><b>New Jersey Student Learning Standards:</b>            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.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.</p>	
<p><b>Social Emotional Learning <a href="#">SELARTS</a></b>            Recognize one's feelings and thoughts            Recognize the importance of self-confidence in handling daily tasks and challenges            Recognize the impact of one's feelings and thoughts on one's own behavior            Utilize positive communication and social skills to interact effectively with others            Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p>	
<p><b>Career Readiness, Life Literacies and Key Skills Practices</b>            9.4.8.Cl.4: Explore the role of creativity and innovation in career pathways and industries.            9.4.8.Cl.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            9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>	

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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 (MS-ETS1-2).

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>  
<http://www.njamistadcurriculum.net/>

Holocaust Law N.J.S.A 18A:35-28  
 Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

<b>Evidence of Student Learning</b>	
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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Class participation</li> <li>● Teacher observation</li> <li>● Questioning</li> <li>● Discussion</li> <li>● Demonstration</li> <li>● Composition</li> <li>● Think-Pair-Share</li> <li>● Peer/Self-Assessment</li> <li>● Thumbs Up/Thumbs Down</li> <li>● Emoji Self-assessment Door Chart</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance</li> <li>● Student self-reflection or discussion while planning their performance</li> <li>● Conversation/presentation rubric to score student work and presentation of final project or performance</li> </ul>
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<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Listening Exam</li> <li>● Performance</li> <li>● Verbal feedback</li> <li>● Student Critique</li> <li>● Individual evaluation</li> <li>● Observation</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.</li> <li>● Oral review of technique and vocabulary</li> </ul>
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# Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: Visual Arts

## Knowledge & Skills

### 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.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

### Essential Questions:

- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
- 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?

## Core Instructional & Supplemental Materials

### Suggested Activities/Resources:

- [Visual Arts Resources](#)
- [Visual Arts Toolkit - KET Education](#)
- [Resources And Activities For Art Lesson Plans | PBS LearningMedia](#)
- [Art & Language Arts Curriculum \(Education at the Getty\)](#)

### Varied Levels of Text:

- Balkan, Gabrielle and Bloggs, Josy. *The Met Georgia O'Keeffe: She Saw the World in a Flower*
- Brown, Mónica. *Frida Kahlo and Her Animalitos*.
- De Bie, Cecil, and Martijn Leenan. *Rembrandt: Children's See and Do Book*
- Flux, Paul. *The Life and Work George Seurat*
- Hodge, Susie and Ekdahl, Kim. *The Met Hokusai: He Saw the World in a Wave*

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Grade: 6	Content Area: Visual Arts
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	<ul style="list-style-type: none"><li>● Jackson, Sharna and Pippins, Andrea. <i>The Met Faith Ringgold: Narrating the World in Pattern and Color</i></li><li>● Kohl, MaryAnn F and Solga, Kim. <i>Discovering Great Artists: Hands-On Art Experiences in the Styles of Great Masters</i></li><li>● Mayhew, James. <i>Katie Meets the Impressionists</i></li><li>● Ringgold, Faith. <i>Tar Beach</i></li><li>● Rhodes-Pitts, Sharifa. <i>Jake Makes a World: Jacob Lawrence, A Young Artist in Harlem</i></li><li>● Steptoe, Javaka. <i>Radiant Child: The Story of Young Artist Jean-Michel Basquiat</i></li><li>● Suzuki, Sarah. <i>Yayoi Kusama: From Here to Infinity!</i></li><li>● Tullet, Hervé. <i>Mix It Up</i></li><li>● Vachharajani, Anita. <i>Amrita Sher-Gil: Rebel with a Paintbrush</i></li><li>● Venezia, Mike. <i>George Seurat: Getting to Know the World's Famous Artists</i></li><li>● Venezia, Mike. <i>Jackson Pollock: Getting to Know the World's Famous Artists</i></li><li>● Venezia, Mike. <i>Michaelangelo: Getting to Know the World's Famous Artists</i></li></ul>
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## Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: Visual Arts

- Venezia, Mike. *Rembrandt: Getting to Know the World's Famous Artists*

### Suggested Accommodations For All Units

#### English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

#### Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history

## Long Beach Island Consolidated School District Curriculum Guide

**Grade: 6**

**Content Area: Visual Arts**

- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **Students at Risk of Failure:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Economically Disadvantaged:**

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

### **Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

## Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: Visual Arts

### **Gifted and Talented**

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

#### *Presentation accommodations allow a student to:*

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

#### *Response accommodations allow a student to:*

- Turn and Talk
- Reward risk taking while encouraging students to think “outside of the box”

#### *Setting accommodations allow a student to:*

- Use flexible seating
- Have choice in seating/grouping

#### *Timing accommodations allow a student to:*

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

#### *Scheduling accommodations allow a student to:*

- Establish a timeline for completing a project
- Have rigorous Pacing

#### *Organization skills accommodations allow a student to:*

- Model executive functioning
- Utilize independent skills practices

#### *Assignment modifications allow a student to:*

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence
- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

#### *Curriculum modifications provide:*

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles

## Long Beach Island Consolidated School District Curriculum Guide

<b>Grade: 6</b>	<b>Content Area: Visual Arts</b>
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- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

<b>Unit 4: Connecting</b>	<b>Duration:</b> 10 days throughout
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**Standards/Learning Targets**

**New Jersey Student Learning Standards:**  
 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.  
 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.  
 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

**Primary Interdisciplinary Connections:**  
**English Language Arts:**

- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Career Readiness, Life Literacies, and Key Skills**  
 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  
 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

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<p>Holocaust Law N.J.S.A 18A:35-28</p> <p>Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>	
<b>Evidence of Student Learning</b>	
<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Class participation</li> <li>● Teacher observation</li> <li>● Questioning</li> <li>● Discussion</li> <li>● Demonstration</li> <li>● Composition</li> <li>● Think-Pair-Share</li> <li>● Peer/Self-Assessment</li> <li>● Thumbs Up/Thumbs Down</li> <li>● Emoji Self-assessment Door Chart</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance</li> <li>● Student self-reflection or discussion while planning their performance</li> <li>● Conversation/presentation rubric to score student work and presentation of final project or performance</li> </ul>
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<b>Knowledge &amp; Skills</b>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li> <li>● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● : 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?</li> <li>● How does art help us understand the lives of people of different times, places, and cultures? How is art used to</li> </ul>

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	<p style="text-align: center;">impact the views of a society? How does art preserve aspects of life?</p>
<b>Core Instructional &amp; Supplemental Materials</b>	
<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Visual Arts Resources</a></li> <li>● <a href="#">Visual Arts Toolkit - KET Education</a></li> <li>● <a href="#">Resources And Activities For Art Lesson Plans   PBS LearningMedia</a></li> <li>● <a href="#">Art &amp; Language Arts Curriculum (Education at the Getty)</a></li> <li>● <a href="#">Identity Boxes: Symbols of My Identity</a></li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Balkan, Gabrielle and Bloggs, Josy. <i>The Met Georgia O'Keeffe: She Saw the World in a Flower</i></li> <li>● Brown, Mónica. <i>Frida Kahlo and Her Animalitos.</i></li> <li>● De Bie, Cecil, and Martijn Leenan. <i>Rembrandt: Children's See and Do Book</i></li> <li>● Flux, Paul. <i>The Life and Work George Seurat</i></li> <li>● Hodge, Susie and Ekdahl, Kim. <i>The Met Hokusai: He Saw the World in a Wave</i></li> <li>● Jackson, Sharna and Pippins, Andrea. <i>The Met Faith Ringgold: Narrating the World in Pattern and Color</i></li> <li>● Kohl, MaryAnn F and Solga, Kim. <i>Discovering Great Artists: Hands-On Art Experiences in the Styles of Great Masters</i></li> <li>● Mayhew, James. <i>Katie Meets the Impressionists</i></li> <li>● Ringgold, Faith. <i>Tar Beach</i></li> </ul>

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Content Area: Visual Arts

- Rhodes-Pitts, Sharifa. *Jake Makes a World: Jacob Lawrence, A Young Artist in Harlem*
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- Venezia, Mike. *Jackson Pollock: Getting to Know the World's Famous Artists*
- Venezia, Mike. *Michaelangelo: Getting to Know the World's Famous Artists*
- Venezia, Mike. *Rembrandt: Getting to Know the World's Famous Artists*

### Suggested Accommodations For All Units

#### English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary

## Long Beach Island Consolidated School District Curriculum Guide

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Content Area: Visual Arts

- Use graphic organizers

### **Special Education/504 Plans/Students with Disabilities:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
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### **Gifted and Talented:**

- Extension Activities
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### **Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
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### **Gifted and Talented**

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

*Presentation accommodations allow a student to:*

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- Use technology tools to enhance content
- Explore real world connections

*Response accommodations allow a student to:*

- Turn and Talk

## Long Beach Island Consolidated School District Curriculum Guide

**Grade: 6**

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- Reward risk taking while encouraging students to think “outside of the box”

*Setting accommodations allow a student to:*

- Use flexible seating
- Have choice in seating/grouping

*Timing accommodations allow a student to:*

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

*Scheduling accommodations allow a student to:*

- Establish a timeline for completing a project
- Have rigorous Pacing

*Organization skills accommodations allow a student to:*

- Model executive functioning
- Utilize independent skills practices

*Assignment modifications allow a student to:*

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
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*Curriculum modifications provide:*

- Topics of interest to the student and/or relevant to how the world works
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