

Mount Laurel Township Schools
HMS Electives Curriculum
I - Publish

Stage 1 – Desired Results	
<p>CCS: W.7.1, RL.7.9, W.7.3b, L.7.4, L.7.5, W.7.5, W.7.6, W.7.10</p>	<p>Unit: PLAYWRITER – Check all EQ, EU, change the poetry assessment</p>
<p>Enduring Understandings:</p> <p>Students will understand that:</p> <p>Well written dramas about social issues, and available for public view (published), will have an effect on public perception of that issue.</p> <p>Writers use an expanded vocabulary, numerous literary devices and take compositional risks to create dramas that capture the attention of their intended audience.</p> <p>Writers always draw from their own life experiences when writing.</p>	<p>Essential Questions:</p> <p>What effect can playwriting have on public perception of an issue?</p> <p>How can writing techniques used in creating drama effectively capture an audience’s attention?</p> <p>How does dramas about social issues affect society?</p>
<p>Students will know...</p> <p>New vocabulary proposed and selected by them and proper usage of each.</p> <p>The key elements of writing drama and dialogue.</p> <p>The way to post what they have written for review by a specific audience.</p> <p>How to develop logical arguments to support of refute specific issues.</p> <p>The facts and opinions surrounding the issue they chose to present through their drama.</p>	<p>Students will be able to...</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>RL.7.9 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading/writing and content, choosing flexibly from a range of strategies.</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

	<p>W.7.5 With some guidance and support from peers and adult, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6 Use technology, including internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.10 Write routinely over extended period of time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.</p>
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Stage 2 – Assessment Evidence

<p>Required Performance Assessment:</p> <p>Your task is to create and perform a three-act play that summarizes and shows all sides of an issue. You are the playwright. The challenge involves dealing with dialogue to argue both sides of the issue you choose. You need to develop good arguments through dialogue so that both sides of the issue are clear, concise and accurate.</p>	<p>Other Evidence:</p> <p>Participation in vocabulary building games.</p> <p>Vocabulary assessment quizzes/tests</p> <p>Written drafts and revisions</p> <p>Written responses to assignments developing skills introduced in mini-lessons</p> <p>Free-writing in personal journal</p>
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Stage 3 - Learning Plan

<p>Suggested Learning Activities:</p> <p>Unit will begin with a series of concept lessons including an introduction, showing examples/modeling concept, and having students apply the concept.</p> <p>Possible lessons include:</p> <ul style="list-style-type: none"> ● Using specific nouns, vivacious verbs, agile adverbs and amazing adjectives ● Elements of drama ● Accessing prior knowledge ● Narrowing focus ● Persuasive dialogue ● Airing opposing views

Performance Task will be introduced and worked on continuously throughout the unit.

While working on the Performance Task, students will also:

- Free write in a personal journal
- Play word games and have vocabulary quizzes
- Practice essentials of good writing; plan, pre-write, revise, edit, rewrite
- Students will learn the different ways in which their work can be published including:
 - Performing – for classmates and other students in District
 - Posting – bulletin boards, website
 - Self-publishing – cards, letter
 - Submitting – publishers, contests, newspapers, magazines

Possible technology integration will include:

- Publishing work on class web site
- Video clips that model desired result
- Audio clips that model desired result
- Document sharing thru Google docs
- Record performances or readings

Unit Strategies/Modifications:

Special Education Students:

Development of target vocabulary

Scaffolding comprehension and content-area reading

Decreasing the amount of work presented or required

Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers

Teaching key aspects of a topic. Eliminating nonessential information

Providing study guides

Allowing students to correct errors (looking for understanding)

Marking students' correct and acceptable work, not the mistakes

Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Modifying tests to reflect selected objectives

Using true/false, matching, or fill in the blank tests in lieu of essay tests

Reducing the number of answer choices on a multiple choice test

Allowing the use of note cards or open-book during testing

Utilizing graphic organizers

Providing visuals

Strategic grouping

Gifted Students:

Guided Reading Groups

Literature Circles

Flexible grouping in content areas

Independent projects

Differentiated product assignments

Student Choice

Multiple texts

Multiple intelligence options

Group investigation

Research

Bloom's Taxonomy - Stress higher order thinking skills

Habits of Mind

Webb's Depth of Knowledge – Emphasis on Level 3 and 4

Students at Risk of Failure:

Adjust time for completion of assignments

Allow frequent breaks

Preferential seating

Reduce/minimize distractions

Emphasize teaching (auditory, visual, auditory, tactile)

Individual/small group instruction

Emphasize critical information/key concepts

Pre-teach vocabulary

Provide visual cues

Adjust length of assignment

Break assignments into smaller units

Read directions to student

Positive reinforcement

Frequent checks for understanding

Adapt assessments

English Language Learners:

WIDA Can-Do Descriptors http://www.wida.us/standards/CAN_DOs/

Development of target vocabulary

Scaffolding comprehension, content-area reading

Decreasing the amount of work presented or required;

Using videos, illustrations, pictures, and drawings to explain or clarify.

Graphic organizers

Teaching key aspects of a topic.

Eliminating nonessential information.

Allowing students to correct errors (looking for understanding);

Marking students' correct and acceptable work, not the mistakes;

Showing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

Modifying tests to reflect selected objectives;

Using true/false, matching, or fill in the blank tests in lieu of essay tests;

Reducing the number of answer choices on a multiple choice test;

Allowing the use of note cards or open-book during testing;

Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student.

Stage 1 – Desired Results

CCS: W.7.3, L.7.4, L.7.5, W.7.5, W.7.6, W.7.10

Unit: Biography/Auto biography

<p>Enduring Understanding(s):</p> <p>Students will understand that...</p> <p>Writing about someone’s life causes the writer to examine his/her own life.</p> <p>Although people from around the world have unique experiences they also many things in common with each other.</p> <p>Writers always draw from their own life experiences when writing.</p>	<p>Essential Questions:</p> <p>Why write a biography?</p> <p>Why write an autobiography?</p> <p>How does writing a biography/autobiography affect the writer?</p> <p>How does a biography/autobiography affect others around the world?</p>
<p>Students will know...</p> <p>The key elements and format necessary to write a biography/autobiography narrative.</p> <p>The importance of sequencing when writing a narrative.</p> <p>Usage of figurative language.</p> <p>Ten “life words”, presence, vulnerability, clarity, equanimity, gratitude, creativity, authenticity, passion, compassion, love and the relevance to their narrative.</p> <p>The way to post what they have written for review by a limited audience.</p> <p>Literary devices needed to make their narrative “pop” for the reader.</p>	<p>Students will be able to...</p> <p>W.7.3 Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>W.7.5 With some guidance and support from peers and adult, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6 Use technology, including internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.10 Write routinely over extended period of time frames (time for research, reflection, and revision) and shorter time frames (a single sitting</p>

or a day or two) for a range of discipline specific tasks, purposes and audiences.

Stage 2 – Assessment Evidence

Required Performance Assessment:

Your task is to write a biography or autobiography. The challenge is to investigate the subject on a very deep and personal level so that you convince the reader that the subject's life is interesting. The challenge involves dealing with the subject, interviewing people close to the subject and deciding what information to include in your final work. The target audience begins with your teacher and may expand to your classmates and beyond if you choose to publish the book on the class website. You will need to develop the final project so that it is "reader friendly" and follows logical sequencing.

Other Evidence:

Participation in vocabulary building games.

Vocabulary assessment quizzes/tests

Written drafts and revisions

Written responses to assignments developing skills introduced in mini-lessons

Free-writing in personal journal

Stage 3 - Learning Plan

Suggested Learning Activities:

Unit will begin with a series of concept lessons including an introduction, showing examples/modeling concept, and having students apply the concept.

Possible lessons include:

- Using specific nouns, vivacious verbs, agile adverbs and amazing adjectives
- Describing a character
- Using setting to reveal a character
- The inner life of a character
- Interview techniques
- Writing a strong lead for a biography

Performance Task will be introduced and worked on continuously throughout the unit.

While working on the Performance Task, students will also:

- Free write in a personal journal
- Play word games and have vocabulary quizzes
- Practice essentials of good writing; plan, pre-write, revise, edit, rewrite
- Students will learn the different ways in which their work can be published including:
 - Performing – for classmates and other students in District
 - Posting – bulletin boards, website
 - Self-publishing – cards, letter
 - Submitting – publishers, contests, newspapers, magazines

Possible technology integration will include:

- Publishing work on class web site

- Video clips that model desired result
- Audio clips that model desired result
- Document sharing thru Google docs
- Record performances or readings

Unit Strategies/Modifications:

Special Education Students:

Development of target vocabulary

Scaffolding comprehension and content-area reading

Decreasing the amount of work presented or required

Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers

Teaching key aspects of a topic. Eliminating nonessential information

Providing study guides

Allowing students to correct errors (looking for understanding)

Marking students' correct and acceptable work, not the mistakes

Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Modifying tests to reflect selected objectives

Using true/false, matching, or fill in the blank tests in lieu of essay tests

Reducing the number of answer choices on a multiple choice test

Allowing the use of note cards or open-book during testing

Utilizing graphic organizers

Providing visuals

Strategic grouping

In reading example of three act play activity, low reading levels will be assigned lessor reading part or be excused from reading aloud all together.

In identifying the structure of a three act play, students will be given a prelabeled document.

Gifted Students:

Guided Reading Groups

Literature Circles

Flexible grouping in content areas

Independent projects

Differentiated product assignments

Student Choice

Multiple texts

Multiple intelligence options

Group investigation

Research

Bloom's Taxonomy - Stress higher order thinking skills

Habits of Mind

Webb's Depth of Knowledge – Emphasis on Level 3 and 4

Once the instructions for any of the activities is provided, these students will be able to proceed at their own pace.

Students at Risk of Failure:

Adjust time for completion of assignments

Allow frequent breaks

Preferential seating

Reduce/minimize distractions

Emphasize teaching (auditory, visual, auditory, tactile)
 Individual/small group instruction
 Emphasize critical information/key concepts
 Pre-teach vocabulary
 Provide visual cues
 Adjust length of assignment
 Break assignments into smaller units
 Read directions to student
 Positive reinforcement
 Frequent checks for understanding
 Adapt assessments
 Students will be given one on one attention, preferential seating and additional time to complete all worksheets. The teacher will also partner students with more gifted students to assist them.

English Language Learners:

WIDA Can-Do Descriptors http://www.wida.us/standards/CAN_DOs/

Development of target vocabulary
 Scaffolding comprehension, content-area reading
 Decreasing the amount of work presented or required;
 Using videos, illustrations, pictures, and drawings to explain or clarify.
 Graphic organizers
 Teaching key aspects of a topic.
 Eliminating nonessential information.
 Allowing students to correct errors (looking for understanding);
 Marking students' correct and acceptable work, not the mistakes;
 Showing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
 Modifying tests to reflect selected objectives;
 Using true/false, matching, or fill in the blank tests in lieu of essay tests;
 Reducing the number of answer choices on a multiple choice test;
 Allowing the use of note cards or open-book during testing;
 Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student.
 In reading example of three act play activity, ESL students will be provided with a copy written in native language.
 All worksheets for this unit will be produced and written in students' native language.

Stage 1 – Desired Results

<p>CCS: W.7.3, RL.7.2, RL.7.3, L.7.4, L.7.5, W.7.6, W.7.10</p>	<p>Unit: Novella</p>
<p>Enduring Understanding(s):</p> <p>Students will understand that...</p> <p>Using an expanded vocabulary, numerous literary devices and taking compositional risks leads to better writing and the ability to capture the reader.</p>	<p>Essential Questions:</p> <p>Why write stories?</p> <p>How does writing a story affect the writer?</p>

<p>Writing stories has a profound affect on the writer.</p> <p>Writers always draw from their own life experiences when writing.</p>	<p>How does reading stories affect the reader?</p>
<p>Students will know...</p> <p>The key elements in writing a novel and identifying aspects of good and bad novels (e. g. , what makes a story interesting, what makes a good ending?)</p> <p>Ten “life words”; presence, vulnerability, clarity, equanimity, gratitude, creativity, authenticity, passion, compassion, love and the relevance to their narrative.</p> <p>The way to post what they have written for review by a limited audience.</p> <p>Literary devices needed to make their narrative “pop” for the reader.</p> <p>Usage of figurative language.</p> <p>How to develop believable characters</p> <p>Plotting a story line</p> <p>Understand conflict and resolution</p>	<p>Students will be able to...</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>RL.7.2 Determine theme or central idea of a text and analyze its development over the course of the text, provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact.</p> <p>W.7.5 With some guidance and support from peers and adult, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6 Use technology, including internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.10 Write routinely over extended period of time frames (time for research, reflection, and revision) and shorter time frames (a single sitting</p>

or a day or two) for a range of discipline specific tasks, purposes and audiences

Stage 2 – Assessment Evidence

Required Performance Assessment:

Your task is to create a short story that addresses an issue with thematic references to one or more of the “life words”. You are a writer who has been asked to write a children’s story. Your target audience is Mt Laurel school children. The challenge involves dealing with a serious issue and writing about it in a way that younger children will enjoy and understand. You will create interesting characters or a lively story in order to capture the attention of children between the ages of 5-10.

Other Evidence:

Participation in vocabulary building games.
Vocabulary assessment quizzes/tests

Written drafts and revisions

Written responses to assignments developing skills introduced in mini-lessons

Free-writing in personal journal

Stage 3 - Learning Plan

Suggested Learning Activities:

Unit will begin with a series of concept lessons including an introduction, showing examples/modeling concept, and having students apply the concept.

Possible lessons include:

- Beginning, middle, end...rising action, climax, resolution
- Developing a character through action and interaction
- How to pace a story
- How to create “mind pictures”
- How to “explode” a moment
- Experiment with endings
- How to include “life lessons” in a story

Performance Task will be introduced and worked on continuously throughout the unit.

While working on the Performance Task, students will also:

- Free write in a personal journal
- Play word games and have vocabulary quizzes
- Practice essentials of good writing; plan, pre-write, revise, edit, rewrite
- Students will learn the different ways in which their work can be published including:
 - Performing – for classmates and other students in District
 - Posting – bulletin boards, website
 - Self-publishing – cards, letter
 - Submitting – publishers, contests, newspapers, magazines

Possible technology integration will include:

- Publishing work on class web site
- Video clips that model desired result
- Audio clips that model desired result

- Document sharing thru Google docs
- Record performances or readings

Unit Strategies/Modifications:

Special Education Students:

Development of target vocabulary

Scaffolding comprehension and content-area reading

Decreasing the amount of work presented or required

Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers

Teaching key aspects of a topic. Eliminating nonessential information

Providing study guides

Allowing students to correct errors (looking for understanding)

Marking students' correct and acceptable work, not the mistakes

Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Modifying tests to reflect selected objectives

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Utilizing graphic organizers

Providing visuals

Strategic grouping

Gifted Students:

Guided Reading Groups

Literature Circles

Flexible grouping in content areas

Independent projects

Differentiated product assignments

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Students at Risk of Failure:

Adjust time for completion of assignments

Allow frequent breaks

Preferential seating

Reduce/minimize distractions

Emphasize teaching (auditory, visual, auditory, tactile)

Individual/small group instruction

Emphasize critical information/key concepts

Pre-teach vocabulary

Provide visual cues

Adjust length of assignment

Break assignments into smaller units

Read directions to student
 Positive reinforcement
 Frequent checks for understanding
 Adapt assessments

English Language Learners:

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Development of target vocabulary
 Scaffolding comprehension, content-area reading
 Decreasing the amount of work presented or required

Stage 1 – Desired Results

CCS: RL.7.4, RL.7.5, L.7.4, L.7.5, W.7.5, W.7.6, W.7.10

Unit: Poetry

Enduring Understanding(s):

Students will understand that...

Words and phrases used in specific ways make good poetry.

Poetry comes in different formats.

Writers always draw from their own life experiences when writing.

Essential Questions:

What makes good poetry?

Why write poetry?

How does writing poetry affect the writer?

How does reading poetry affect the writer?

Students know that...

The different aspects of writing poetry.

The different types of poetry.

Usage of figurative language.

Ten “life words”, presence, vulnerability, clarity, equanimity, gratitude, creativity, authenticity, passion, compassion, love and the relevance to their narrative.

The way to post what they have written for review by a limited audience.

Literary devices needed to make their narrative “pop” for the reader

Students will be able to...

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem.

RL.7.5 Analyze how a poems form or structure contributes to its meaning.

L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.5 Demonstrate understanding of figurative

	<p>language, word relationships, and nuances in word meanings.</p> <p>W.7.5 With some guidance and support from peers and adult, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6 Use technology, including internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W 7.10 Write routinely over extended period of time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.</p>
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Stage 2 – Assessment Evidence

<p>Required Performance Assessment:</p> <p>The goal is to create an original piece of poetry. You are a writer whose target audience are your peers. Teen Magazine has hired you to submit an original piece of poetry to be published in an upcoming edition. The challenge involves dealing with the specific format involved in writing poetry. You will create poetry in order to publish is so that your audience enjoys reading it and really feels what you wrote.</p>	<p>Other Evidence:</p> <p>Participation in vocabulary building games.</p> <p>Vocabulary assessment quizzes/tests</p> <p>Written drafts and revisions</p> <p>Written responses to assignments developing skills introduced in mini-lessons</p> <p>Free-writing in personal journal</p>
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Stage 3 - Learning Plan

<p>Suggested Learning Activities:</p> <p>Unit will begin with a series of concept lessons including an introduction, showing examples/modeling concept, and having students apply the concept.</p> <p>Possible lessons include:</p> <ul style="list-style-type: none"> • What is poetry • Forms of poetry • Introducing and using new vocabulary • Discussion and examples of the different types of poetry. • Internal vs. external rhymes • Exercising the imagination • Using figurative language
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- Writing through a mask

While working on the **Performance Task**, students will also:

- Free write in a personal journal
- Play word games and have vocabulary quizzes
- Practice essentials of good writing; plan, prewrite, revise, edit, rewrite
- Students will learn the different ways in which their work can be published including:
 - Performing – for classmates and other students in District
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