

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6	Content Area: Dance
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Introduction

The grade 6 Dance curriculum provides a variety of integrated, interdependent learning opportunities for students to develop artistic literacy and fluency in the dance 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.

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

Recommended Pacing Guide	
Creating	10 days throughout
Performing	10 days throughout
Responding	10 days throughout
Connecting	10 days throughout

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Content Area: Dance

Unit 1: Creating

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.

1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.

Primary Interdisciplinary Connections:

English Language Arts:

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Social Emotional Learning [SELARTS](#)

- 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
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods 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

Science

MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

Career Readiness, Life Literacies and Key Skills

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

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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.

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
- 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

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Enduring Understandings:

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.
- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Questions:

- Where do choreographers get ideas for dances?
- What influences choice-making in creating choreography?
- How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Scripted works as needed
- Facility with open space and stage
- Props as needed
- [Bodily Kinesthetic Intelligence and Climate Change Lesson Plan](#)
- [Storytelling Through Dance](#)
- [Human Body Systems Dance](#)
- [Do You Wanna Dance?](#)
- [Art in Motion with Kylie Murray](#)
- <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/6-8/dancing-mythology/>
- [Elements of Dance](#)

Varied Levels of Text:

“The Magic in Changing Your Stars” by L. Henderson

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

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- 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
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- 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
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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.
- 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"

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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

Unit 2: Performing

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.

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1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body

Primary Interdisciplinary Connections:

Visual Art

Combine concepts collaboratively to generate innovative ideas for creating art.

English Language Arts:

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Social Emotional Learning [SELARTS](#)

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

Career Readiness, Life Literacies, and Key Skills Practices:

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)

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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Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
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- Demonstration
- Composition
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Alternative Assessments:

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Summative Assessments:

- Listening Exam
- Performance
- Verbal feedback
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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:

- Space, time and energy are basic elements of dance.
- The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions
- Dancers use the mind-body connection and develop the body as an instrument for artistry

Essential Questions:

- How do dancers work with space, time and energy to communicate artistic expression?
- How is the body used as an instrument for technical and artistic expression?

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<p>and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p>	<ul style="list-style-type: none"> What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> Scripted works as needed Facility with open space and stage Props as needed Bodily Kinesthetic Intelligence and Climate Change Lesson Plan Human Body Systems Dance Sundiata, Mali's Lion King Swoop, Lift & Leap to the Lore How does dance express events from Indigenous or Native folklore? Native Pride Dancers https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/6-8/dancing-mythology/ Elements of Dance 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> My House is the Red Earth by Joy Harjo Poetry Foundation I Was Sleeping Where the Black Oaks Move by... Poetry Foundation

Suggested Accommodations For All Units
<p>English Language Learners:</p> <ul style="list-style-type: none"> 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 <p>Special Education/504 Plans/Students with Disabilities:</p> <ul style="list-style-type: none"> 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

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- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
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Gifted and Talented:

- Extension Activities
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- Teachers will check/sign student agenda daily
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Economically Disadvantaged:

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- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
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- Give every student the same opportunity for success.
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Culturally Diverse:

- Involve families in student learning
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Gifted and Talented

- Peer mediated strategies
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Presentation accommodations allow a student to:

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Setting accommodations allow a student to:

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Timing accommodations allow a student to:

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

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- 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:

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Assignment modifications allow a student to:

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Unit 3: Responding

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

1.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.

1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Primary Interdisciplinary Connections:

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RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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Social Emotional Learning [SELARTS](#)

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Career Readiness, Life Literacies and Key Skills Practices

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Evidence of Student Learning

Formative Tasks:

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Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or

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<ul style="list-style-type: none"> • Questioning • Discussion • Demonstration • Composition • Think-Pair-Share • Peer/Self-Assessment • Thumbs Up/Thumbs Down • Emoji Self-assessment Door Chart 	<p>practice towards performance</p> <ul style="list-style-type: none"> • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Listening Exam • Performance • Verbal feedback • Student Critique • Individual evaluation • Observation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • 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	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Dance is perceived and analyzed to comprehend its meaning • Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. • Criteria for evaluating dance vary across genres, styles and cultures. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How is a dance understood? • How is dance interpreted? • What criteria are used to evaluate dance?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Scripted works as needed • Facility with open space and stage • Props as needed • Bodily Kinesthetic Intelligence and Climate Change Lesson Plan • https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/6-8/dancing-mythology/ 	<p>Varied Levels of Text:</p> <p>Elements of Dance</p>

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Suggested Accommodations For All Units

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Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
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- 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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Unit 4: Connecting	Duration: 10 days throughout
Standards/Learning Targets	
New Jersey Student Learning Standards: 1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.	
Primary Interdisciplinary Connections: English Language Arts: <ul style="list-style-type: none"> ○ 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. 	
Technology Standards: 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences	
Career Readiness, Life Literacies, and Key Skills 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect 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 (1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	
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.	

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Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Listening Exam • Performance • Verbal feedback • Student Critique • Individual evaluation • Observation 	Benchmark Assessments: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. • Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. 	Essential Questions: <ul style="list-style-type: none"> • How does dance deepen our understanding of ourselves, other knowledge and events around us? • How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: <ul style="list-style-type: none"> • Scripted works as needed • Facility with open space and stage • Props as needed • Bodily Kinesthetic Intelligence and Climate Change Lesson Plan 	Varied Levels of Text: <ul style="list-style-type: none"> • Kids-level theater scripts and texts • Grade level books • “Nature Talks Back” • “Peter Rabbit” • “Rikki Tikki Tavi”

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- [The Art of Baseball](#)

- "How the Elephant Got Its Trunk"
- "Amandina"
- "Backstage Cat"
- "Rifka Takes a Bow"
- "Moses Sees a Play"
- "Amazing Grace"
- "Kamishibai Man"
- "Stagestruck"
- "Pet of the Met"
- "Louise the Big Cheese: Diving Diva"
- "The Happiest Tree"
- "The Boy, the Bear, the Baron, and the Bard"
- "Full Moon and Star"

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

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- 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.
- 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.

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- 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, 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:

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- 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