

Moonachie School District Visual Arts Curriculum: Grade K

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022
Re-Adoption: August 26, 2025

1.5 Visual Arts: Grades K

ARTISTIC PROCESS: Creating

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 1: Generating and conceptualizing ideas.	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	Explore
Anchor Standard 2: Organizing and developing ideas.	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	Investigate
Anchor Standard 3: Refining and completing products.	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	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?	Reflect, Refine, Continue

PERFORMANCE EXPECTATIONS

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.

1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Routine and Safety, hold scissors down in your hand, Thumb up in scissors	Students will be able to: <ul style="list-style-type: none"> - Handle materials in a safe manner - Move throughout the art room safely - Cut using a scissor - Glue 	Practice the safety skill after it is modeled by the teacher Discussion of what to do and not do with (i.e. scissors)	Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics
Lines: Line qualities, zig zag, curve, straight, vertical, horizontal, solid, broken, thick, thin, wipsy	Students will be able to: Maintain a pincer grip Draw horizontal lines Draw vertical lines Recognize the qualities of line including straight, curved, vertical, horizontal, thick and thin lines in known two-dimensional works of art	Draw various lines using crayons, pencils, and paint brushes Fall paper tree- vertical lines for tree trunk, horizontal lines for the grass, tearing paper Family Kinetic Drawing- your family, your house, season Collage- shapes, line, different materials and textures Create different lines- in sections on the paper with crayon, watercolor between the lines	Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique
Shapes: circles, squares, rectangle, triangle, oval, heart, star, diamond, rhombus, trapezoid, hexagon, octagon Cutting, gluing Aristis: Henri Matisse	Students will be able to: <ul style="list-style-type: none"> - use lines to draw and form shapes - Identify different shapes - Identify basic geometric shapes in two-dimensional works of art and produce similar use of shape as the focus of original artwork 	Read Aloud- <u>Where the Wild Things Are</u> : displays the circles, squares, and lines <u>Snippets</u> : different shapes identification Collage- shapes, line, different materials and textures Shape Bingo- identification of shapes Shape Memory Game- Use a card deck of shapes and take one away for students to think what went missing I Spy- I spy a square around the room, etc.	Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level

			<p>standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
<p>Color: rainbow (ROYGBIV), primary and secondary colors, color wheel, color mixing, tracing, warm and cool colors</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify the colors of the rainbow - Mix colors to make new colors - Identify what colors make new colors - Identify the 6 basic colors 	<p>Color Mixing- use the color wheel to progress through the different colors (ratio of color- light vs. dark colors)</p> <p>Crayon Resist- students will create and mix watercolors using white crayons.</p> <p>Suggested Read Alouds to reinforce color mixing:</p> <ul style="list-style-type: none"> ● The Very Hungry Caterpillar ● The Sky Color by Peter Reynolds 	
<p>Forms: 2D and 3D forms, flat, not flat</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Understand, identify and create a 2D shape (two dimensional) will always have a width and length, but no depth, making it totally flat - Understand, identify and create a 3D shape (three dimensional) will have a top view, side view 	<p>Read Aloud- The Very Hungry Caterpillar by Eric Carle</p> <p>Text will review 2D shapes: circle, oval, triangle, square, rectangles, rhombus, trapezoid, star, heart, and crescent, plus 3D shapes, cones, sphere, cylinder and cube.</p> <p>Create a 3-D Very Hungry Caterpillar using PlayDoh or Model magic</p> <p>Artist spotlight: Paul Klee Castle in the Sun. Paul Klee was a Swiss-born German artist. His highly individual style was influenced by movements in art that included</p>	

		expressionism, cubism, and surrealism. Students will create an abstract cityscape painting from Paul Klee using 2D and 3D shapes.	
Texture: smooth, rough, imprints, patterns, implied, real, mark making, bumpy, smooth, scaly, soft, puffy, uneven, fluffy, soft, wrinkled, grainy, velvety, sticky, hairy, shiny, , grooved, prickly, wooly, wavy, crumpled, glossy, spiky, criss-crossed, sharp, lined, creased, cracked, jagged, tangled, fractured, dull	Students will be able to: <ul style="list-style-type: none"> - Create and identify patterns with colors, size, and shapes - Identify texture that is implied vs. real 	The teacher will model how different patterns are made. Students will create patterns with various colors, shapes, sizes. Crayon Rubbings/Mark Making Using PlayDoh/Model Magic, Objects students will create a variety of textures. They will identify the texture that they have created and describe it with adjectives	
Resources/Materials	Paper, crayons, pencils, watercolor paint, playdough, model magic, scissors, glue, Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/		
Interdisciplinary Connections	English Language Arts <ul style="list-style-type: none"> ● SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups ● SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood 		
Career Readiness, Life Literacies and Key Skills	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).		
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps.		

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding Word walls	Word walls Visual aides	Teacher tutoring Peer tutoring	Curriculum compacting Challenge assignments	Word walls Visual aides

Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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1.5 Visual Arts: Grades K

ARTISTIC PROCESS: Presenting

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4: Selecting, analyzing, and interpreting work.	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?	Analyze
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?	Select
Anchor Standard 6: Conveying meaning through art.	Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate	What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas,	Share

	meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?	
PERFORMANCE EXPECTATIONS			
1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.			
1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.			
1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Craftsmanship, expositions, medium, shape, completion of components, represent ideas, effort, pride, artist, signature	Students will be able to: Complete an art project to the best of their ability Take their time with the project/piece Sign their project at the end	Display incomplete work examples, discussion of what it means to be complete Display artwork with artist signatures, have the students sign their works	Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique Benchmark:

			<p>Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
Resources/Materials	<p>Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/</p>		
Interdisciplinary Connections	<p>English Language Arts</p> <ul style="list-style-type: none"> ● SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). ○ B. Continue a conversation through multiple exchanges. ● SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood 		
Career Readiness, Life	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p>		

Literacies and Key Skills	9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps.

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.5 Visual Arts: Grades K: Fine Motor Skills, Lines, and Routines

ARTISTIC PROCESS: Responding

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 7: Perceiving and analyzing products.	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?	Perceive
Anchor Standard 8: Interpreting intent and meaning.	People gain insights into meanings of artworks by engaging in the process of art criticism.	Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer read a work of art as	Interpret

		text? How does knowing and using visual art vocabulary help us understand and interpret works of art?	
Anchor Standard 9: Applying criteria to evaluate products.	People evaluate art based on various criteria.	How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	Analyze

PERFORMANCE EXPECTATIONS

1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.

1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Process, incorporate, colors, emotions, convey, artist, connections, evaluate, take turns	<p>Students will be able to:</p> <ul style="list-style-type: none"> - View works of art by various artists to identify what you like, do not like, how lines are used, what colors are used, how they connect to the piece personally - Develop stamina and engagement in the art topic/piece 	<p>Students will view an artist's piece having small and whole group discussion about how the students feel about the piece:</p> <p>“I see” “It makes me feel” “It reminds me of.”</p>	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards,</p>

			<p>Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
Resources/Materials	<p>Henri Matisse, Van Gogh, Warhol, Paul Klee Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/</p>		
Interdisciplinary Connections	<p>English Language Arts</p> <ul style="list-style-type: none"> ● SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). ○ B. Continue a conversation through multiple exchanges. ● SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood 		
Career Readiness, Life Literacies and Key Skills	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p>		
Computer Science and Design Thinking	<p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>		

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504

Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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1.5 Visual Arts: Grades K: Fine Motor Skills, Lines, and Routines

ARTISTIC PROCESS: Connecting

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?	Synthesize
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	Relate
PERFORMANCE EXPECTATIONS			
1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.			
1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.			
1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.			

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Personal narrative, connections, celebrate, choice, culture, holidays, traditions, community, compare, contrast.	Students will be able to: <ul style="list-style-type: none"> - Explain why they have made choices of lines, colors, and shapes in their art piece. - Explain how their art relates to their home, school, or community - Identify how their culture or background relates to their art - Acknowledge and accept the different holidays/celebrations of others 	<ul style="list-style-type: none"> - Model discussions - Whole and small group discussion 	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
Resources/Materials	Student work, teacher examples, famous artwork examples across history Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/		
Interdisciplinary Connections	English Language Arts <ul style="list-style-type: none"> ● SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 		

	<ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). ○ B. Continue a conversation through multiple exchanges. ● SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
Career Readiness, Life Literacies and Key Skills	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps.

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling