

Course Title: Art K
Course Description: Students will develop their skills in the art using foundational concepts related to all artistic disciplines. Class meets once per week.

Estimated Number of Weeks	Marking Period 1 Estimated Number of Weeks	Marking Period 3
8	Unit 1: Lines 10	Unit 4: Color and Value
2	Unit 2: Space	
Estimated Number of Weeks	Marking Period 2 Estimated Number of Weeks	Marking Period 4

6 Unit 2: Space 10 Unit 5: Texture 8 Unit 3: Shape and Form

Unit Title 1: Lines
Unit Summary: Students will explore the artistic structure offered by lines and the formation of lines. Students will

develop appreciation for how lines underpin many techniques in art.

NJSLS 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.Pr4b: Practice combining varied academic, arts and media content to form media artworks
- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking (CS & DT):

- 8.1.2.DA.3: Identify and describe patterns in data visualizations.

Interdisciplinary Connections

- RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Climate Change:

- 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.

Unit Essential Questions:

What is art?

How do I express myself through art?

Unit Enduring Understandings:

Art is what I make of it.

I share myself through my creations.

Students will know:

Scissors

Lines

Shapes

Glue

Tools

Paper

Students will be able to:

How to cut paper

How to draw shapes

How to recognize shapes

Use glue effectively

Create pattern

Stage 2 Assessment Evidence

Summative Assessments:

Shape Stickers

Student Portfolio

Formative Assessments:

Teacher observation

Task attempts

Common Benchmark Assessments:

Shape Stickers
Student Portfolio

Alternative Assessments:

Guided drawing
Advanced project completion

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
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<p>1.2.2.Cn10a 1.2.2.Cn10b RF.K.2 1.2.2.Re7b</p>	<p>Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating.</p> <p>Recognize and name shapes.</p> <p>Tear and cut paper with linear control.</p>	<ul style="list-style-type: none"> ● Refocus students work in line with established techniques ● Develop student self efficacy ● Build foundational knowledge in content for future learning. 	<p>2</p>
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<i>Texts Notes</i>
Access to level libraries diverse titles and representation
Material and supplies
<i>Create a digital reading folder for staff only.</i>
Must have leveled texts for students

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts

- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension

- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills ●

Scaffolding

- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit Title 2: Space
Unit Summary: Students will explore the artistic structure offered by space and the formation of space. Students will develop appreciation for how space underpins many techniques in art.

NJSLS 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.Pr4b: Practice combining varied academic, arts and media content to form media artworks
- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking (CS & DT):

- 8.1.2.DA.3: Identify and describe patterns in data visualizations.

Interdisciplinary Connections

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Climate Change:

- 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.

Unit Essential Questions:

What is art?

How do I express myself through art?

Unit Enduring Understandings:

Art is what I make of it.

I share myself through my creations.

Students will know:

Scissors

Lines

Shapes

Glue

Tools

Paper

Brush

Paint

Brushstrokes

Students will be able to:

How to cut paper

How to paint shapes

How to recognize shapes

Use glue effectively

Create patterns

Care for art materials

Stage 2 Assessment Evidence

Summative Assessments:

Group Conference

Student Portfolio

Formative Assessments:

Teacher observation

Task attempts

Common Benchmark Assessments:

Group Conference
Student Portfolio

Alternative Assessments:

Guided drawing
Advanced project completion

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
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<p>1.2.2.Cr1a 1.2.2.Cr1b 1.2.2.Pr4b</p>	<p>Explore what makes an artwork art through discussion, observation, and production.</p> <p>Create patterns through the repetition of elements such as color and shape.</p> <p>Create art using recycled and natural materials.</p> <p>Experiment with different ways of holding a brush to obtain different mark-making effects.</p> <p>Use brush in different ways to paint two basic shapes.</p>	<ul style="list-style-type: none"> ● Build student knowledge of the art room ● Create ownership over student space ● Develop identification of student tools and techniques ● Ask for student participation in exemplars and in attempts at skills 	<p>2</p>
<p>1.2.2.Re7a 9.1.2.CAP.1 8.1.2.DA.3</p>	<p>Collaborate during the art making process.</p>	<ul style="list-style-type: none"> ● Encourage student progress through project based learning ● Develop collaborative peer review and aid ● Foster student growth through attempts and 	<p>4</p>

<p>RL.K.6</p>	<p>Investigate how visual art is used at home, school, and in the community.</p> <p>Develop Perceptual Skills and Visual Arts Vocabulary.</p> <p>Learn to care for art materials.</p>	
<p>1.2.2.Cn10a 1.2.2.Cn10b RF.K.2 1.2.2.Re7b</p>	<p>Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating.</p> <p>Recognize and name shapes.</p> <p>Tear and cut paper with linear control.</p> <p>Use paper manipulation skills to illustrate a field trip, a favorite story, best birthday gifts, seasonal motifs, and facial features.</p>	<p>re-attempts</p> <ul style="list-style-type: none"> ● Refocus students work in line with established techniques ● Develop student self efficacy ● Build foundational knowledge in content for future learning. <p>2</p>

Access to level libraries diverse titles and representation

Material and supplies

Create a digital reading folder for staff only.

Must have leveled texts for students

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Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension

- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit Title 3: Shape and Form

Unit Summary: Students will explore the artistic structure offered by shape and form. Students will develop appreciation for how shape and form underpin many techniques in art.

NJSLS 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.Pr4b: Practice combining varied academic, arts and media content to form media artworks
- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking (CS & DT):

8.1.2.DA.3: Identify and describe patterns in data visualizations.

Interdisciplinary Connections

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Climate Change: 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.	
Unit Essential Questions: What is art? How do I express myself through art?	Unit Enduring Understandings: Art is what I make of it. I share myself through my creations.

Students will know:

- Scissors
- Lines
- Shapes
- Glue
- Tools
- Paper
- Brush
- Paint
- Brushstrokes
- Primary Colors

Secondary Colors

Students will be able to:

- How to cut paper
- How to paint shapes
- How to recognize shapes
- Use glue effectively
- Create patterns
- Care for art materials
- Identify colors
- Sort objects by color

Stage 2 Assessment Evidence

Summative Assessments:

Art Treasure Hunt

Student Portfolio

Formative Assessments:

Teacher observation

Task attempts

Common Benchmark Assessments:

Art Treasure Hunt

Student Portfolio

Alternative Assessments:

Guided drawing

Advanced project completion

Stage 3 Learning Plan

Standard Skill Learning Activities & Differentiation Timeframe

(Asian American & Pacific Islanders,

LGBTQ and People with Disabilities,

Diversity, Equity & Inclusion [DEI],)

*(Days or
Weeks)*

1.2.2.Cr1a

Explore what makes an artwork art

- Build student knowledge of the art room

1.2.2.Cr1b

through discussion, observation, and

- Create ownership over student space

1.2.2.Pr4b

production.

- Develop identification of student tools and techniques

Sort objects by color.

- Ask for student participation in exemplars and in attempts at skills

Design a drawing using specified colors.

Draw geometric shapes/forms (e.g., circles, squares, triangles.)

	<p>Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.</p>	
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<p>1.2.2.Re7a 9.1.2.CAP.1 8.1.2.DA.3 RL.K.6</p>	<p>Collaborate during the art making process.</p> <p>Investigate how visual art is used at home, school, and in the community.</p> <p>Develop Perceptual Skills and Visual Arts Vocabulary.</p>	<ul style="list-style-type: none"> ● Encourage student progress through project based learning ● Develop collaborative peer review and aid ● Foster student growth through attempts and re-attempts 	<p>4</p>
<p>1.2.2.Cn10a 1.2.2.Cn10b RF.K.2 1.2.2.Re7b</p>	<p>Learn to care for art materials.</p> <p>Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating.</p> <p>Recognize and name shapes.</p> <p>Tear and cut paper with linear control.</p> <p>Use paper manipulation skills to illustrate a field trip, a favorite story, best birthday gifts, seasonal motifs, and facial features.</p>	<ul style="list-style-type: none"> ● Refocus students work in line with established techniques ● Develop student self efficacy ● Build foundational knowledge in content for future learning. 	<p>2</p>

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<i>Texts Notes</i>
Access to level libraries diverse titles and representation
Material and supplies
<i>Create a digital reading folder for staff only.</i>
Must have leveled texts for students

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Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction

- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
 - Visual learning, including graphic organizers
 - Use of cognates to increase comprehension
 - Teacher modeling
 - Pairing students with beginning English language skills with students who have more advanced English language skills ●
- Scaffolding
- Word walls

- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit Title 4: Color and Value
Unit Summary: Students will explore the artistic structure offered by color and value. Students will develop appreciation for how color and value underpin many techniques in art.
<p>NJSLS Standards:</p> <p>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.</p> <p>1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks</p>

<p>1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.</p> <p>1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.</p> <p>1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.</p>
Interdisciplinary Connections
<p>Career Readiness, Life Literacies, & Key Skills (CLKS):</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p>
<p>Computer Science & Design Thinking (CS & DT):</p> <p>8.1.2.DA.3: Identify and describe patterns in data visualizations.</p>

Interdisciplinary Connections

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Climate Change:

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.

Unit Essential Questions:

What is art?

How do I express myself through art?

Students will know:

Scissors

Lines

Shapes

Glue

Tools

Paper

Unit Enduring Understandings:

Art is what I make of it.

I share myself through my creations.

Students will be able to:

How to cut paper

How to paint shapes

How to recognize shapes

Use glue effectively

Create patterns

Care for art materials

Brush	Identify colors
Paint	Sort objects by color
Brushstrokes	Manipulate objects to create artistic works

Primary Colors	Explore texture
Secondary Colors	Describe the elements of art
Value	

Stage 2 Assessment Evidence	
Summative Assessments:	
Texture Walk	
Student Portfolio	
Formative Assessments:	
Teacher observation	
Task attempts	

Common Benchmark Assessments:

Texture Walk
 Student Portfolio

Alternative Assessments:

Guided drawing
 Advanced project completion

Stage 3 Learning Plan

*Standard Skill Learning Activities & Differentiation (Asian Diversity, Equity & Inclusion [DEI],)
 American & Pacific Islanders, Timeframe (Days or Weeks)
 LGBTQ and People with Disabilities,*

<p>1.2.2.Cr1a 1.2.2.Cr1b 1.2.2.Pr4b</p>	<p>Explore what makes an artwork art through discussion, observation, and production.</p> <p>Sort objects by color.</p> <p>Design a drawing using specified colors.</p> <p>Draw geometric shapes/forms (e.g., circles, squares, triangles.)</p> <p>Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.</p>	<ul style="list-style-type: none"> ● Build student knowledge of the art room ● Create ownership over student space ● Develop identification of student tools and techniques ● Ask for student participation in exemplars and in attempts at skills <p style="text-align: right;">2</p>
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<p>1.2.2.Re7a 9.1.2.CAP.1 8.1.2.DA.3 RL.K.6</p>	<p>Collaborate during the art making process.</p> <p>Investigate how visual art is used at home, school, and in the community.</p> <p>Develop Perceptual Skills and Visual Arts Vocabulary.</p> <p>Learn to care for art materials.</p>	<ul style="list-style-type: none"> ● Encourage student progress through project based learning ● Develop collaborative peer review and aid ● Foster student growth through attempts and re-attempts 	<p>4</p>
<p>1.2.2.Cn10a 1.2.2.Cn10b</p>	<p>Demonstrate beginning skill in the use of tools and processes, such as the use of</p>	<ul style="list-style-type: none"> ● Refocus students work in line with established techniques 	<p>4</p>

<p>RF.K.2 1.2.2.Re7b</p>	<p>scissors, glue, and paper in creating.</p> <p>Recognize and name shapes.</p> <p>Tear and cut paper with linear control.</p> <p>Use paper manipulation skills to illustrate a field trip, a favorite story, best birthday gifts, seasonal motifs, and facial features.</p> <p>Create a texture chart.</p> <p>Investigate rubbings of highly textured materials (e.g., tree or plant leaves, burlap, sandpaper) using the side of a crayon.</p> <p>Describe the elements of design in lines and texture in the visual environment.</p> <p>Explore a range of art materials, techniques, and vocabulary to develop art making skills.</p> <p>Use various tools that produce lines</p> <ul style="list-style-type: none"> ● Develop student self efficacy ● Build foundational knowledge in content for future learning. 	
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(including various levels of texts)

Texts Notes

Access to level libraries diverse titles and representation

Material and supplies

Create a digital reading folder for staff only.

Must have leveled texts for students

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Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit Title 5: Texture

Unit Summary: Students will explore the artistic structure offered by texture. Students will develop appreciation for how texture underpins many techniques in art.

NJSLS 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.Pr4b: Practice combining varied academic, arts and media content to form media artworks
- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking (CS & DT):

8.1.2.DA.3: Identify and describe patterns in data visualizations.

Interdisciplinary Connections

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Climate Change:

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.

Unit Essential Questions:

What is art?

How do I express myself through art?

Students will know:

Scissors

Lines

Shapes

Glue

Tools

Paper

Brush

Paint

Brushstrokes

Primary Colors

Unit Enduring Understandings:

Art is what I make of it.

I share myself through my creations.

Students will be able to:

How to cut paper

How to paint shapes

How to recognize shapes

Use glue effectively

Create patterns

Care for art materials

Identify colors

Sort objects by color

Manipulate objects to create artistic works

Explore texture

Secondary Colors	Describe the elements of art
Value	Create hand made stencils by folding a paper and cutting a design on the fold line.
Texture	Understand the meaning of the words pattern and repetition
Pattern	Recognize AB patterns in nature and manmade objects.

Construct an AB pattern using small manipulatives. Participate in a group activity that reinforces the AB pattern
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Stage 2 Assessment Evidence
Summative Assessments: Texture Walk Student Portfolio
Formative Assessments: Teacher observation Task attempts

Common Benchmark Assessments:

Texture Walk

Student Portfolio

Alternative Assessments:

Guided drawing

Advanced project completion

Stage 3 Learning Plan

Standard Skill Learning Activities & Differentiation Timeframe

(Asian American & Pacific Islanders,

LGBTQ and People with Disabilities,

Diversity, Equity & Inclusion [DEI],)

(Days or

Weeks)

1.2.2.Cr1a

Explore a range of art materials,

- Build student knowledge of the art room

2

	<p>Collaborate during the art making process.</p> <p>Investigate how visual art is used at</p>	
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learning

- Develop collaborative peer review and aid
- Foster student growth through attempts and re-attempts

	<p>home, school, and in the community.</p> <p>Develop Perceptual Skills and Visual Arts Vocabulary.</p> <p>Learn to care for art materials.</p>	
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<p>1.2.2.Cn10a 1.2.2.Cn10b RF.K.2 1.2.2.Re7b</p>	<p>Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating.</p> <p>Recognize and name shapes.</p> <p>Tear and cut paper with linear control.</p> <p>Use paper manipulation skills to illustrate a field trip, a favorite story, best birthday gifts, seasonal motifs, and facial features.</p> <p>Create a texture chart.</p> <p>Investigate rubbings of highly textured materials (e.g., tree or plant leaves, burlap, sandpaper) using the side of a crayon.</p> <p>Describe the elements of design in lines and texture in the visual environment.</p> <p>Explore a range of art materials, techniques, and vocabulary to develop</p>	<ul style="list-style-type: none">● Refocus students work in line with established techniques● Develop student self efficacy● Build foundational knowledge in content for future learning. <p>4</p>
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	<p>art making skills.</p> <p>Use various tools that produce lines</p>	
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<p>Core Instructional & Supplemental Materials (including various levels of texts)</p>	
Texts Notes	
Access to level libraries diverse titles and representation	
Material and supplies	
Create a digital reading folder for staff only.	
Must have leveled texts for students	

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Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology

- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills ●

Scaffolding

- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups