

**Long Beach Island Consolidated School District Curriculum Guide**

<b>Grade: K-2</b>	<b>Content Area: Dance</b>
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<b>Original Adoption: October 23, 2018</b>
<b>Revised on: March 18, 2019</b>
<b>Revised by: C. McBride, C. Sheplin</b>

<b>Recommended Pacing Guide</b>	
Creativity and Performance	20 days
History and Critique of Dance	20 days

<b>Unit 1: Creativity and Performance</b>	<b>Duration: 20 days</b>
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**Standards/Learning Targets**

**New Jersey Student Learning Focus Standards:**

- **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- *By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE.*
  - 1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.
  - 1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.
  - 1.1.2.A.3 Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
  - 1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
- **1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- *By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE.*
  - 1.3.2.A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

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- 1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
- 1.3.2.A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
- 1.3.2.A.4 Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

### New Jersey Student Learning Supporting Standards:

- **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
- **B. Critique Methodologies:** 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

### Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**
  - NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
  - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

### Technology Standards:

- **8.1.2.A.1:** Identify the basic features of a digital device and explain its purpose.
- **8.1.2.E.1:** Use digital tools and online resources to explore a problem or issue.
- **8.1.2.B.1:** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

### 21st Century Life and Career Standards:

- **9.2.4.A.1:** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- **9.2.4.A.3:** Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.
- **9.1.4.E.1:** Determine factors that influence consumer decisions related to money
- **9.1.8.E.4** Prioritize personal wants and needs when making purchases

### 21st Century Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

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**Evidence of Student Learning**

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Class participation</li> <li>● Teacher observation</li> <li>● Questioning</li> <li>● Discussion</li> <li>● Demonstration</li> <li>● Composition</li> <li>● Think-Pair-Share</li> <li>● Peer/Self-Assessment</li> <li>● Thumbs Up/Thumbs Down</li> <li>● Emoji Self-assessment Door Chart</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Arts Achieve <a href="http://www.artsachieve.org/dance-performance-assessment/">http://www.artsachieve.org/dance-performance-assessment/</a></li> <li>● Arts Assessment for Learning <a href="http://artsassessmentforlearning.org/dance/">http://artsassessmentforlearning.org/dance/</a></li> <li>● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance</li> <li>● Student self-reflection or discussion while planning their performance</li> <li>● Conversation/presentation rubric to score student work and presentation of final project or performance</li> <li>● <a href="http://www.artsachieve.org/dance-performance-assessment/">http://www.artsachieve.org/dance-performance-assessment/</a></li> <li>● Student digital portfolio</li> <li>● Flipgrid</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Listening Exam</li> <li>● Performance</li> <li>● Verbal feedback</li> <li>● Student Critique</li> <li>● Individual evaluation</li> <li>● Observation</li> <li>● Learn a dance phrase</li> <li>● Create a collaborative group dance or duet</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● A final benchmark assessment will be given that can be used to measure success with this unit such as a short 16-count student-created dance performance. Additional performance assessments will be developed or chosen by the teacher.</li> <li>● Oral review of techniques and vocabulary</li> </ul>

