KMUS00, 1MUS00, 2MUS00, 3MUS00, 4MUS00, 5MUS00
GENERAL/VOCAL GRADES K-5
A Course Outline for Music Education

Approved by the Board of Education
August 23, 2012

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STATEMENT OF PURPOSE

Music Education has been proven to be enormously beneficial to the intellectual and artistic growth of children in the early stages of development. This current course of study revision emphasizes the importance of a rigorous music education, while showing correlation to the New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts. Over the course of implementing the CPIs other core subjects may be referenced such as the Core Curriculum Content Standards for Social Studies, Technology, and Mathematics. The K-5 general music classes will serve to provide the following musical elements and experiences in a student’s education. First, the student will learn the basic elements of music theory and history, and recognize the music of various cultures. The student will then use this knowledge to develop an aesthetic appreciation of music. This will involve awareness of the emotional and creative qualities of music, personal expression through music and movement, relationship of music to other art forms, ability to develop personal criteria to make judgments, and respect of the musical expression and preferences of others. The student will also be exposed to a wide spectrum of musical experiences and made aware of career opportunities in the music field. With these tools, the student has the opportunity to develop the skills and desire to participate in musical activities both in and out of school and become a more creative individual.

We currently offer general music to each child in grades K-5. Classes are conducted once a week for a duration of one-half hour. Some schools have a dedicated music room for class presentations, while other schools, because of spatial concerns, offer general music which travels from room to room.

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades K through 5 are administered each trimester.
THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

MODIFICATIONS AND ADAPTATIONS

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the Curriculum Modifications and Adaptations included as an Appendix in this curriculum. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.
**GENERAL GOALS/PROFICIENCY GRID**

The following is a list of objectives/skills that indicate what students will be taught at each grade level. They are followed by sample lessons which suggest the variety of activities a teacher may employ. The decision as to how students will be taught the skills falls within the domain of the music professional in each school.

**SCOPE AND SEQUENCE**  "I" = Introduce  "R" = Review

<table>
<thead>
<tr>
<th>SKILL TAUGHT</th>
<th>K</th>
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<td>Rhythms</td>
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<tr>
<td>Tempo (fast/slow)</td>
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<td>Note/Rest Values</td>
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<td>Vocal Techniques</td>
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<td>Listening (Program/Absolute Music)</td>
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<td>Composers</td>
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</table>
GRADING PROCEDURES

Assessment of students is derived from student-generated work and is most often performance-based in nature. The teacher considers the age and skill of students. The following list is designed to be used for grading, identifying strengths and weaknesses in students, as well as for gathering data to use in instructional planning.

I. Listening and/or Observing by Teacher
   A. Vocal Techniques:
      1. intonation
      2. pronunciation
      3. interpretation (expression)
      4. tone quality
      5. breathing, phrasing
      6. accuracy – melodic, rhythmic, part-singing, harmony
   B. Flutophone (where applicable):
      1. fingering/hand position
      2. tonguing
      3. accurate reading
         a. melodic
         b. rhythm
         c. harmonic
      4. posture
   C. Listening (by student)

II. Class Participation, Citizenship and Behavior

III. Class Discussion

IV. Aesthetic Interpretation
   A. Form
   B. Movement
   C. Creativity
   D. Dynamics
   E. Tempo

V. Rubrics (where applicable)
I. **KMUS00 KINDERGARTEN**

**Essential Question(s):** Why must Kindergarten level music be fun?

**Enduring Understanding(s):** Kindergarten for many students will be the level where they first discover the classroom music experience, and it needs to be a positive one for them to look forward to more years of music education.

<table>
<thead>
<tr>
<th>KMUS00 KINDERGARTEN</th>
<th>PROFICIENCY / OBJECTIVE</th>
<th>NJSLS Technology</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION / ASSESSMENT</th>
<th>TEACHER NOTES</th>
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<tbody>
<tr>
<td><strong>The student will be able to:</strong></td>
<td><strong>Students will:</strong></td>
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<tr>
<td>2. attempt to match dominant pitches in limited range songs.</td>
<td>1.3.P.B.3</td>
<td>• sing “Good News” - Use Orff instruments to accompany song on dominant pitches.</td>
<td>Teacher observation of student playing and singing</td>
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<tr>
<td>3. develop an awareness of melodic direction.</td>
<td>1.3.P.B.3</td>
<td>• sing “Fuzzy Caterpillar” – view big-book picture showing arrows indicating up and down movement. • use hand movements to indicate direction of melody.</td>
<td>Teacher observation of student accuracy when following melodic direction</td>
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<tr>
<td>4. develop an awareness of a steady beat.</td>
<td>1.1.5.B.1 1.3.P.B.3</td>
<td>• sing “Play Along”. • maintain steady ostinato through clapping or patsching. • maintain steady ostinato on selected rhythm instruments.</td>
<td>Teacher observation of student maintenance of even beat</td>
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<tr>
<td>PROFICIENCY / OBJECTIVE</td>
<td>NJSL</td>
<td>SUGGESTED ACTIVITY</td>
<td>EVALUATION/ ASSESSMENT</td>
<td>TEACHER NOTES</td>
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<tr>
<td><strong>The student will be able to:</strong></td>
<td><strong>Students will:</strong></td>
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</tbody>
</table>
| 5. apply echo clapping to simple rhythms. | 1.3.P.B.3 | • emulate 4-beat teacher-created clapping pattern.  
• emulate simple student-created clapping pattern. | Teacher observation of student accuracy and creativity | |
| 5. (continued) | | | | |
| 6. comprehend quarter note and quarter rest rhythms. | 1.3.P.B.3 | • clap teacher-created 4-beat patterns.  
• clap student-created 4-beat patterns.  
• use lummi sticks to perform teacher-created 4-beat patterns.  
• perform teacher-created 4-beat patterns on rhythm instruments. | Teacher and peer-evaluation of created patterns and performance | |
| 7. develop an awareness of loud and soft. | 1.1.2.B.2  
1.1.2.B.3 | • sing “The Echo” – discuss each repetition of echoed phrase at a softer dynamic level. | Teacher observation of actual dynamic changes | |
| 8. develop an awareness of fast and slow. | 1.1.2.B.2  
1.1.2.B.3 | • sing “Old Molly Hare” - discuss tempo changes in relation to lyrics. | Teacher evaluation of understanding of “Tempo” based on student response | |
| 9. develop an awareness of high and low. | 1.1.2.B.2  
1.1.2.B.3 | • sing “I Wish I was a Little Bird” to illustrate “high, middle, low”.  
• use hand movements to indicate “high, middle, low”. | Teacher evaluation of student accuracy in executing hand movements | |
<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>NJSLS Technology</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ ASSESSMENT</th>
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<tr>
<td>The student will be able to:</td>
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<tr>
<td>10. develop listening skills using age appropriate musical repertoire.</td>
<td>1.1.2.B.2</td>
<td>• listen to “The Aviary” from <em>Carnival of Animals</em> by Saint-Saens (coordinate with “Once I saw a Little Bird”).&lt;br&gt;• listen to “Toy Symphony” by Saint-Saens.</td>
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<tr>
<td>11. incorporate dramatizations of simple story songs.</td>
<td>1.1.5.A.3 (Dance)</td>
<td>• create and perform movements to coordinate with lyrics – Sing “Round the Mulberry Bush” – Sing “Roll Over”.</td>
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<td>Teacher observation of student creativity and interpretation</td>
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<tr>
<td>12. develop an awareness of musical form.</td>
<td>1.3.2.B.6</td>
<td>• listen to “Departure” from <em>Winter Bonfire</em> by Prokofiev&lt;br&gt;• discuss binary (AB) form&lt;br&gt;• use a pictorial example to reinforce form.</td>
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<td>Teacher observation of student to verbalize difference between “A” and “B” sections</td>
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<tr>
<td>13. introduce “The Instruments of the Orchestra”.</td>
<td>1.1.2.B.4 8.1.2.A.5</td>
<td>• view “The Instruments of the Orchestra” charts which show the “4” families of instruments.</td>
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<tr>
<td>PROFICIENCY / OBJECTIVE</td>
<td>NJSLS</td>
<td>NJSLS Technology</td>
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<td>The student will be able to:</td>
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<td>Students will:</td>
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<td>13. (continued)</td>
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<td>• Listen to “Classical Cats: A Children’s Introduction to the Orchestra” CD.</td>
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<td>• use an interactive website.</td>
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## II. 1MUS00 FIRST GRADE

**Essential Question(s):** Why is age appropriate musical repertoire so important in the early stages of vocal and general music study?

**Enduring Understanding(s):** Early age music study must be understandable and likeable by the target audience. Even students in the first grade are steadily developing their taste in music both as listeners and performers.

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>NJSLS</th>
<th>NJSLS Technology</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION / ASSESSMENT</th>
<th>TEACHER NOTES</th>
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<td>The student will be able to:</td>
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<tr>
<td>1. build an age appropriate repertoire.</td>
<td>1.3.P.B.1 1.3.P.B.3</td>
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<td>• sing “Five Fat Turkeys”, “Skinnamarink”, and “There was a Man”.</td>
<td>Teacher observation of engagement</td>
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<tr>
<td>2. develop ability to match pitches in limited-range songs.</td>
<td>1.3.P.B.1 1.3.P.B.3</td>
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<td>• sing “One More River” – accurately perform “Sol-Mi” interval in melody.</td>
<td>Teacher observation of student performance</td>
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<tr>
<td>3. maintain a steady beat.</td>
<td>1.3.P.B.1 1.3.P.B.3</td>
<td></td>
<td>• sing “Going Over the Sea” – bounce ball in time to the beat.</td>
<td>Teacher observation of student ability to maintain beat with ball</td>
<td></td>
</tr>
</tbody>
</table>
| 4. compare and contrast loud and soft. | 1.3.P.B.1 1.3.P.B.3 | | • sing “Pick a Bale of Cotton” – sing indicated measures in student refrain “Forte” (loud).  
• show loud and soft of a given note on a digital keyboard. | Teacher assessment of ability to demonstrate dynamic changes |               |
<p>| 5. compare and contrast fast and slow. | 1.3.P.B.4 | | • listen to “All Night, All Day” and “The Tailor and the Mouse” then patsh or clap steady beat and discuss the songs’ tempos. | Teacher assessment of student responses and performances with regard to tempo |               |</p>
<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
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<th>EVALUATION / ASSESSMENT</th>
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<tr>
<td>The student will be able to:</td>
<td><strong>Students will:</strong></td>
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<tr>
<td>6. compare and contrast high and low.</td>
<td>1.3.P.B.1 1.3.P.B.3</td>
<td>• sing “Ebeneezer Sneezer” – use body movement to show high/low.</td>
<td>Teacher observation of student success in performing movements</td>
<td></td>
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<tr>
<td>7. apply basic rhythms to a simple ostinato.</td>
<td>1.3.2.B.1</td>
<td>• clap/play alternating quarter note and quarter rest pattern with “The Angel Band”.</td>
<td>Listening for rhythm accuracy</td>
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<tr>
<td>8. comprehend quarter note and two eighth note rhythmic patterns.</td>
<td>1.1.5.B.2</td>
<td>• find pattern in “The Angel Band” – on pitched percussion, play same pattern using notes D, E, G.</td>
<td>Teacher assessment of demonstrated comprehension of notes</td>
<td></td>
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<tr>
<td>9. apply knowledge of quarter rest, quarter note, two eighth notes rhythmic patterns.</td>
<td>1.3.P.B.3 (Mathematics)</td>
<td>• sing and clap rhythm pattern in “Under the Spreading Chestnut Tree”.</td>
<td>Peer assessment of correct placement of rests within the song</td>
<td>Reference to NJSLS for Mathematics</td>
</tr>
<tr>
<td>10. develop listening skills; sing age appropriate literature.</td>
<td>1.3.2.B.1</td>
<td>• listen to “The Barnshee” for specific elements in selection (tempo, etc.).</td>
<td>Teacher assessment of student responses by discussion</td>
<td></td>
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<tr>
<td>11. interpret music through kinesthetics.</td>
<td>1.1.5.A.3 1.1.5.A.4 1.3.P.A.1 1.3.5.A.4 (Dance)</td>
<td>• show a melodic contour with hand movements.  • show phrasing with arm movements (arcs).</td>
<td>Teacher observation of student accuracy of hand/arm movements</td>
<td>Reference to Dance Standard</td>
</tr>
<tr>
<td>12. interpret simple story songs.</td>
<td>1.2.2.C.1 (Theater)</td>
<td>• dramatize “A Tall Tale” (a folk song of Spain).</td>
<td>Teacher observation of student ability to synchronize physical interpretation with lyrics</td>
<td>Reference to Theater Standard</td>
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<tr>
<td>PROFICIENCY / OBJECTIVE</td>
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</table>
| The student will be able to: | Students will: | 13. build awareness of simple binary (AB) form. | 1.3.2.B.6 | listen to “Departure” from *Winter Bonfire* by Prokofiev and identify Sections A and B.  
- sing “Skip to My Lou” - while singing, create a different movement for each section. | Teacher assessment of student responses through discussion  
Teacher assessment of created movements and performances |  
www.dsokids.com |
| 14. review and expand the understanding of “The Instruments of the Orchestra”. | 1.1.2.B.4  
8.1.2.A.5 | explore the “Dallas Symphony Orchestra” interactive site to play the many musical games which are offered. | Teacher observation of participation |  |
III. 2MUS00 SECOND GRADE

**Essential Question(s):** What are some of the musical components that are being developed as a second grade student progresses through the school year?

**Enduring Understanding(s):** Musical phrasing and recognition of musical form and/or structure is starting to be realized by the typical second grade music student.

### 2MUS00 SECOND GRADE

<table>
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<th>PROFICIENCY / OBJECTIVE</th>
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<td><strong>The student will be able to:</strong></td>
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<tr>
<td>1. develop age appropriate repertoire.</td>
<td>1.3.P.B.1 1.3.P.B.3</td>
<td>• sing “There are Many Flags in Many Lands”, “In the Window”, “Over the River, and Through the Woods”, and “My Farm”.</td>
<td>Teacher observation of participation</td>
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<tr>
<td>2. develop an awareness of phrasing.</td>
<td>1.3.P.B.1 1.3.P.B.3</td>
<td>• sing “She’ll be Comin’ Around the Mountain” – create movements to complete phrases.</td>
<td>Teacher observation of students’ ability to remember and execute created movements at appropriate times</td>
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<tr>
<td>3. develop an awareness of simple two-part round singing.</td>
<td>1.3.P.B.1 1.3.P.B.3</td>
<td>• sing the following as 2-part rounds: “Frere Jacques”, “Row, Row, Row Your Boat”, and “Kookaburra”.</td>
<td>Teacher assessment of students’ ability to maintain individual parts</td>
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<tr>
<td>4. recognize quarter note, two eighth notes, whole note rhythmic patterns.</td>
<td>1.1.2.B.2 1.0.A.1 (Mathematics)</td>
<td>• clap, tap, or patsch teacher-generated rhythm patterns written on board. • using manipulatives, visually display teacher-generated 4-beat clapping patterns.</td>
<td>Teacher assessment of rhythm accuracy</td>
<td>Reference to NJSLS for Mathematics</td>
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Teacher and peer assessment of manipulatives display
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<th>PROFICIENCY / OBJECTIVE</th>
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| 5. apply knowledge of basic note/rest values to original compositions. | 1.1.5.B.2 | • using cooperative learning ideas, compose 4-beat measures.  
• using cooperative learning ideas, perform compositions for class (clap, tap, patsch, or use instruments).  
• using cooperative learning ideas, create a “Rap” from student-chosen topics (sports, etc.) | Student involvement in group work | |
| 6. comprehend ostinati. | 1.3.P.B.2  
1.3.2.B.5 | • design and perform original ostinati using quarter notes/rests and pairs of eighth notes.  
• apply created ostinati to selected songs in textbook. | Teacher and peer assessment or original ostinati through performances and application | |
| 7. identify specifically directed elements in age-appropriate musical repertoire. | 1.1.2.B.2 | • listen to “Polka” from the Golden Age by Shostakovich and pay attention for timbre of specific instruments. | Teacher assessment of student aural ability to correctly identify designated instruments through the use of visual call charts in text | |
| 8. develop individual kinesthetic interpretation of music. | 1.3.5.A.4  
(Dance) | • listen to teacher performance of a rhythm on a drum or other rhythm instrument.  
• create original movement to interpret the rhythm | | Reference to Dance Standard |
### 2MUS00 SECOND GRADE

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<th>PROFICIENCY / OBJECTIVE</th>
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<td>9.  build ability to perform structure movement or dance.</td>
<td>1.3.2.A.1 (Dance)</td>
<td>• learn steps to a simple circle dance. Then, apply learned steps to the song, “Rocky Mountain”.</td>
<td>Teacher observation of student’s ability to perform steps independently</td>
<td>Reference to Dance Standard</td>
</tr>
<tr>
<td>10. compare and contrast forms of melodic movement.</td>
<td>1.1.5.B.2</td>
<td>• listen for steps skips, and repeated pitches in the song, “In the Sea”. Also, listen for upward and downward melodic contour.</td>
<td>Teacher assessment through question and answer of student’s understanding of concept</td>
<td></td>
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<tr>
<td>11. identify contrasting sections in binary (AB) form.</td>
<td>1.3.2.B.6</td>
<td>• sing “The Big Corral”, recognize same and different sections by notation, and define contrast in sections with movement and/or instruments.</td>
<td>Teacher assessment of student’s ability to identify same and different sections</td>
<td></td>
</tr>
<tr>
<td>12. compare and contrast various musical styles.</td>
<td>1.1.2.B.2</td>
<td>• listen to “Minuet in G” by Beethoven (Classical). • listen to “Rock Around the Clock” by Bill Haley and the Comets (Rock and Roll). Then, discuss differences and similarities between the two selections. Next, list difference and similarities.</td>
<td>Teacher assessment of written and verbal comparisons between musical styles</td>
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<td>PROFICIENCY / OBJECTIVE</td>
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<td><strong>The student will be able to:</strong></td>
<td><a href="#">13.</a> learn song which depicts interdisciplinary studies.</td>
<td>1.2.2.A.2 (Social Studies)</td>
<td>• listen to and sing “Sing to Learn” CD by Dr. Jean with Oceans and Continents songs, having students point out continents and oceans on map as they sing.</td>
<td>Observation by both Music and Social Studies teachers</td>
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<td><strong>13. (continued)</strong></td>
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<td>6.1.4.B.2</td>
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<td>14. review and expand the understanding of “The Instruments of the Orchestra”.</td>
<td>1.1.2B.4</td>
<td>8.1.2.A.5</td>
<td>• explore the interactive musical site as seen from SharePoint music sites.</td>
<td>Observation of participation Growth assessed through discussion</td>
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</table>
**IV. 3MUS00 THIRD GRADE**

**Essential Question(s):** Why is the “flutophone” a great instrument to learn prior to selecting a regular band instrument as a fourth grader?

**Enduring Understanding(s):** Music instruction on the flutophone is a great way to understand the functions of learning a wind instrument because it teaches you the combined concept of eye to brain to hand coordination while reading instrumental music literature.

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<th>3MUS00 THIRD GRADE</th>
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<td>1. develop age appropriate repertoire.</td>
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<td>1.1.5.B.2</td>
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<td>• sing “This Land is Your Land”.</td>
<td>Student participation</td>
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<td>• sing “Grandma’s Farm”.</td>
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<td>• Sing “Blow, Ye Winds”.</td>
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<td>2. maintain melodic integrity in partner songs/rounds.</td>
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<td>1.3.5.B.2</td>
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<td>• Sing “Canoe Song” and “Scotland is Burning” as a two-part round.</td>
<td>Teacher assessment of student success in maintaining individual parts</td>
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<td>• Sing “Sandy Land” and “Bow Belinda” as partner songs.</td>
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<td>3. develop an awareness of the importance of diction while singing.</td>
<td></td>
<td>1.3.2.C.2</td>
<td>Theater</td>
<td>• sing “Mairzy Doats”, then discuss meaning of the lyrics and their correlation to accurate enunciation.</td>
<td>Teacher assessment of verbal interpretation of how lyrics are changed by enunciation</td>
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<td>• perform unison reading of “Peter Piper”; accentuate beginning and ending consonants.</td>
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<td>Reference to Theater Standard</td>
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<td>4. identify contrasting sections in simple ternary form (ABA).</td>
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<td>1.3.2.B.6</td>
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<td>• sing “Hand Me Down” – use letters (ABA) and shapes (OXO) to illustrate form</td>
<td>Teacher assessment of student drawings</td>
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<td>• incorporating call charts, listen to “Prelude for Piano,</td>
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### 3MUS00 THIRD GRADE

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<td>4. (continued)</td>
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<td>No. 2” by Gerswin. Next, discuss repetition and contrast.</td>
<td>Teacher assessment of understanding of ABA form through student response</td>
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</tbody>
</table>
| 5. apply music reading skills to playing the flutophone. | 1.3.P.B.2 1.3.2.B.1 | • using a single pitch, play a designated quarter note/rest pattern.  
• show understanding between melodic direction and fingering. | Teacher assessment of performance accuracy  
Teacher assessment by question and answer | |
| 6. understand basic flutophone techniques. | 1.3.2.B.3 | • use proper hand placement.  
• use proper posture.  
• use tonguing. | Teacher observation of consistent use of skills | |
<p>| 7. develop a perception of good tone on the flutophone. | 1.1.2.B.4 | • experiment by attempting to produce various dynamic levels. | Peer and self-assessment comparing and contrasting good and bad tone quality at different dynamic levels | |
| 8. perform a concert on flutophone (based on group’s readiness, as determined by music professional). | | • rehearse and present a variety of musical selections – “Blue Eggs Over Easy”, “Recorder A-G-E”, “Short’nin Bread”, and “Twilight”. | Teacher, self, and peer assessment of actual concert performance | |
| 9. establish appreciation of age appropriate instrumental/vocal literature. | 1.3.2.B.1 | • listen to “The Comedians” by Kabelevsky, “Trumpet Tune” by Purcell, and “Stars and Stripes Forever” by Sousa. | Teacher observation and student responses to Q &amp; A | |
| 10. apply ability to perform structured movement or dance. | 1.3.5.A.5 (Dance) | • perform suggested movements from Teacher’s performance of how student’s performance reflects phrasing | Note “Dance” reference | |</p>
<table>
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<tr>
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<td><strong>Students will:</strong></td>
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<td>11. further explore “The Instruments of the Orchestra”.</td>
<td>8.1.8.C.1</td>
<td>• investigate the musical interactive site.</td>
<td>Teacher observation of involvement</td>
<td><a href="http://www.thirteen.org/publications/orchestra">www.thirteen.org/publications/orchestra</a></td>
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</table>
V. 4MUS00 FOURTH GRADE

Essential Question(s): What vocal music skills are needed during grade four to make a student vocalist a contributing member of the 4th/5th Grade Chorus?

Enduring Understanding(s): Being able to sing pleasantly with correct phrasing, dynamics, tone, and balance and blend will make a young singer a welcome addition to any chorus ensemble.

<table>
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<tr>
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<td><strong>The student will be able to:</strong></td>
<td>Students will:</td>
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<tr>
<td>1. develop age appropriate repertoire.</td>
<td>1.1.5.B.2</td>
<td>• sing “You’re a Grand Old Flag”.</td>
<td>Listening for participation and engagement</td>
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<td>• sing “Ezekiel Saw the Wheel”.</td>
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<td>• sing “Hey, Ho! Nobody Home!”</td>
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<td>2. incorporate an awareness of phrasing in vocal performance.</td>
<td>1.3.2.B.2</td>
<td>• sing “America the Beautiful” – discuss the fact that all four phrases in the song have the same rhythm.</td>
<td>Teacher assessment through question and answer</td>
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<td>• Sing “I Love the Mountains” – discuss the concept of sequential phrasing.</td>
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<td>3. incorporate an understanding of dynamics in vocal performance.</td>
<td>1.3.2.B.7</td>
<td>• use “crescendo” and “decrescendo” in “Halloween”.</td>
<td>Teacher aural assessment of student performance</td>
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<td>• sing “Don Gatto” – determine dynamic levels to effectively express lyrics.</td>
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<td>4. understand the concept of melodic movement.</td>
<td>1.3.5.B.2</td>
<td>• sing “Rag Mop” (repeated pitches).</td>
<td>Aural and written quiz on concepts of melodic movement</td>
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<td>• sing “Barges” (steps/scale).</td>
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<td>4. (continued)</td>
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<td>• sing “Ballad of the Boll Weevil” (skips).</td>
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<td>5. identify letter names on the treble staff.</td>
<td>1.1.5.B.1</td>
<td>• play “Beanbag Staff” game.</td>
<td>Teacher assessment of student knowledge of letter names of notes</td>
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<td>• spell words using music note letter names.</td>
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<td>6. identify types of notes/rests.</td>
<td>1.1.5.B.1</td>
<td>• play team game, naming notes/rests on music flash cards.</td>
<td>Teacher observation of student performance</td>
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<td>• find specific notes/rests in selection from music textbook.</td>
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<td>7. identify musical terms (i.e., treble clef, staff...).</td>
<td>1.1.2.B.4</td>
<td>• explain use of musical “road signs” with selection from music textbook.</td>
<td>Teacher assessment of student performance</td>
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<td>• play “Signs and Symbols Bingo” – use musical signs or symbols in place of numbers in bingo game.</td>
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<td>8. be aware of the elements of music – Melody, Harmony, and Rhythm.</td>
<td>1.1.5.B.2</td>
<td>• listen to “Shepherds Dance” by Menotti – identify steps, leaps, and repeats in notation. Also, feel relative duration of quarter, eighth, and half notes.</td>
<td>Teacher evaluation of student responses</td>
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<td>• perform a simple song using pitched percussion as chordal harmonic accompaniment.</td>
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| 9. be aware of tempo and dynamics. | 1.1.5.B.2 | • listen to “Overture” by Bizet – determine dynamic levels in each of four variations.  
• complete “What Do You Hear?” – aurally determine fast or slow tempo of each example played. | Teacher assessment through discussion  
Textbook test | |
| 10. appreciate age appropriate musical literature. | 1.1.5.B.2 | • listen to “Street on a Frontier Town” by Copland.  
• listen to “An American in Paris” by Gershwin. | Teacher assessment through discussion and student’s aesthetic interpretation of selections | |
| 11. further review “The Instruments of the Orchestra”. | 1.1.2.B.4 8.1.8.C.1 | • access the musical interactive site and play the interactive musical games. | Teacher observation | www.sfsskids.org |
VI. **5MUS00 FIFTH GRADE: GENERAL VOCAL**

**Essential Question(s):** Why is the study of famous composers important for a student of music?

**Enduring Understanding(s):** Understanding music of different eras, and genres opens up your understanding to the historical, cultural and social happenings of the times. Music of any era reflects the emotional condition of the surroundings.

### 5MUS00 FIFTH GRADE

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<td>The student will be able to:</td>
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<td>Students will:</td>
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<tr>
<td>1. develop an age appropriate singing repertoire.</td>
<td>1.1.5.B.2</td>
<td>• sing “When Witches were Waltzing”.&lt;br&gt;• sing “Erie Canal”.&lt;br&gt;• sing “The Rondo Song”.</td>
<td>Teacher observation of student involvement</td>
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<tr>
<td>2. demonstrate an awareness of phrasing.</td>
<td>1.3.2.B.2</td>
<td>• sing “Rock and Roll is Here to Stay”.</td>
<td>Peer assessment of performance accuracy</td>
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<td>3. demonstrate an understanding of dynamics.</td>
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<td>• sing “I Love the Mountains” – discover dynamic markings within the piece. Next, apply dynamics to performance.</td>
<td>Peer assessment of performance accuracy</td>
<td></td>
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<tr>
<td>4. expand ability to sing harmony through more complex ostinati, rounds partner songs, and descants.</td>
<td>1.3.5.B.1 1.3.5.B.2</td>
<td>• sing “Streets of Laredo” – sing descant with melody&lt;br&gt;• sing “Coffee” as two or three-part round.&lt;br&gt;• sing “This Train” and “When the Saints Go Marching In” as partner songs.</td>
<td>Teacher observation of part maintenance</td>
<td></td>
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<tr>
<td>5. appreciate age-appropriate musical literature.</td>
<td>1.1.5.B.2</td>
<td>• listen to “Dance Macbre” by Saint-Saens.&lt;br&gt;• listen to “American Salute” by Gould.</td>
<td>Responses to Q &amp; A</td>
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<td>6. develop an appreciation for many musical styles.</td>
<td>1.2.2.A.2</td>
<td>• listen to one movement of “Peer Gynt Suite” by Grieg – compare and contrast original classical version with Duke Ellington’s jazz version.</td>
<td>Teacher assessment of student evaluations</td>
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<td>• listen to “Penny Lane” by Lennon/McCartney.</td>
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<td>7. identify simple binary (AB) and ternary (ABA) musical forms.</td>
<td>1.3.2.B.6</td>
<td>• sing “Sidewalks of New York” identifying A or B sections by texture (unison or harmony).</td>
<td>Discussion of relation-texture to AB form</td>
<td>Teacher observation of student performance</td>
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<td>• perform “Every Time I feel the spirit” using contrasting patsching patterns for each section.</td>
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<td>8. be introduced to major composers from various musical periods in history.</td>
<td></td>
<td>• discuss Tchaikovsky’s life and times – correlate his “1812 Overture” with actual events.</td>
<td>Teacher assessment of Venn diagram results</td>
<td>Teacher assessment of written paragraph</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listen to “Little Fugue in G Minor” by Bach and Pachelbel’s “Cannon” – compare and contrast cannon and fugue forms using a Venn diagram.</td>
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<td></td>
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<td>• listen to “Maple Leaf Rag” and discuss syncopation.</td>
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<td></td>
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<td>• research and write a biographical paragraph based</td>
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<tr>
<td>PROFICIENCY / OBJECTIVE</td>
<td>NJSL Technology</td>
<td>SUGGESTED ACTIVITY</td>
<td>EVALUATION/ ASSESSMENT</td>
<td>TEACHER NOTES</td>
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<tr>
<td>The student will be able to:</td>
<td></td>
<td>Students will: on composer’s historical contribution to music.</td>
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<tr>
<td>9. refine their understanding of “The Instruments of the Orchestra”.</td>
<td>8.1.8.C.1</td>
<td>• access the musical interactive site and try the many musical games available.</td>
<td>Teacher observation of student involvement</td>
<td><a href="http://www.artsalive.ca/en/mus">www.artsalive.ca/en/mus</a></td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

TEXT

CHORAL MUSIC
   - Spirituals
   - Classical Music
   - Pop Music
   - Folk Music
   - Broadway Show Music
   - World Music

INSTRUMENTS/SOUND SUPPORT
   - Orff Instruments
     - Piano/Electronic Keyboard/Amplifier/CD and DVR Players
     - Assorted Rhythm instruments
     - Silver Burdett “Making Music CD’s, grades K-5
     - CD – “The Young Person’s Guide to the orchestra by Benjamin Britten

SOFTWARE/TECHNOLOGY SUPPORT WEBSITES
   www.artsalive.ca/en/mus
   www.disney.go.com/disneyjunior
   www.dsokids.com
   http://exchange.smarttech.com/#tab=0
   www.emusictheory.com
   www.hickorytech.net/~cshirk/k-12music
   www.njmea.com
   www.njsma.com
   www.sfskids.org/templates/home
   www.thirteen.org/edonline
   www.youtube.com
   Interactive games on the whiteboard
   National Arts Centre/learn all about orchestral music
   Little Einstein games
   A wide range of award-winning educational programs for teachers and students
   Smart Exchange
   Music theory tools for teachers and students
   Resources for Music Educators
   New Jersey Music Educators Association
   North Jersey Region I
   San Francisco Symphony/A music learning website for children and families
   Video resources, professional development, lesson archives for educators, students and parents
   You Tube/playing and sharing the world’s stories and ideas
APPENDIX A  PROGRESS REPORT INDICATORS

For Pages 29 – 32 (Appendices A1 – A4) Please make “Specific Comments” in the template grids as you assess each child’s Musical Achievement, Proficiency, or Developmental Stage
APPENDIX A1

STUDENT GENERAL VOCAL MUSIC PROGRESS REPORT INDICATORS
Kindergarten, First & Second Grades

Please make “Specific Comments” in the template grid as you assess each child’s Musical Achievement, Proficiency, or Developmental Stage

Name: _________________________           Marking Period: _______

Teacher: _________________________

**PERFORMANCE-BASED ASSESSMENTS**

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APPENDIX A2
STUDENT GENERAL VOCAL MUSIC PROGRESS REPORT INDICATORS
Grade 3:- Flutophones

Please make “Specific Comments” in the template grid as you assess each child’s Musical Achievement, Proficiency, or Developmental Stage

Name: __________________________ Marking Period_______

Teacher: __________________________

PERFORMANCE-BASED ASSESSMENTS

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APPENDIX A3

STUDENT VOCAL MUSIC PROGRESS REPORT INDICATORS
VOCAL/GENERAL MUSIC
Grade 4

Please make “Specific Comments” in the template grid as you assess each child’s Musical Achievement, Proficiency, or Developmental Stage

Name: __________________________  Marking Period_______

Teacher: __________________________

PERFORMANCE-BASED ASSESSMENTS

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APPENDIX A4

STUDENT VOCAL MUSIC PROGRESS REPORT INDICATORS
VOCAL/GENERAL MUSIC
Grade 5

Please make “Specific Comments” in the template grid as you assess each child’s Musical Achievement, Proficiency, or Developmental Stage

Name: __________________________   Marking Period_______

Teacher: __________________________

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APPENDIX B  NJSLS STANDARDS

1 - Visual and Performing Arts
2 - Comprehensive Health and Physical Education
3 - English Language Arts
4 - Mathematics
5 - Science
6 - Social Studies
7 - World Languages
8 - Technology
9 - 21st Century Life and Careers
APPENDIX C  CURRICULUM MODIFICATIONS & ADAPTATIONS
There is no recipe for adapting general education curriculum to meet each student’s needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation.

Keep in mind that curriculum does not always need to be modified. By providing multi-level instruction you will find that adapting a lesson may not always be necessary. Differentiating instruction and providing multiple ways assess allows more flexibility for students to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations. In addition, supports for one student may not necessarily be the same in all situations, e.g., a student who needs full time support from a paraprofessional for math may only need natural supports from peers for English, and no support for art. And, supports should not be determined by the disability label, instead supports should be used when the instructional or social activity warrants the need for assistance. (Fisher and Frey, 2001).

The forms and examples on the following pages provide information about curriculum and types of adaptations that could be considered in developing the appropriate strategy for a particular student. Examples are provided for both elementary and secondary levels.
A Curricular Adaptation and Decision-making Process

This decision-making flowchart can be used to conceptualize the process of selecting and implementing curricular adaptations. It should be used as a tool for a team in determining an individual student’s needs.

1. Identify the student’s individual educational goals and objectives to be emphasized during general education activities.

2. Articulate the expectations for the student’s performance in general education activities.

3. Determine what to teach
   As a team, determine the content of the general education activity, theme or unit study.

4. Determine how to teach
   As a team, determine if, without modification, the student can actively participate and achieve the same essential outcomes as non-disabled classmates. If the student cannot achieve the same outcomes...

5. Select or design appropriate adaptations

   - Select instructional arrangement
   - Select lesson format
   - Employ student-specific teaching strategies
   - Select curricular goals specific to the lesson
   - Engineer the physical and social classroom environment
   - Design modified materials
   - Select natural supports and supervision arrangements

6. If the above adaptation strategies are not effective, design an alternative activity.

7. Evaluate effectiveness of adaptations.
A Curricular Adaptation and Decision-making Model

Examine the Structure of the Instruction

1. Can the student actively participate in the lesson without modification? Will the same essential outcome he achieved?
2. Can the student’s participation be increased by changing the instructional arrangement?
   - From traditional arrangements to:
     - Cooperative groups
     - Small groups
     - Peer partners
     - Peer or cross-age tutors
3. Can the student’s participation be increased by changing the lesson format?
   - Interdisciplinary/thematic units
   - Activity-based lessons, games, simulations, role-plays
   - Group investigation or discovery learning
   - Experiential lessons
   - Community-referenced lessons
4. Can the Student’s participation and understanding be increased by changing the delivery of instruction or teaching style?

Examine the Demands and Evaluation Criteria of the Task

5. Will the student need adapted curricular goals?
   - Adjust performance standards
   - Adjust pacing
   - Same content but less complex
   - Similar content with functional/direct applications
   - Adjust the evaluation criteria or system (grading)
   - Adjust management techniques

Examine the Learning Environment

6. Can the changes he made in the classroom environment or lesson location that will facilitate participation?
   - Environmental/physical arrangements
- Social rules
- Lesson location

**Examine the Materials for Learning**

7. Will different materials be needed to ensure participation?
   - Same content but variation in size, number, format
   - Additional or different materials/devices
   - Materials that allow a different mode of input
   - Materials that allow a different mode of output
   - Materials that reduce the level of abstraction of information

**Examine the Support Structure**

8. Will personal assistance be needed to ensure participation?
   - From peers or the general education instructor?
   - From the support facilitator’?”
   - From therapists’”?
   - From paraprofessionals?
   - From others?

**Arrange Alternative Activities that Foster Participation and Interaction**

9. Will a different activity need to be designed and offered for the student and a small group of peers?
   - In the classroom
   - In other general education environments
   - In community-based environments

## Curriculum Adaptations

It is important to correlate adaptations with the IEP. In other words, we are not adapting for adaptations sake but, to meet the student’s needs as identified on an IEP.

### a. Curriculum as is.
This is the type we forget most frequently. We need to constantly be looking at the general education curriculum and asking if the students on IEPs may gain benefit from participating in the curriculum as is. We need to keep in mind that incidental learning does occur. Curriculum as is supports outcomes as identified in standard curriculum.

### b. Different objective within the same activity and curriculum.
The student with an IEP works with all the other students in the classroom participating in the activity when possible but, with a different learning objective from the other students. This is where the principle of partial participation fits. Examples include:

- A student with a short attention span staying on task for 5 minutes.
- Using a switch to act as a communication device to share during a class discussion.
- Expressing one’s thoughts by drawing in a journal instead of writing.
- Holding a book during reading time.
- Understanding the effect World War II has on the present rather than knowing the names and dates of key battles.

### c. Material or environmental adaptations.
The material or environmental changes are utilized so that participation in the general education curriculum by the student with the IEP may occur. Examples include:

- 5 spelling words from the weekly list instead of the standard 20.
- Completing a cooking assignment by following picture directions rather than written directions.
- Changing the grouping of the class from large group to small groups (possible with the additional support staff).
- Changing the instructional delivery from lecture to the cooperative learning format.
- Using a computer to write an assignment instead of paper and pencil.
- Reading a test to a student.
- Highlighting the important concepts in a textbook.
- Having the student listen to a taped textbook.
- Using enlarged print.
- Using an assistive technology device.
- Using visual cues such as picture and/or word schedules for those who have difficulty staying on task.
- Using a note taking guide listing the key concepts during a lecture.
d. Providing Physical assistance. Assistance from another person may be needed for a student to participate in a classroom activity. If possible, it is better to use natural supports (peers) as these will be the people always present in the student's life. If the use of peers is not possible, then either the support teacher, the paraprofessional, the classroom teacher, the classroom aide, or a parent volunteer may provide the assistance. Most peers and staff will need training in the correct way of providing physical assistance. In addition, we need to keep in mind the principle of partial participations. Examples include:

- Starting a computer for an student with an IEP to use.
- Guiding a hand during handwriting.
- Assisting in activating a switch.
- Completing most of the steps of an activity and having a student with an IEP do the remainder
- Pushing a student in a wheelchair to the next activity.

e. Alternative/substitute curriculum. This is sometimes referred to as functional curriculum as it usually involves the acquisition of "life skills." The decision to use alternative/substitute curriculum is a major change and needs to be reflected on the IEP. This decision should be carefully made after weighing all of the pros and cons of using an alternative curriculum. The alternative curriculum may or may not take place in the general education classroom. Examples include:

- Community-based instruction (which all students may benefit from!)
- Learning job skills in the school cafeteria.
- Learning how to use a communication device.
- Doing laundry for the athletic department
- Learning cooking/grooming skills at the home.

Overlap does occur among the five types of curriculum adaptations.

Nine Types of Adoptions

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Adapt the way instruction is delivered to the learner.</td>
<td>Adapt how the learner can respond to instruction</td>
<td>Adapt the time allotted and allowed for learning, task completion or testing.</td>
</tr>
<tr>
<td>For example: Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.</td>
<td>For example: Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.</td>
<td>For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
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</table>

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<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
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<tbody>
<tr>
<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</td>
<td>Increase the amount of personal assistance with specific learner.</td>
<td>Adapt the number of items that the learner is expected to learn or compete.</td>
</tr>
<tr>
<td>For example: Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.</td>
<td>For example: Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.</td>
<td>For example: Reduce the number of social studies terms a learner must learn at any one time.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Degree of Participation</th>
<th>Alternate Goals</th>
<th>Substitute Curriculum</th>
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</thead>
<tbody>
<tr>
<td>Adapt the extent to which a learner is actively involved in the task.</td>
<td>Adapt the goals or outcome expectations while using the same materials.</td>
<td>Provide the different instruction and materials to meet a learner’s individual goals.</td>
</tr>
<tr>
<td>For example: In geography, have a student hold the globe, while others point out the locations.</td>
<td>For example: In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.</td>
<td>For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
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</tbody>
</table>

Adaptations

Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:
   reading  math  science  social studies  writing  music  health  P.E.  art
   Grade Level: ......................

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the *curricular* goal for most learners: By the end of this class, most students will know
   ............................................................................................................

4. Briefly identify the *instructional* plan for most learners: As teacher, I will ..................................................
   ............................................................................................................

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   ............................................................................................................

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what
   or how you teach to accommodate this learner in the classroom for this lesson.

<table>
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<tr>
<th>Input</th>
<th>Output</th>
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<td>Difficulty</td>
<td>Level of Support</td>
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<tr>
<td>Degree of Participation</td>
<td>Alternate Goal</td>
<td>Substitute Curriculum</td>
</tr>
</tbody>
</table>
Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:
   - reading  
   - math  
   - science  
   - social studies  
   - writing  
   - music  
   - health  
   - P.E.  
   - art

   Grade Level: ...4.................

2. Select the lesson topic to be taught (on one day): **Vocabulary comprehension**

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know
   the meaning of new vocabulary words from their story.

4. Briefly identify the instructional plan for most learners: As teacher, I will **ask students to complete a matching activity in which they match words and definitions on paper.** The students will also choose one word and write a sentence using the word on the bottom of their paper.

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan: **Kim**

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th><strong>Input</strong></th>
<th><strong>Output</strong></th>
<th><strong>Time</strong></th>
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<tbody>
<tr>
<td>Place students in cooperative groups and divide the task between group members. Each member teaches their vocabulary work to team members.</td>
<td>Allow the student to record all or part of the assignment on tape.</td>
<td>Ask the student to complete the assignment at home and return it the next day.</td>
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<table>
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<tr>
<th><strong>Difficulty</strong></th>
<th><strong>Level of Support</strong></th>
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<tbody>
<tr>
<td>Select different vocabulary words for the student to learn; words that are less difficult or in some cases more difficult.</td>
<td>Ask a classmate, peer tutor or teaching assistant to assist in completing the assignment.</td>
<td>Select fewer (or more) words for the student to learn, but leave the assignment the same as for other students.</td>
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<tr>
<th><strong>Degree of Participation</strong></th>
<th><strong>Alternate Goal</strong></th>
<th><strong>Substitute Curriculum</strong></th>
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</thead>
<tbody>
<tr>
<td>Ask the student to check classmates’ definitions against as answer key.</td>
<td>Set the goal as being to write the words only, or being able to pronounce the words, or just listening to the words and definitions.</td>
<td>Choose a different story for the student to read and identify one or several words the learner needs to know.</td>
</tr>
</tbody>
</table>
Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   - math
   - science
   - history
   - literature
   - business
   - P.E.
   - fine arts
   - health
   Grade Level: 

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know

4. Briefly identify the instructional plan for most learners: As teacher, I will

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

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<table>
<thead>
<tr>
<th>Degree of Participation</th>
<th>Alternate Goal</th>
<th>Substitute Curriculum</th>
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</table>
SAMPLE FORM

Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   math  science  history  literature  business  P.E.  fine arts  health
Grade Level: 10

2. Select the lesson topic to be taught (on one day): Concept comprehension

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will be able to define and explain the relevance of five concepts from their text chapter.

4. Briefly identify the instructional plan for most learners: As teacher, I will ask the students to read the chapter, identify five key concepts and write a short paragraph describing each concept they have chosen.

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   John

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a review of the chapter prior to having the student complete the written work.</td>
<td>Allow the student to use a tape recorder to dictate the assignment instead of having to write the answers.</td>
<td>Allow the student an extra day to complete the task either in study hall or at home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the key concepts for the student but keep the remainder of the assignment the same.</td>
<td>Place the students in cooperative groups to complete this assignment. Group members can assist the student with reading or writing.</td>
<td>Select fewer or more concepts for the student to learn, but leave the assignment the same as for other students.</td>
<td>During this lesson the student can work on keyboarding skills in the computer lab.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of Participation</th>
<th>Alternate Goal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to pick out related books from the library that will provide supplementary information for classmates.</td>
<td>Set the goal as being to write the key concept words only, or being able to pronounce the words, or just listening to the words and descriptions.</td>
<td></td>
</tr>
</tbody>
</table>
## Thematic Lesson Plan

**School Name:** Palm View Elementary  
**Class:** Social Studies  
**Unit:** More Alike Than Different

### Sample Form

| Student Name: Corey Santos  
Age: 8  
Grade: 2  
Parent/Guardian: Ms. Anita Santos | Phone: 555-5432  
Classroom Teacher: Mr. Sean Garrett  
Inclusion Support Teacher: Ms. Tangela Hunter |

### Major Standards, Objectives, and Expectations for the Unit
1. Understand why personal and civic responsibility are important.
2. Understand the cultural traditions and contributions of various societies and groups.
3. Display appreciation of diversity in our society, including cultural, gender, and ability.

1. Children's books on topic
2. "Chocolates" posterboard (Activities for a Diverse Classroom)
3. Family interview questions
4. Silhouettes and overheads

### Items Requiring Accommodations and/or Modifications
1. Some books on tape
2. Highlighted posterboard
3. Audiotaped questions - done on audio tape

### Instructional Arrangements, Time, and Opportunities for Large Group, Small Group, Core Group, Learning Centers, Individual Activities, Non-Classroom Instruction
1. Large group reading aloud
2. Interactive lessons using various media
3. Cooperative groups to complete Hyperstudio project
4. Small group for chocolate activity

### Items Requiring Accommodations and/or Modifications
2. Modify if necessary
3. Paraeducator assistance with computer

### Projects, Supplemental Activities, and Homework
1. "Box of Chocolates" activity (Activities for a Diverse Classroom)
2. Hyperstudio group project: Are We More Alike Than Different?
3. Homework - Family interview

### Items Requiring Accommodations and/or Modifications
1. Highlight posterboard of key points
2. Select task items at student's instructional level
3. Provide word bank or magazine pictures

### Assessment(s) and Final Products
- Summarize actual student performance (attach examples as appropriate) on the reverse:
  1. Completion of group activities
  2. Rubric for Hyperstudio presentation
  3. Family interview

### Items Requiring Accommodations and/or Modifications
1. Assess on use of language
2. Modify rubric
## Thematic Lesson Plan

**School Name:** Palm View Elementary  
**Class:** Language Arts  
**Unit:** One Book, Two Book, Red Book, Blue Book: Author Study of Dr. Seuss  
**Room:** 21

**Student Name:** Corey Santos  
**Age:** 8  
**Grade:** 2  
**Parent/Guardian:** Ms. Anita Santos  
**Phone:** 555-5432  
**Classroom Teacher:** Mr. Sean Garrett  
**Inclusion Support Teacher:** Ms. Tangela Hunter

### Major standards, objectives and expectations for the unit
1. Increase comprehension by rereading, retelling, and discussion.
2. Determine the main idea in nonprint communication.
3. Write, question, and make observations about familiar topics, stories, and new experiences.
4. Recognize personal preferences in literature.

### Materials, books, media, worksheets, software, etc.
1. Dr. Seuss books;  
2. Formatted reflective journals;  
3. Summary sheet to be completed on each book;  
4. Family response journal (homework);  
5. Video versions of Dr. Seuss books;  
6. Computer - ClarisWorks program;  
7. Biographical source materials

### Instructional arrangements, time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction.
**Does it change day to day? Explain:**
1. Large group for Z-W-L chart;  
2. Large group read aloud;  
3. Read-write-pair-share;  
4. Individual journal writing;  
5. Partner research in media center;  
6. Concept web of themes;  
7. Small group editing

### Projects, supplemental activities, and homework
1. Read 2 books - parent and child write in response journal (homework);  
2. Choose 4 books from list (one must be a video), analyze for common themes;  
3. Analyze for a kindergarten, then read aloud to him or her

### Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.
1. Reflective journal entries  
2. Author project rubric of presentation  
3. Self-assessment of kindergarten reading  
4. Portfolio selection

### Items requiring accommodations and/or modifications
1. Pictures available for use in journal  
2. Taped readings of source material

### Items requiring accommodations and/or modifications
1. Preview for prior knowledge  
2. Picture schedule of activity  
3. Design with sentence stems  
4. Create list of materials to locate  
5. Pictures for web  
6. Picture check list of process

### Items requiring accommodations and/or modifications
1. Parent tips for activity  
2. Assistance in selecting books

### Items requiring accommodations and/or modifications
1. Reduce rubric to focus on thematic analysis  
2. Use pictures to support self-assessment

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### SAMPLE FORM (Secondary)

#### Academic Unit Lesson Plan

<table>
<thead>
<tr>
<th>School Name</th>
<th>Class</th>
<th>Unit</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class Schedule:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td></td>
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<tr>
<td>Grade:</td>
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<td></td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td></td>
<td>Phone:</td>
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<tr>
<td>Advocate Teacher:</td>
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<tr>
<td>Classroom Teacher:</td>
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</tbody>
</table>

**Major standards, objectives and expectations for the unit**

<table>
<thead>
<tr>
<th>Materials, books, media, worksheets, software, etc.</th>
<th>Items requiring adaptations and/or modifications</th>
</tr>
</thead>
</table>

**Instructional arrangements. Time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:**

<table>
<thead>
<tr>
<th>Items requiring adaptations and/or modifications</th>
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</table>

**Projects, supplemental activities, and homework**

<table>
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<tr>
<th>Items requiring adaptations and/or modifications</th>
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</table>

**Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.**

<table>
<thead>
<tr>
<th>Items requiring adaptations and/or modifications</th>
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### Academic Unit Lesson Plan

**School Name: Central**  
**Class: Biology**  
**Unit: The Cell**

**Student Name:** Kelley Glass  
**Age:** 15  
**Grade:** 10  
**Parent/Guardian:** Ms. Rebecca Glass  
**Phone:** 555-1212  
**Advocate Teacher:** Mr. David Porter  
**Classroom Teacher:** Ms. Juanita Fouled

**Class Schedule:**  
1. Block 1: Math  
2. Block 2: English  
3. Block 3: Biology  
4. Block 4: World Geography  
5. Block 5: 3-D Art

**Room:**  
1. 22  
2. 149  
3. 105  
4. 1500  
5. 17

### Major standards, objectives and expectations for the unit
1. Students will understand the structure and function of the cell.  
2. Students will identify the parts of the cell.  
3. Students will identify how cells are organized in multi-cellular organisms.

### Materials, books, media, worksheets, software, etc.
1. Book: Modern Biology  
2. Educational videotapes related to chapter contents  
3. Art supplies for Cell projects  
4. Chapter worksheets  
5. Primary source: Science magazine article on the cell  
6. Local biology professor to discuss current research on cells

### Items requiring adaptations and/or modifications
1. Order textbook from publisher on cassette.  
2. Modify worksheets to emphasize key points of chapters.  
3. Record science magazine article on audio tape.

### Instructional arrangements: Time and opportunities for large group, small group, coop group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain
1. Large group instruction with overheads to introduce the cell  
2. Small groups to complete labs, worksheets, mind map, and chapter review  
3. Two cell labs will be completed in partners (onion skin & Jell-O)  
4. Individual time to complete illustrated vocabulary

### Projects, supplemental activities, and homework
1. Homework: Complete vocabulary, bring in Jell-O cell food items  
2. "Design a cell" and "Parts of the cell" group projects & presentations  
3. Write-up for each completed lab with illustrations

### Assessment(s) and final products: Summarize actual student performance (attach examples as appropriate) on the reverse.
1. Add illustrated vocabulary words to class portfolio  
2. Culminating activity: "Design a cell" and "Parts of the cell" projects  
3. Chapter test

### Items requiring adaptations and/or modifications
1. Copy of teacher's overhead transparencies given to student  
2. Peer takes notes and highlights key points; student types on to computer for both  
3. Use of "Read, write, pair, share" strategy (see description on page 12) as chapter review

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SAMPLE FORM

Academic Unit Lesson Plan

(Sample for student Keke Glass)

School Name: Central
Class: Sophomore
English
Unit: Of Mice and Men

Student Name: Keke Glass
Age: 15
Grade: 10
Parent/Guardian: Ms. Rebecca Glass Phone: 555-1212
Advocate Teacher: Mr. David Porter
Classroom Teacher: Mr. Sam Moore

Class Schedule: Room
Block 1: Math 22
Block 2: English 42
Block 3: Science 10
Block 4: World Geography 152
Block 5: 3-D Art 17

Major standards, objectives and expectations for the unit:
1. Students will evaluate their beliefs related to prejudice and diversity.
2. Students will learn about the plight of the migrant farm worker.
3. Students will learn about the times during the Depression and the time period in which
   Steinbeck lived his writing.

Materials, books, media, worksheets, software, etc.
1. Copy of the short story “The Circuit” by Francisco Sumes
2. Copy of the novel Of Mice and Men by John Steinbeck
3. Worksheets for each of the six chapters
4. Video of the book Of Mice and Men
5. Video camera
6. “I Am” poem to use with “The Circuit”
7. “Open Mind” worksheet (see activity under Projects)
8. Circle of friends worksheet (see activity under Projects)

Instructional arrangements. Time and opportunities for large group, small
   group, circle, group, learning centers, individual activities, and/or classroom
   instruction. Does it change day to day? Explore
1. Large group instruction for introduction of the time period,
   Steinbeck, the Depression and migrant farm workers; use of opening
   question in Socratic dialogue format: Am I my brother’s keeper?
2. Small groups for “I Am” poem for “The Circuit”
3. Student pairs to complete worksheets
4. Large group presentation for trial for George (with every student
   having a part in the trial)

Projects, supplemental activities, and homework
1. Class complete chapter worksheets
2. “I Am” poem on short story “The Circuit” Students complete outline of
   poem format that includes descriptive phrases, parallel structure within lines,
   and constructive blocking
3. Mock trial of George for killing Lennie
4. Homework: rehearse roles in trial, some reading of novel at home
5. Illustration of vocabulary words
6. “Open Mind” activity students fill in thoughts from the perspective of
   specified characters
7. Circle of friends activity students complete circular diagram to identify
   their relationships with family and friends; students complete similar diagram
   for Lennie’s character (from OF Mice and Men)

Assessment(s) and final products. Summarize actual student performance
   (attach examples as appropriate) on the reverse.
1. Trial presentation/video taped
2. Objective test
3. Evaluative essay

Items requiring adaptations and/or modifications
1. Audio/visual recording of the short story “The Circuit”
2. Audio/visual recording of the novel Of Mice and Men
3. Reformatted chapter summaries, worksheets, and comprehension questions using outlines,
   pictures, or yes/no format

1. Peer takes notes in class. Student types notes on computer for both

Items requiring adaptations and/or modifications
1. Reformatted worksheets completed on the computer with the peer tutor
2. Quiz options for responses for completing poem (3 choices for each line of the poem)
3. Listen to audio tape and/or family members read book
4. Rehearse part in play with picture cues cards
5. Word bank to use for completing “Open Mind” activity

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