



Rochelle Park School District

Curriculum Guide

Visual Arts Grade 8

BOE Approved on August 30, 2022

Rochelle Park School District

1.5 Visual Arts Grades K-8

Content Area:
Visual and Performing Arts

Subject Name:
Art

Grade:
Eighth

Course Description and Rationale

Visual Arts is an essential part of the academic curriculum which supports human development of creativity, encourages self-expression, cultivates curiosity, and assists with the development of language skills and decision-making. Art provides an avenue to strengthen problem-solving skills, enhance the ability to reason, and promote divergent thinking. Creating art improves self-confidence and instills a sense of accomplishment which aids in self-esteem.

ARTISTIC PROCESS: Creating

| Anchor Standard | Enduring Understanding | Essential Questions | 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 | What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished | Reflect, Refine, Continue |

| | | | |
|--|---|--|--|
| | constructive critique, reflecting on, revising and refining work over time. | in art forms? How does collaboratively reflecting on a work help us experience it more completely? | |
| PERFORMANCE EXPECTATIONS | | | |
| 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. | | | |
| 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. | | | |
| 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. | | | |
| 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. | | | |
| 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. | | | |
| 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement. | | | |

| Key Vocabulary | Student Learning Objectives | Suggested Tasks/Activities | Evidence of Learning (Assessment) Suggested Materials | Suggested Resources & Materials | Pacing |
|--|--|--|--|---|----------------|
| <p>Unit 1: Renaissance Art History Renaissance, fresco, perspective, sculpture in the round, creativity, innovation, silhouette</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe characteristics of Renaissance art -Identify importance of art in any society -Explore ways to expand imagination and the creative process for divergent thinking. -Brainstorm and curate ideas to innovatively problem solve for the creation of an invention design -Set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the maker -Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. -Reflect, refine, and revise work then discuss and describe personal choices in work. | <p>Artist Spotlight: Renaissance artist Leonardo da Vinci's creativity will be the focus as students learn of his life, art, and inventions within his notebooks. Discussion of other creative innovators throughout history will include Thomas Edison, Ben Franklin, the Wright brothers, Alexander Fleming, Steve Jobs, and others. Emphasis will be on creativity: what it is, how it can be cultivated, and where it can be woven into their thought processes.</p> <p>Invention Piece: Students will add a page in da Vinci's secret notebooks of their own design for an invention that will benefit mankind in the distant future. Students will design, sketch and then explain their idea in written form as da Vinci did (backwards).</p> <p>Artist Spotlight: Michelangelo di Lodovico Buonarroti Simoni's art will be studied, specifically his Sistine Chapel ceiling. Students will then create their own fresco using plaster and paint to complete a piece of art with a personal meaning.</p> | <p>The teacher will assess student learning based on their ability to take their knowledge of lessons/techniques/methods and incorporate them into artwork. Assessments will be made of planning and ability to stretch creative ideas in artwork. Students will be assessed on their ability to examine their own work and make appropriate additions/deletions/changes to the overall piece. Teacher created quizzes and rubrics will be used to assess understanding of information in discussions and demonstration of art concepts, proper use and care of art materials, completion of projects, and effort applied.</p> | <p>Paper, tea/coffee grounds, pens, markers, watercolor, plaster</p> <ul style="list-style-type: none"> -Slide presentations -Art examples -Scholastic Art Magazine -Worksheets -BrainPop videos -Google Earth -World's Greatest Artists videos -Examples of work -Google Classroom -Art & Man Magazine -Edpuzzle <p>-Uffizi Museum</p> <p>-The Metropolitan Museum of Art</p> <p>-The National Gallery Museum</p> | <p>4 Weeks</p> |

| | | | | | |
|---|---|---|--|--|----------------|
| <p>Unit 2: Drawing Value, value scale, gradation, charcoal, blending, overlapping, cast shadow, proportion, contour, sketch, form, negative space, positive space, shading, shape, composition, contrast, texture, horizon line, stipple, hatching, cross-hatching, implied, still-life, landscape, geometric, organic, pattern, repetition, variation, illusion, 2D vs 3D. T-square, perpendicular, parallel, career</p> | <p>Students will be able to: -Demonstrate the ideas of depth and perspective as well as illusion in drawing. -Use drawing techniques such as stippling, contour, lines, cross-hatching, etc. to demonstrate form, texture, emphasis, etc. -Strengthen drawing skills through practicing observation techniques -Demonstrate use of proportion and proper placement in creating self-portrait -Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. -Reflect, refine, and revise work then discuss and describe personal choices in work.</p> | <p>Artist Spotlight: American architect Frank Lloyd Wright's work will be examined, particularly <i>Falling Water</i>. Discussions will include careers in art. Two-Point Perspective Buildings - Using rulers and T-squares, students will create a street scene including buildings that gives the illusion of 3D on a 2D surface. En Plein Air Drawing - Students will develop a series of drawings outdoors viewing real-life natural landscape aspects and incorporating a few buildings. Still-life - Students will complete a still-life from objects in the classroom. Light & shadow will be the focus, concentrating on the study of value. Various materials will be used such as colored pencils, markers, charcoal, and/or oil pastels. Repetition & Variation - Creating a 9 block grid, students will create a series of drawings of one object (such as a key, pair of scissors, an old phone, etc.) from different views, creating very different compositions in each section.</p> | <p>The teacher will assess student learning based on their ability to take their knowledge of drawing techniques/methods and incorporate them into artwork. Assessments will be made of planning and conveying how lines and values are used in artwork. Students will be assessed on their ability to examine their own work and make appropriate additions/deletions/changes to the overall piece. Teacher created rubrics will be used to assess understanding and demonstration of art concepts, proper use and care of art materials, completion of projects, and effort applied.</p> | <p>Various pencils, markers, oil pastels, charcoal, various papers, ink, acetate, markers, magazines, rulers, t-squares</p> <p>-Examples of artwork -Slide presentations -Worksheets -Google Classroom -Scholastic Art Magazine -Art & Man Magazine -Edpuzzle</p> <p>-The Metropolitan Museum of Art The MOMA</p> | <p>3 Weeks</p> |
|---|---|---|--|--|----------------|

| | | | | | |
|--|--|--|--|---|----------------|
| <p>Unit 3: Color Theory Primary & secondary & tertiary colors, value, gradation, tints, shades, tones, analogous colors, complementary colors, neutrals, texture, watercolor vs. temperas vs. acrylics, flat, hues, composition, shape, line, abstract</p> | <p>Students will be able to: -Develop skills in using color to create a piece reflecting understanding of color mixing and value. - Identify primary, secondary, and tertiary colors on the color wheel. -Demonstrate color mixing and value lessons through creating a painting. -Reflect, refine, and revise work then discuss and describe personal choices in artmaking referring to color and composition. -Experiment and develop skills in multiple art-making techniques and approaches through invention and practice. -Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> | <p>Grant Wood Today - Students will learn about American artist Grant Wood and his <i>American Gothic</i> painting. Students will use imaginations/creativity to produce an updated piece entitled <i>The New American Gothic</i> by recreating the painting as if Wood were alive today. Negative Patterns - Students will create a composition using positive and negative space using a bicycle. Within the negative spaces, students will design patterns of various color schemes which will produce a vibrant piece of art.</p> | <p>The teacher will assess student learning based on their ability to take their knowledge of color theory and how it was incorporated into artwork. Assessments will be made of the student's ability to identify how different hues may convey feelings/emotions, planning for composition, and use of shapes, lines, colors, textures & values are used in artwork. Students will be assessed on their ability to examine their own work and make appropriate additions/deletions/changes to the overall piece. Teacher created rubrics will be used to assess understanding and demonstration of art concepts, proper use and care of art materials, completion of projects, and effort applied.</p> | <p>Various papers, pencils, markers, colored pencils, crayons, watercolors, rulers, tracers, oil pastels</p> <ul style="list-style-type: none"> -Slide presentations -Art examples -Worksheets -Scholastic Art Magazine -BrainPop videos -Google Classroom -Art & Man Magazine -Edpuzzle <p>-The Metropolitan Museum of Art</p> <p>The MOMA</p> | <p>3 Weeks</p> |
|--|--|--|--|---|----------------|

| | | | | | |
|--|---|--|--|---|----------------|
| <p>Unit 4: Mixed Media Primary & secondary & tertiary colors, value, gradation, tints, shades, tones, analogous colors, complementary colors, neutrals, weaving, texture, flat, hues, composition, shape, line, abstract, collage, wash, balance, contrast, pattern, rhythm, unity</p> | <p>Students will be able to: -Demonstrate knowledge of composition in art using line, shape, color, texture, etc. in a piece of art -Identify balance, contrast, emphasis, movement, pattern, rhythm, and unity in artwork -Set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers -Reflect, refine, and revise work then discuss and describe personal choices in artmaking.</p> | <p>Favorite Artist - After researching a favorite artist and his/her work, students will create a mixed media piece of art incorporating aspects of their chosen artist. Batik Birds - Students will use an alternate method of producing a batik using glue and use birds as inspiration for composition and color. Surrealist Collage Pattern Portraits - After viewing work of surrealists Salvador Dali and Frida Khalo, students will develop designs using portraits from magazines and various art materials to create their own surrealist art piece.</p> | <p>The teacher will assess student learning based on their ability to take their knowledge of using techniques/methods to create the illusion of 3D on a 2D surface. Assessment will be made of artwork's success in demonstrating space relationships within the final piece. Assessments will be made of the student's ability to identify how different hues may convey feelings/emotions, planning for composition, and use of shapes, lines, colors, textures & values are used in artwork. Students will be assessed on their ability to examine their own work and make appropriate additions/deletions/changes to the overall piece. Teacher created rubrics will be used to assess understanding and demonstration of art concepts, proper use and care of art materials, completion of projects, and effort applied.</p> | <p>Various papers, pencils, markers, colored pencils, crayons, construction paper crayons, watercolors, tempera, charcoal, paper mache, hot glue, drywall, wire, blocks of wood, plastic bottles/containers, letter blocks & stencils, tissue paper, felt, magazines, glitter, yarn/string, beads</p> <p>-Slide presentations -Art examples -Worksheets -Scholastic Art Magazine -BrainPop videos -Google Classroom -Art & Man Magazine -Edpuzzle -The Metropolitan Museum of Art The MOMA</p> | <p>2 Weeks</p> |
|--|---|--|--|---|----------------|

| | |
|---|--|
| Interdisciplinary Connections | <p>ELA</p> <p>MATH 8.EE.B: Understand the connections between proportional relationships, lines, and linear equations.</p> |
| Career Readiness, Life Literacies and Key Skills | |
| Computer Science and Design Thinking | |

| ARTISTIC PROCESS: Presenting | | | |
|--|---|--|-----------------|
| Anchor Standard | Enduring Understanding | Essential Questions | 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 meaning and a record of social, cultural and political experiences | What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? | Share |

| | | | |
|--|---|--|--|
| | resulting in the cultivating of appreciation and understanding. | | |
| PERFORMANCE EXPECTATIONS | | | |
| 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. | | | |
| 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. | | | |
| 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences. | | | |

| Key Vocabulary | Student Learning Objective | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Suggested Resources & Materials | Pacing |
|--|---|--|---|--|---------|
| Gallery walk, art safety/protection, respect of art, information about art, matting, mounting, enhancing artwork, detract from art work, curator, art preservation, art area | <p>Students will be able to:</p> <ul style="list-style-type: none"> -Prepare artwork to be displayed for viewing or shared digitally. -Discuss how exhibits and museums provide information about concepts and topics for artwork displayed in a gallery walk. -Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork in relation to how the students will care for their own artwork. | <p>Virtual Museum Tour - The teacher will take the students on a virtual tour of a museum. The teacher will discuss the responsibilities of an art curator and then relate it to how students can preserve their own artwork at home.</p> <p>Presentation of Work -The teacher will lead discussion on the manner/way that students will present their artwork, i.e. color choice for matting and how it can enhance or detract from the artwork. Students will then complete their work for presentation.</p> <p>Artist Intent - The teacher will display and explore the information that is provided by museums for pieces of art. Students will create sentences to inform others about their artwork.</p> <p>Presenting Options - The teacher will model how to present artwork to others so that students can present their artwork to peers of the actual</p> | <p>The teacher will assess the students on their ability to apply the concepts of presenting their artwork in a manner that will enhance it based on understanding of mounting/matting and colors that are needed.</p> <p>The teacher will assess students on their ability to safely and effectively present and/or prepare their artwork for gallery walks.</p> | <ul style="list-style-type: none"> - Scholastic Art Magazine -Worksheets - Google Slides - Google Classroom - Slide Presentations -Art & Man Magazine -Edpuzzle -The Metropolitan Museum of Art The MOMA Virtual MET field trip Louvre Virtual Tour Smithsonian Virtual Tour The British Museum, London - The Museum of the World The Guggenheim Museum National Gallery of | Ongoing |

| | | | | | |
|---|------------|---|--|-------------------------------------|--|
| | | artwork and also of photos taken of the actual artwork. Storage - The teacher will model to the students how to store artworks safely, i.e. chalk pastels stored within the “folder”. | | Art, Washington, DC | |
| Interdisciplinary Connections | ELA | | | | |
| Career Readiness, Life Literacies and Key Skills | | | | | |
| Computer Science and Design Thinking | | | | | |

| ARTISTIC PROCESS: Responding | | | |
|--|--|---|-----------------|
| Anchor Standard | Enduring Understanding | Essential Questions | 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 does understanding an artist’s expressive intent help us comprehend, interpret, and personally relate to artistic works? 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. | What is art and how does it reflect/ impact our society? What is the value of engaging in the process of art criticism? How can the viewer read a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art? | Interpret |
| 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 | | | |
| 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are | | | |

| |
|---|
| perceived and conveyed. |
| 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. |
| 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. |
| 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. |

| Key Vocabulary | Student Learning Objectives | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Suggested Resources & Materials | Pacing |
|--|--|--|---|---|---------|
| India, Ancient Greece, Ancient Rome, Asia, cultures, artistic process, culture, conditions, environment, time and place, relationships, personal narrative, form, structure, context, subject, visual elements, geometric, organic, mood, colors convey mood. | Students will be able to: -Identify tools, methods, mediums, and processes used to create specific artwork. -Speculate about artistic processes. -Interpret and compare works of art and other responses. -Analyze visual arts including cultural associations. -Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. | Q&A - The teacher will encourage students to explain what they see then ask probing questions to identify why students think that the artist made the choices based on what they see in the artwork. Discussion - The teacher will lead students in comparing and contrasting art pieces by focusing on subject matter, form, medium, etc. Discussion - Personal aesthetics as well as cultural and societal aesthetics of artwork will be explored. Teacher will lead discussion on the artist's point of view as it relates to culture with consideration of the conditions/environment and how that impacts the artwork. Students will then make comparisons to their own experience and culture. Artist Reflection - Students will write about their artwork using various prompts. | The teacher will assess the students based on their ability to convey an understanding of the learning objectives through: - Whole group discussion - Small group discussion - Anecdotal notes - Written work | - Student work, teacher examples, famous artwork examples across history - Slide Presentations - Scholastic Art Magazine - BrainPop videos - Worksheets -Google Classroom -Art & Man Magazine -Edpuzzle -The Metropolitan Museum of Art The MOMA Smithsonian Virtual Tour The British Museum, London - The Museum of the World The Guggenheim Museum National Gallery of | Ongoing |

| | | | | | |
|---|-----|--|--|-------------------------------------|--|
| | | | | Art, Washington, DC | |
| Interdisciplinary Connections | ELA | | | | |
| Career Readiness, Life Literacies and Key Skills | | | | | |
| Computer Science and Design Thinking | | | | | |

| ARTISTIC PROCESS: Connecting | | | |
|---|--|---|-----------------|
| Anchor Standard | Enduring Understanding | Essential Questions | 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. | 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. | What is art and how does it reflect/ impact our society? 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 | | | |
| 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. | | | |
| 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. | | | |
| 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change. | | | |

| Key Vocabulary | Student Learning Objectives | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Suggested Resources & Materials | Pacing |
|---|--|--|--|---|---------------|
| Community, culture, traditions, ethnic identities, respect, perspectives, values, | Students will be able to: -Discuss artwork created in class that | Discussion - The teacher will continually lead discussions and model how to be respectful of each other's cultures, | The teacher will assess the students based on their ability to convey an understanding of the learning objectives through: - Whole group discussion | - Slide Presentations - Student work, teacher examples, famous artwork | Ongoing |

| | | | | | |
|---|--|---|---|---|--|
| <p>beliefs, society, sharing, acceptance, family, artist's intent, recycle, reuse, conserve</p> | <p>reflects community cultural traditions. - Discuss using formal and conceptual vocabulary. -Communicate how art is used to inform the values, beliefs and culture of an individual or society. -Communicate how art is used to inform others about global issues, including climate change.</p> | <p>traditions, values, family, etc in relation to art and artwork. The students will then have the opportunity to share through whole and small group discussions of their cultural traditions in relation to art. Modeling -The teacher will model how to identify and communicate how cultural art can be identified personally and how it can be explored respectfully with their peers. Turn and Talk (Think-Pair-Share) Students will discuss their artwork with each other while working using specific questions suggested by the instructor. Discussion - The teacher will identify examples within the classroom that display “waste” including water running, throwing out/misused paper, recycled materials used for art projects and discuss suggestions for improvement.</p> | <ul style="list-style-type: none"> - Small group discussion - Anecdotal notes - Written work | <p>examples across history - Scholastic Art Magazine - Worksheets -Google Classroom -Art & Man Magazine -Edpuzzle</p> <p>Smithsonian American Art Museum</p> <p>The Metropolitan Museum of Art</p> <p>The MOMA</p> <p>Smithsonian Virtual Tour</p> <p>The British Museum, London - The Museum of the World</p> <p>The Guggenheim Museum</p> <p>National Gallery of Art, Washington, DC</p> | |
| <p>Interdisciplinary Connections</p> | <p>ELA</p> | | | | |
| <p>Career Readiness, Life Literacies and Key Skills</p> | | | | | |
| <p>Computer Science and Design Thinking</p> | | | | | |

Modifications

| English Language Learners | Special Education | At-Risk | 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 |