**Knowledge & Skills**

<p><b>Enduring Understandings:</b> Students will:</p> <ul style="list-style-type: none"> <li>● develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. Music can be used as a choice and personal and group spatial relationships should be explored</li> </ul>	<p><b>Essential Questions:</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. How can the elements of dance be used to express content, emotions, and personal expression?</li> <li>2. How can improvisation of movement communicate content emotions and personal expression?</li> <li>3. How is dance different from other</li> </ol>
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<ul style="list-style-type: none"> <li>• demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.</li> <li>• will be able to identify and judge the differences between pedestrian movements and formal training in dance.</li> <li>• demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotor movements.</li> <li>• express constructive criticism to communicate useful evaluation of both personal work and the work of others.</li> </ul>	<p>forms of movement?</p> <p>4. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts.</p>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>• Dance of Life Cycle of Monarch Butterfly <a href="http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Butterfly_Dance.aspx">http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Butterfly_Dance.aspx</a></li> <li>• Jazz, Dance, and Poetry <a href="http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Jazz_Music_Dance_And_Poetry.aspx">http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Jazz_Music_Dance_And_Poetry.aspx</a></li> <li>• Exploring Balinese Culture <a href="http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Monkey_Dance.aspx">http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Monkey_Dance.aspx</a></li> <li>• Ballet and Music <a href="http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Ballet_and_Classical_Music.aspx">http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Ballet_and_Classical_Music.aspx</a></li> <li>• Teaching Dance</li> <li>• <a href="https://www.thepespecialist.com/dance2/">https://www.thepespecialist.com/dance2/</a></li> <li>• Locomotor Skills with Locomotion Dance</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>• "Florrie Flamingo's ABCs of Dance" J. Clayton</li> <li>• "Snow Dance"</li> <li>• Newsela</li> <li>• CommonLit</li> <li>• ReadWorks</li> </ul>
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<ul style="list-style-type: none"><li>• <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ</a></li><li>• Shake it Senora</li><li>• <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ</a></li><li>• The Funky Chipmunk Dance</li><li>• <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ</a></li><li>• The Snowflake Dance</li><li>• <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ</a></li><li>• Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12)</li><li>• <a href="http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed%20Supplement.pdf">http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed%20Supplement.pdf</a></li><li>• Dancing in Your School</li></ul>	
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<b>Accommodations/Modifications</b>
<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"><li>• Collaborate with ELL department to make necessary modifications for students</li><li>• Provide translated material</li><li>• Provided differentiation for students as needed</li><li>• Allow for alternate forms of responses-drawing or speaking</li></ul> <p><b>Special Education/504 Plans/Students with Disabilities:</b></p> <ul style="list-style-type: none"><li>• Provide differentiated instruction as needed</li><li>• Follow all IEP modifications/504 plan</li><li>• Count beats out loud with teacher</li><li>• Give short specific movements</li><li>• Avoid complex ideas/movements</li><li>• Move in an area that is free of visual, auditory, and physical distractions.</li><li>• Possibly use same color wrist and/or ankle “bracelets” for instructor and dancer to follow each other, or do side-by-side/front-back</li><li>• Provide colorful props</li><li>• Use cue words</li><li>• Transfer music into a physical experience. Encourage students to feel the beat through the ground, or let them manipulate instruments and props to create rhythms</li></ul>

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that can be felt.

- Make use of creative methods for “feeling” the beats, such as with balloons, drums, or other sound transfer methods.
- Give a 5 minute, then 1 minute ‘warning’ when you are going to stop and move on to another activity
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
- Provide a chair for rest periods or a space near the wall for leaning, for those who use canes, crutches, or walkers for when they need their hands/arms free.
- Give each student enough time to explore and practice a movement since motor ability is limited and reaction time is slower.
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

### **Students at Risk of Failure:**

- Provide lots of encouragement and practice.
- Provide routine
- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc.)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

### **Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.

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- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

**Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

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Unit 2: History and Critique of Dance	Duration: 20 days
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**Standards/Learning Targets**

**New Jersey Student Learning Focus Standards:**

- **1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- *By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE.*
  - 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
  - 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
- **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
- *By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE.*
  - 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
  - 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
  - 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
  - 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.
  - 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

**New Jersey Student Learning Supporting Standards:**

- 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

**Primary Interdisciplinary Connections:**

- **ELA - NJSL/ELA:**
  - NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.



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<ul style="list-style-type: none"> <li>○ NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Social Studies:</b> <ul style="list-style-type: none"> <li>○ 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</li> </ul> </li> </ul>
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<p><b>Technology Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>8.1.2.A.1:</b> Identify the basic features of a digital device and explain its purpose.</li> <li>● <b>8.1.2.E.1:</b> Use digital tools and online resources to explore a problem or issue.</li> <li>● <b>8.1.2.B.1:</b> Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> </ul>
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<p><b>21st Century Themes/Career Readiness:</b></p> <ul style="list-style-type: none"> <li>● <b>9.2.4.A.1:</b> Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● <b>9.2.4.A.3:</b> Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.</li> <li>● <b>9.1.4.E.1:</b> Determine factors that influence consumer decisions related to money</li> <li>● <b>9.1.8.E.4</b> Prioritize personal wants and needs when making purchases</li> </ul> <p><b>Career Ready Practices</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p>
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<b>Evidence of Student Learning</b>
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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Class participation</li> <li>● Teacher observation</li> <li>● Questioning</li> <li>● Discussion</li> <li>● Demonstration</li> <li>● Composition</li> <li>● Think-Pair-Share</li> <li>● Peer/Self-Assessment</li> <li>● Thumbs Up/Thumbs Down</li> <li>● Emoji Self-assessment Door Chart</li> <li>● Benchmark assessment</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance</li> <li>● Student self-reflection or discussion while planning their performance</li> <li>● Conversation/presentation rubric to score student work and presentation of final project or performance</li> </ul>
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<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Listening Exam</li> <li>● Performance</li> <li>● Verbal feedback</li> <li>● Student Critique</li> <li>● Individual evaluation</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● A final benchmark assessment will be given that can be used to measure success with this unit such as demonstrating 2 contrasting historical styles of dance. Additional</li> </ul>
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<ul style="list-style-type: none"> <li>• Observation</li> <li>• Learn a dance phrase</li> <li>• Create a collaborative group dance or duet</li> </ul>	<p>performance assessments will be developed or chosen by the teacher.</p> <ul style="list-style-type: none"> <li>• Oral review of vocabulary and techniques</li> </ul>
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**Knowledge & Skills**

<p><b>Enduring Understandings:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Will compare how dance from diverse cultures and historical eras have common characteristics and themes.</li> <li>• Will identify what societal values or beliefs are expressed in dance.</li> <li>• How dancers use movement to express artistic concerns such as human emotion, culture, gender.</li> <li>• Judge aesthetic qualities of dance and recognize patterns of movement and reflections in nature.</li> <li>• Construct criticism based on observable criteria</li> <li>• Recognize clues that explain the artist's intent</li> </ul>	<p><b>Essential Questions:</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. How is cultural expression represented in dance?</li> <li>2. How do societal value affect artistic choice?</li> <li>3. What determines aesthetic quality?</li> <li>4. How can criticism improve artistic quality?</li> </ol>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>• A Mini History of Dance: <a href="http://dancersgroup.org/2009/12/a-mini-history-of-dance-education/">http://dancersgroup.org/2009/12/a-mini-history-of-dance-education/</a></li> <li>• Teaching Dance History “White Paper” <a href="http://www.danceheritage.org/teachingdancehistory.pdf">http://www.danceheritage.org/teachingdancehistory.pdf</a></li> <li>• History of Dance Part 1: <a href="https://educationcloset.com/2015/04/06/supporting-history-class-through-the-history-of-dance-part-i/">https://educationcloset.com/2015/04/06/supporting-history-class-through-the-history-of-dance-part-i/</a></li> <li>• Responding to Dance <a href="https://www.ket.org/education/resources/responding-to-dance/">https://www.ket.org/education/resources/responding-to-dance/</a></li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>• Leveled readers</li> <li>• “Florrie Flamingo’s ABCs of Dance” J. Clayton</li> <li>• “Snow Dance”</li> <li>• Newsela</li> <li>• CommonLit</li> <li>• ReadWorks</li> </ul>
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**Accommodations/Modifications**

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### English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed
- Allow for alternate forms of responses-drawing or speaking

### Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Count beats out loud with teacher
- Give short specific movements
- Avoid complex ideas/movements
- Move in an area that is free of visual, auditory, and physical distractions.
- Possibly use same color wrist and/or ankle “bracelets” for instructor and dancer to follow each other, or do side-by-side/front-back
- Provide colorful props
- Use cue words
- Transfer music into a physical experience. Encourage students to feel the beat through the ground, or let them manipulate instruments and props to create rhythms that can be felt.
- Make use of creative methods for “feeling” the beats, such as with balloons, drums, or other sound transfer methods.
- Give a 5 minute, then 1 minute ‘warning’ when you are going to stop and move on to another activity
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
- Provide a chair for rest periods or a space near the wall for leaning, for those who use canes, crutches, or walkers for when they need their hands/arms free.
- Give each student enough time to explore and practice a movement since motor ability is limited and reaction time is slower.
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

### Students at Risk of Failure:

- Provide lots of encouragement and practice.
- Provide routine
- Make sure children feel welcome and comfortable while being discrete

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- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc.)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

### **Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

### **Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary