

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2	Content Area: Media Arts
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Introduction

The grade K-2 Media Arts curriculum provides a variety of integrated, interdependent learning opportunities for students to develop artistic literacy and fluency in the media 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
Producing	10 days throughout
Responding	10 days throughout
Connecting	10 days throughout

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Unit 1: Creating	Duration: 10 days throughout
Standards/Learning Targets	
New Jersey Student Learning Standards: 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling. 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials. 1.2.2.Cr1c: Explore form ideas for media art production with support. 1.2.2.Cr1d: Connect and apply ideas for media art production. 1.2.2.Cr1e: Choose ideas to create plans for media art production. 1.2.2.Cr2a: Explore form ideas for media art production with support. 1.2.2.Cr2b: Connect and apply ideas for media art production. 1.2.2.Cr2c: Choose ideas to create plans for media art production. 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.) 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.	
Primary Interdisciplinary Connections: English Language Arts: 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 .	
Career Readiness, Life Literacies and Key Skills	

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9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives
 9.4.2.Cl.2: Demonstrate originality and inventiveness in work.

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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- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning
- The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.

- How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
- How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?
- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Scripted works as needed
- <https://whyypbslearningmedia.org/collection/media-arts-toolkit/t/in-the-classroom/>
- Props as needed

Varied Levels of Text:

- [11 Books to Encourage Creative Young Artists](#)
- “Matisse’s Garden”
- “Sophie’s Masterpiece”
- “How to Be an Explorer of the World: Portable Art Life Museum”
- “A River”
- “Harold and the Purple Crayon”
- “Tar Beach”

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

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- 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.
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- 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, 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

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- 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: Producing

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.
- 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.

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1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.

1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.

Primary Interdisciplinary Connections:

Visual Art

Combine concepts collaboratively to generate innovative ideas for creating art.

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:

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives

9.4.2.Cl.2: Demonstrate originality and inventiveness in work.

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Evidence of Student Learning

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Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
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Alternative Assessments:

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Summative Assessments:

- Listening Exam
- Performance
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- Student Critique
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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:

- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- Media artists present, share and distribute media artworks through various social, cultural and political contexts.

Essential Questions:

- How are complex media arts experiences constructed? At what point is a work considered "complete"?
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
- How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?

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Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Scripted works as needed
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- Props as needed

Varied Levels of Text:

"Matisse's Garden"
"Sophie's Masterpiece"
"How to Be an Explorer of the World: Portable Art Life Museum"
"A River"
"Harold and the Purple Crayon"
"Tar Beach"

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
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- Preferential seating to be mutually determined by the student and teacher
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Gifted and Talented:

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- Extension Activities
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- Debate topics of interest / cultural importance
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- Anchor Activities
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- Provide assessments at a higher level of thinking

Students at Risk of Failure:

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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

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- 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
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Setting accommodations allow a student to:

- Use flexible seating
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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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- 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 3: Responding

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.
 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Social Emotional Learning [SELARTS](#)

- Recognize one's feelings and thoughts
 Recognize the importance of self-confidence in handling daily tasks and challenges
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 Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Career Readiness, Life Literacies and Key Skills Practices

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives
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- Oral review of technique and vocabulary

Knowledge & Skills

Enduring Understandings:

- Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

Essential Questions:

- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
- How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using

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- Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.

- arts vocabulary help us understand and interpret works of art?
- How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
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- Teachers will check/sign student agenda daily
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Gifted and Talented:

- Extension Activities
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Economically Disadvantaged:

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Gifted and Talented

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- Turn and Talk
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Setting accommodations allow a student to:

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- 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:

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

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- Model executive functioning
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Assignment modifications allow a student to:

- Complete enrichment tasks
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- Opportunities to get graded or assessed using a different standard than the one for classmates

Unit 4: Connecting

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.
- 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

Primary Interdisciplinary Connections:

English Language Arts:

- R2. Determine central ideas or themes of a text and analyze their

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- 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.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

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.

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

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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: • Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. • Understanding connections to varied contexts and daily life enhances a media artist's work.	Essential Questions: • How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities? • 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • Scripted works as needed • https://why.pbslearningmedia.org/collection/media-arts-toolkit/t/in-the-classroom/ • Props as needed	Varied Levels of Text: “Matisse’s Garden” “Sophie’s Masterpiece” “How to Be an Explorer of the World: Portable Art Life Museum” “A River” “Harold and the Purple Crayon” “Tar Beach”

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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
- 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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- 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.
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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

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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
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates