Totowa Public Schools

Video Production

Grade 5

Aligned to NJSLS 2020 Standards

Revised and BOE Adopted: 8/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

Unit of Study	Timeline	Notes
Unit 1: Pre-Production	6 Weeks	Video Production is only offered to 5th grade students.
Unit 2: Production	6 Weeks	Video Production is only offered to 5th grade students.
Unit 3: Post-Production	6 Weeks	Video Production is only offered to 5th grade students.

Title	Pre-Production
Unit Duration	6 Weeks
Unit Summary & Rationale	Students will learn to communicate using words and images. Those images can include videos, still pictures and/or graphics. They will shoot and edit a commercial, public service announcement, dramatic scene, video lesson or music video. Organization and collaboration are the keys. During pre-production, students will create a storyboard that will serve as their blueprint when they shoot and edit. The storyboard will include all planned shots, dialog, props and makeup needs.
Unit Goals	
Essential Questions	• What message do you want to communicate? • How will you communicate your message? • How do videos convey our feelings, thoughts, and emotions?
Enduring Understandings	• Planning is the first step of the design process. Whether it is in visual art, woodshop, or STEAM, planning by designing is an integral part of the creation process.
Learning Outcomes	• Students will learn to plan and organize a story. • Students will write a script. • Students will work on collaboration skills. • 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? • What is a storyboard? • Why do artists create storyboards? • 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 do media artists improve/refine their work? • How are complex media arts experiences constructed? • How do media artists use various tools and techniques? • Explore careers in video production/media arts.
Assessment Evidence	

Formative	Collaborative Activities, Homework, Classwork, Discussion, Independent Class Assignment, Informal Observations of Students, Interactive Notebooks
Summative	Tests, Pre-Assessments, Quizzes, Written Responses, Projects
Alternative and Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning, Storyboards Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment Needed	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Video Recording Equipment and Software, Final Pro X, Storyboards, props for videos. Approved Class Resource List The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age by Steven Ascher and Edward Pincus The Videomaker Guide to Video Production, 4th Ed. (Focal Press) The Shut Up and Shoot Documentary Guide by Anthony Q. Artis
Content & Interdisciplinary Standards	
Visual and Performing Arts - Media Arts	
Practice	**Performance Expectation**
Creating	• 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials. • 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods. • 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others. • 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork. • 1.2.5.Cr1e: Model ideas and plans in an effective direction. • 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience. • 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.

	• 1.2.5.Cr2b: Model ideas, plan in an effective direction. • 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.
Producing	• 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance. • 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork. • 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms. • 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks. • 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions. • 1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.
Responding	• 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks. • 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change. • 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context. • 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.
Connecting	• 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences. • 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.
The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning	

experiences that will enable them to engage in these practices as part of their art making processes. There are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.	
Visual and Performing Art Artistic Processes and Practices	• Creating • Performing (dance, music, theatre)/Presenting (visual arts)/Producing (media arts) • Responding • Connecting
Computer Science and Design Thinking Practices	
• Fostering an Inclusive Computing and Design Culture • Collaborating Around Computing and Design • Recognizing and Defining Computational Problems • Developing and Using Abstractions • Creating Computational Artifacts • Testing and Refining Computational Artifacts • Communicating About Computing and Design	
• 8.2.5.ED.1: Explain the functions of a system and its subsystems. • 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. • 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. • 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints). • 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process. • 8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process. • 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems. • 8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources. • 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved. • 8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.	

- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

NJ: 2016 SLS: English Language Arts

- RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2a. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels	• Act as a responsible and contributing community members and employee. • Attend to financial well-being. • Consider the environmental, social and economic impacts of decisions • Demonstrate creativity and innovation. • Utilize critical thinking to make sense of problems and persevere in solving them. • Model integrity, ethical leadership and effective management. • Plan education and career paths aligned to personal goals. • Use technology to enhance productivity increase collaboration and communicate effectively. • Work productively in teams while using cultural/global competence

of complexity and expectation as a student advances through a program of study.	

- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Interdisciplinary Connections

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation

Title	Production
Unit Duration	6 Weeks
Unit Summary & Rationale	Using their storyboard as a blueprint, students will shoot their video. Students will learn about fundamental elements of video production such as composition (especially the rule of thirds), establishing shots, coverage & cutaways, proper focus, depth of field, use of a tripod, target audio level (-12 db) and lighting for green screen. There will be a strong emphasis on cooperation and

	collaboration. Students will also learn that audio is 50 percent of the project. They must pay attention to setting proper audio levels. (In an effort to maintain a modern perspective, students will also see examples of on-line productions. Many professional video productions are now available exclusively on-line. Amazon, for example, has original programming.)
Unit Goals	
Essential Questions	• Cinematography is the art and craft using photography composition skills, cinematic language, and light design to create the look and feel of a film. • Film is a visual medium; information is primarily communicated through moving images. • The most basic building block of film is the shot. Films are made up of a large number of shots that have been sequenced together to tell a cohesive story.
Enduring Understandings	• Planning is the first step of the design process. Whether it is in visual art, woodshop, or STEAM, planning by designing is an integral part of the creation process. Once planning is complete, artists move to the next phase which is executing their plan. Cinematography is planned and purposeful; directors, cinematographers, and storyboard artists spend a great amount of time planning out each shot and how the camera will be used to tell the story before filming begins.
Learning Outcomes	• Identifying and analyzing the types of shots in visual media, as well as the purpose behind the selection of each shot. • Identifying and analyzing the types of angles in visual media, as well as the purpose behind the selection of each angle. • Explain the importance of shooting a master shot and b-roll. • Explain what coverage is in film-making. • Writing reflections to evaluate their work and progress
Assessment Evidence	
Formative	Collaborative Activities, Homework, Classwork, Discussion, Independent Class Assignment, Informal Observations of Students, Interactive Notebooks
Summative	Tests, Pre-Assessments, Quizzes, Written Responses, Projects
Alternative and Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning, Storyboards Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments

	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment Needed	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Video Recording Equipment and Software, Final Pro X, Storyboards, props for videos. Approved Class Resource List The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age by Steven Ascher and Edward Pincus The Videomaker Guide to Video Production, 4th Ed. (Focal Press) The Shut Up and Shoot Documentary Guide by Anthony Q. Artis
Content & Interdisciplinary Standards	
Visual and Performing Arts - Media Arts	
Practice	**Performance Expectation**
Creating	1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials. 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods. 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others. 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork. 1.2.5.Cr1e: Model ideas and plans in an effective direction. 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience. 1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions. 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis. 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.
Producing	1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork. 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.
Responding	1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.

	1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change. 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.
Connecting	1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences. 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events. 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics). 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy. 1.2 Media Arts Standards
The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. There are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.	
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• 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.	

- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
- 8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

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- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

• Creativity and Innovation

Title	Post-Production
Unit Duration	6 Weeks
Unit Summary & Rationale	It is during post-production that students will truly realize the impact of the decisions and choices they made during pre-production and production. For example, they will see why it's important to shoot a master shot in addition to medium and close-up shots. (In news production this is referred to as b-roll and cutaways. In filmmaking, call it "coverage.") This is important to create continuity and to explore options during your edit session.
Unit Goals	
Essential Questions	• Cinematography is the art and craft using photography composition skills, cinematic language, and light design to create the look and feel of a film. • Are we telling the story we want to tell? • Are we creating a flow during the edit? • Is the sound enhancing the production? • What role does post-production play in shaping the finished product? • Film is a visual medium; information is primarily communicated through moving images. • The most basic building block of film is the shot. Films are made up of a large number of shots that have been sequenced together to tell a cohesive story.
Enduring Understandings	• Planning is the first step of the design process. Whether it is in visual art, woodshop, or STEAM, planning by designing is an integral part of the creation process. Once planning is complete, artists move to the next phase which is executing their plan. Cinematography is planned and purposeful; directors, cinematographers, and storyboard artists spend a great amount of time planning out each shot and how the camera will be used to tell the story before filming begins.
Learning Outcomes	• Identifying and analyzing the types of shots in visual media, as well as the purpose behind the selection of each shot. • Identifying and analyzing the types of angles in visual media, as well as the purpose behind the selection of each angle.

- Writing reflections to evaluate their work and progress.
- Identify structural Editing: Overall Pacing; Scene Order; Setup, Reminder, and Payoff
- Identify momentary editing; Types of Cuts/Transitions, Continuity, and Flow.
- Identify types of cuts/transitions: Cutaway, Cutting On Action, Cross-Cutting (Parallel Editing), Jump Cut, Montage, Match Cut, Eye-Line Match Cut, Shot/Reverse Shot, Smash Cut, L Cut, J Cut, Cross Dissolve, Fade In/Out, Iris, Wipe, Invisible Cut

Assessment Evidence	
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- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

NJ: 2016 SLS: English Language Arts

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life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.	• Use technology to enhance productivity, increase collaboration and communicate effectively. • Work productively in teams while using cultural/global competence
• 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer. • 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. • 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). • 8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team. • 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. • 8.2.8.ITH.2: Compare how technologies have influenced society over time. • 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system. • 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact. • 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.	
• 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. • 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).	

- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources)
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5)

Interdisciplinary Connections

- Critical thinking & Problem Solving
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation
- Career Awareness and Planning
- Digital Citizenship
- Information and Media Literacy
- Global and Cultural Awareness

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

Time/General	Processing	Comprehension
• Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects	• Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work	• Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
Tests/Quizzes/Grading	**Behavior/Attention**	**Organization**
• Provide extended time • Provide study guides • Limit number of responses	• Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task	• Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the ‘regular’ curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.