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STATEMENT OF PURPOSE

Singing is basic to our society. The vast number of school, community, church, and synagogue choirs attest to this. Choral music has always been used to enhance our most cherished ceremonial and festive occasions.

The secondary Choir experience is intended to introduce students in grades 9-12 to the vocal ensemble environment. This Choir allows students with limited or no previous experience to develop their vocal skills and musicianship within a group setting. The discipline of performance enables students to develop emotional maturity, self-poise, and good work habits through self-discipline. Participation in the choir reinforces academic concepts such as concentration and memorization and integrates these with critical thinking, reading, and interpretive skills.

In addition, students develop a sense of artistic appreciation and respond physically, emotionally, and intellectually through self-expression, and with confidence. Choir promotes appreciation of the aesthetic expressions of other people and the ability and desire to interpret them creatively.

Students who enjoy singing but may have had no or minimal high school choral experiences are encouraged to take this class, which is considered a pre-requisite for Concert Choir. Singers in Choir will learn the rudiments of vocal technique, sight-singing, rhythm, and scales. Members in Choir, Freshman Honors Choir, Concert Choir, and Honors Concert Choir will participate together in all concerts.

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. *Special Note: Only final exams are administered at the end of quarter courses and semester courses.

This course of study will also show correlation to the New Jersey Student Learning Standards for Visual and Performing Arts /1.1-1.4 and Technology/8.1-8.2.
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

The students will:

1. develop appropriate performance skills through daily Choir rehearsal and weekly solo or small group instruction.

2. develop aesthetic awareness of our cultural heritage through performance of music from a variety of historical periods.

3. evaluate and interpret musical selections, both orally and in writing, using appropriate terminology.

4. demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of music.
OUTLINE OF CONTENT AREA

The elements of music listed below are the foundation for our instruction. Music terminology, notation and history are reflected in select repertoire from different historical periods, styles and countries. We incorporate and reinforce these elements into daily lesson plans.

The student will develop and apply the following elements of music:

I. **RHYTHM**
   Show a musical understanding of note and rest values appropriate to selected literature:

II. **DYNAMICS and TEMPO**
    Demonstrate crescendos and decrescendos reflected in selected literature:
    1. staccato, legato, marcato
    2. accent – word/syllable stress
    3. moderato, allegro, andante, vivace, largo and others as per selected literature

III. **NOTATION and TERMINOLOGY**
    Through the use of [emusictheory.com](http://emusictheory.com), demonstrate an understanding of repeat markings, rests, accidentals, DC and DS, first and second endings, meter, syncopations and others reflected in selected literature:
    1. Demonstrate an understanding of musical styles and form.
    2. Demonstrate an understanding of pitch notation.

IV. **KEY SIGNATURE, TIME SIGNATURE, SCALES and INTERVALS**
    Demonstrate their ability to identify select key signatures and time signatures in specific repertoire:
    1. Be able to sing a diatonic scale, chromatic scale and whole tone scale, given a starting pitch
    2. Be able to sing a specific interval above or below that pitch, given a starting pitch
V. VOCAL TECHNIQUE
Audiate and produce correct pitch and intonation:
1. Develop good breath support to sustain pitch.
2. Develop proper singing posture.
3. Develop techniques for vocal projection.
4. Develop techniques of open, relaxed jaw and throat.
5. Utilize concepts of proper choral diction, vowel/consonant production.

VI. MUSICIANSHP
Increase personal concentration and develop better memory skills:
1. Develop the skill of a cappella singing.
2. Acquire basic music reading skills.
3. Develop the ability to effectively express the essence of a musical text.
GRADING PROCEDURES

The instruction in this course of study provides for integrated lessons in various forms of musical communication. The grade a student receives reflects his/her ability to demonstrate the skills associated with vocal production, music reading and choral performance.

MARKING PERIOD GRADE

Performances
Attendance and assessment during class, sectional rehearsals, combined dress rehearsals, concerts Festivals, or any required performances 80%

Analysis
Theoretical study, sight-reading, score marking, aural skills, proper alignment, vocal technique, self/ensemble assessment and use of technology 20%

FINAL GRADE
Marking Periods 1, 2, 3, 4 88%
Final Exam 12%
GRADING PROCEDURES (continued)

In addition to the mandated requirements for Choir, and in accordance with district policy as mandated by the high school graduation standards Act (P.L. 1979, C.241), the following are proficiencies required for the successful completion of the above-named course. Although these proficiencies reflect the skill and content inherent in the course, the attainment of these proficiencies is not the sole basis for successful completion of the course.

To successfully complete a year of Choir for Freshman Honors Choir/MUS727 Credit, each student must earn a minimum of two (2) points per marking period (M.P.). These points may be achieved in the following manner:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>POINTS/MARKING PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare and audition for Morris County Honors Choir.</td>
<td>1 point/M.P. 1</td>
</tr>
<tr>
<td>Prepare and audition for Region Choir.</td>
<td>1 point/M.P. 2</td>
</tr>
<tr>
<td>Be selected through competitive audition and participate in Morris County</td>
<td>2 points/M.P.’s 1-2</td>
</tr>
<tr>
<td>Honors Choir.</td>
<td></td>
</tr>
<tr>
<td>Be selected through competitive audition and participate Region Choir.</td>
<td>2 points/M.P.’s 2-3</td>
</tr>
<tr>
<td>Prepare and perform selections, as determined by the director, with the</td>
<td>1 point/M.P. 4</td>
</tr>
<tr>
<td>Concert Choir during the May concert.</td>
<td></td>
</tr>
<tr>
<td>Prepare and perform in an ensemble or as a soloist in the March concert,</td>
<td>3 points/M.P.’s 2-3</td>
</tr>
<tr>
<td>with prior repertoire approval.</td>
<td></td>
</tr>
<tr>
<td>Participate in a year-long ensemble (Women’s/Men’s/Chamber). Audition</td>
<td>3 points/M.P.’s 2-4</td>
</tr>
<tr>
<td>required.</td>
<td></td>
</tr>
<tr>
<td>Participate in the school musical in a vocal music capacity.</td>
<td>3 points/M.P.’s 2-4</td>
</tr>
<tr>
<td>Be an accompanist for one selection in a concert. Audition required.</td>
<td>1 point/M.P.’s 2-4</td>
</tr>
<tr>
<td>Complete a research project beneficial to Choir. Topic must be approved by</td>
<td>2 points/M.P.’s 1-4</td>
</tr>
<tr>
<td>the choral director.</td>
<td></td>
</tr>
<tr>
<td>Perform the duties of a choral section leader for a half-year.</td>
<td>1 point/M.P. 2 or 4</td>
</tr>
</tbody>
</table>
In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:

1. understand and use correct vocal production in terms of blend.
2. understand and use correct vocal production in terms of pitch.
3. understand and use the principle of balance in a choir.
4. identify and use a line or phrase in a given voice part.
5. develop good posture.
6. participate in exercises that aid in vocal projection.
7. develop good breath support through the correct use of the diaphragm.
8. participate in exercises which aid in gaining breath support.
9. participate in activities to aid the accuracy of pitch perception.
10. participate in exercises which aid in the development of an open and relaxed throat.
11. understand the relationship of the throat, jaw and tongue to the singing process.
12. understand how to use “falsetto” or head voice.
13. learn the position of the soft palate in proper singing.
14. use tone color to elicit an emotional response to the music.
15. participate in singing scales.
16. develop the ability to sing ascending and descending scales with proper intonation.
17. learn the structure of select scales used in music.
18. learn the structure of select chords used in music.
19. learn to sustain vowels while singing.
20. learn to sing voiced consonants at the pitch level of the vowels.
21. identify and sing the basic and secondary vowels in a diphthong.
22. learn correct diction using multi-cultural repertoire.
23. develop secure rhythmical patterns through exercise.
24. develop the ability to effectively express the essence of a musical text.
25. develop the skill of a cappella singing.
26. develop better memory skills.
27. develop the ability to increase personal concentration.
28. recognize the qualities of a good singing voice.
29. identify and use musical terms such as crescendo and decrescendo, ritardando, accelerando and others.
30. identify tempo markings such as allegro, andante, moderato and others.
31. learn the importance of contrast in music.
32. sing legato, staccato or marcato.
33. keep a steady pulse.
34. utilize normal syllabic accent and emphasize key words in a musical line.
35. demonstrate dark and bright vowel sounds.
36. understand physiological and psychological causes for flatting.
37. incorporate staggered breathing in a long phrase.
38. energize a performance with facial and eye expression.
39. be exposed to combinations of singers and instrumentalists.
40. assess choral sound from a live or recorded performance.
MUS722 CHOIR/GRADES 9-12

I. **RHYTHM**

II. **DYNAMICS, ARTICULATION and TEMPO**

**Essential Question(s):** How would knowledge of rhythm and use of accurate dynamics, articulation and tempo show your understanding of written musical literature?

**Enduring Understanding(s):** Music proficiencies shown in note duration, tempo, dynamics, breathing, phrasing and balance and blend will result in an excellent music performance product.

<table>
<thead>
<tr>
<th><strong>RHYTHM • DYNAMICS, ARTICULATION and TEMPO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFICIENCY/OBJECTIVE</strong></td>
</tr>
<tr>
<td>The student will be able to:</td>
</tr>
<tr>
<td><strong>I. RHYTHM</strong></td>
</tr>
<tr>
<td>show a musical understanding of note and rest values appropriate to selected literature.</td>
</tr>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td><strong>II. DYNAMICS, ARTICULATION and TEMPO</strong></td>
</tr>
<tr>
<td>1. demonstrate crescendos &lt;, and decrescendos &gt; reflected in selected literature.</td>
</tr>
<tr>
<td>2. demonstrate Staccato, Legato, and Marcato musical passages.</td>
</tr>
<tr>
<td>3. demonstrate Accent – Word/Syllable.</td>
</tr>
<tr>
<td>Students will sing musical selections at various tempi</td>
</tr>
<tr>
<td>• perform appropriate dynamic levels during warm-up activities and rehearsals.</td>
</tr>
<tr>
<td>• use space between pitches to create long or short sounds.</td>
</tr>
<tr>
<td>• underline and emphasize specific syllables or words.</td>
</tr>
<tr>
<td>• sing with different tempi to develop proficiency and</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>PROFICIENCY / OBJECTIVE</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>The student will be able to:</td>
</tr>
<tr>
<td>4. apply music terms such as Moderato, Allegro, Andante, Vivace, Largo and others as per selected literature.</td>
</tr>
</tbody>
</table>
MUS722 CHOIR/GRADES 9-12

III. NOTATION and TERMINOLOGY

IV. KEY SIGNATURE, TIME SIGNATURE, SCALES and INTERVALS

Essential Question(s): How does knowledge of the theoretical music elements support a great “At Level” music performance?

Enduring Understanding(s): An understanding and demonstration of correct notation, key and time signature use, and accurate singing of scales and Intervals all add up to great musical performances
### NOTATION and TERMINOLOGY • KEY SIGNATURE, TIME SIGNATURE, SCALES and INTERVALS

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>NJCCCS</th>
<th>NJCCCS Technology</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION / ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show an understanding of:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>III. NOTATION and TERMINOLOGY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. demonstrate and show an Understanding of repeat markings, rests, accidentals, DC and DS, first and second endings, meter, syncopations and others reflected in selected literature.</td>
<td>1.1.12.B.1</td>
<td></td>
<td></td>
<td>Vocabulary/terminology quiz</td>
<td></td>
</tr>
<tr>
<td>2 demonstrate and show a understanding of musical styles and form.</td>
<td>1.1.12.B.2</td>
<td>• keep a list of vocabulary introduced in class and sectional rehearsals.</td>
<td></td>
<td>Proper performance of literature with appropriate notation or terminology demonstrated</td>
<td></td>
</tr>
<tr>
<td>3. demonstrate and show an understanding of pitch notations.</td>
<td></td>
<td>• sing and listen to various repertoire of Medieval through contemporary music.</td>
<td></td>
<td>Student critique of selection, orally or written, using correct terminology</td>
<td></td>
</tr>
</tbody>
</table>
### NOTATION and TERMINOLOGY • KEY SIGNATURE, TIME SIGNATURE, SCALES and INTERVALS

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>NJCCCS Technology</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION / ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show an understanding of:</td>
<td></td>
<td></td>
<td>Teacher evaluation</td>
<td></td>
</tr>
<tr>
<td>IV. KEY SIGNATURE, TIME SIGNATURE, SCALES and INTERVALS</td>
<td></td>
<td></td>
<td>Student/teacher demonstrations</td>
<td></td>
</tr>
<tr>
<td>1. demonstrate their ability to identify select key signatures and time signatures in specific repertoire.</td>
<td>1.1.12.B.1 1.1.12.B.1 1.1.12.B.2 1.3.12.B.2</td>
<td>• practice daily warm-up activities including scales, arpeggios and octave leaps. • practice weekly sight-reading exercises that emphasize intervallic relationships. • use SmartMusic rhythmic exercises with different time signatures. • complete written quizzes to assess his/her knowledge and growth. • sight-read a passage with rhythmic, melodic and textual accuracy using Kodaly exercises.</td>
<td>Small group assessment during sectional rehearsals</td>
<td></td>
</tr>
</tbody>
</table>
V. VOCAL TECHNIQUE

Essential Question(s): What musical concepts are needed for outstanding high school vocal technique?

Enduring Understanding(s):
- Breath Control to support a sustained pitch, an Open and Relaxed Jaw, and Proper Choral Diction for Accurate Vowel and Consonant Production are all needed to attain outstanding high school vocal performance technique.
<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>NJCCS</th>
<th>NJCCS Technology</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td></td>
<td></td>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VOCAL TECHNIQUE**
Show an understanding of: **V. VOCAL TECHNIQUE through Proper Pitch and Intonation**

1. develop good breath support to sustain pitch.
2. develop proper singing posture.
3. develop techniques for vocal projection.
4. develop techniques of open, relaxed jaw and throat.
5. utilize concepts of proper choral diction, vowel/consonant production.

| 1.3.12.B.1 | **1.** sing a given musical phrase in tune.  
**2.** participate in various diaphragmatic exercises to control breath.  
**3.** sing a phrase with poor posture and correct posture and explain the difference.  
**4.** participate in exercises that develop tonal placement and forward projection.  
**5.** simulate yarning to lift the soft palate, creating space.  
**6.** participate in relaxation exercises for neck and shoulders.  
**7.** speak a passage from concert literature rhythmically: speak the text rhythmically; sing the line on only the vowels; sing the text using nonsense syllable; sing the music and text properly.  
**8.** echo specific text and memorize it.  
**9.** sing a given text with conversational pronunciation and then with modification of vowels and consonants.. (“forever” = “faw-EH-vah”) | Student/teacher will assess of solo, ensemble or choral work using specific rubrics  
Teacher will create port-folio tapes of individual voices mid-year and end-of-year  
Teacher will evaluate pre-concert dress rehearsal and assess students’ posture, memorized repertoire, tonality, rhythm and accuracy of consonant placement  
Students will observe class, as singers demonstrate relaxation exercises and vocalize  
Teacher evaluates text/music knowledge through one of several music games  
Teacher will assess knowledge of repertoire by having students sing in small ensembles  
Teacher will evaluate vowel production |
VI. MUSICIANSHIP

**Essential Question(s):** What musical ingredients are used to create excellent vocal musicianship?

**Enduring Understanding(s):** Lyric retention, singing without instrument accompaniment and accurate interpretation of the written musical text all play roles in attaining excellent vocal musicianship.

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>NJCCS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td></td>
<td>divide into sections, each singing a consecutive part of a given phrase.</td>
<td>Peer/teacher assessment. Students will make vocal recordings using audio tapes or other media.</td>
<td></td>
</tr>
<tr>
<td>VI. MUSICIANSHIP</td>
<td>1.3.12.B.1</td>
<td>stand in mixed quartets and sing a given piece.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. demonstrate increased personal concentration and develop better memory skills.</td>
<td></td>
<td>sing a given piece without accompaniment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. develop the skill of a cappella singing.</td>
<td></td>
<td>given a selection of music, sing pitch names or solfege, instead of text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. acquire basic music reading skills.</td>
<td></td>
<td>count and clap a given rhythm.</td>
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<td></td>
</tr>
<tr>
<td>4. develop the ability to effectively express the essence of a musical text.</td>
<td></td>
<td>perform as soloists in a classroom recital.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>keep a log to monitor problems and completed activities.</td>
<td></td>
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</tr>
</tbody>
</table>
Choral octavos and collections are used in place of a formal text. Various techniques of breathing, posture, vocal production and theoretical application are integrated into the course of study from the following resources:


WEBSITE
emusictheory.com
APPENDICES

The following appendices (A-D) represent standards, indicators and rubrics used in the development of this course of study. The New Jersey Student Learning Standards for Visual and Performing Arts express the skills that are at the heart of this course of study. Cumulative Progress Indicators, as well as the assorted rubrics attached, help us to assess each student’s music performance, both in an individual and ensemble setting. Others illustrate sample rubrics for the evaluation of student performance. These suggested rubrics may be used at the teacher’s discretion.
APPENDIX A  ENSEMBLE PERFORMANCE RUBRIC
PREPARED MUSICAL SELECTION
### APPENDIX A

#### ENSEMBLE PERFORMANCE RUBRIC

**PREPARED MUSICAL SELECTION**

**NAME:** ___________________________  **DATE:** __________  **ENSEMBLE:** ___________________________

**MUSICAL SELECTION:** ___________________________  **RUBRIC TYPE:** __________ (Circle one)

<table>
<thead>
<tr>
<th>OUTSTANDING PROFICIENCY</th>
<th>CONSISTENT PROFICIENCY</th>
<th>MINIMAL PROFICIENCY</th>
<th>NO PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**ASSESSMENT SCORE:** __________ /15

**INTONATION**

- **3 OUTSTANDING PROFICIENCY**
  - Almost always exhibits control within the ensemble.

- **2 CONSISTENT PROFICIENCY**
  - Frequently exhibits control within the ensemble.

- **1 MINIMAL PROFICIENCY**
  - Occasionally exhibits control within the ensemble.

- **0 NO PROFICIENCY**
  - Never exhibits control within the ensemble.

**RHYTHM**

**BLEND**

**TONE**

**EXPRESSION/INTERPRETATION**
APPENDIX B
INDIVIDUAL PERFORMANCE RUBRIC
PREPARED MUSICAL SELECTION
APPENDIX B
INDIVIDUAL PERFORMANCE RUBRIC
PREPARED MUSICAL SELECTION

NAME: ____________________  DATE: ____________  VOICE PART: ____________________

MUSICAL SELECTION: ____________________  LEVEL: Concert Choir

<table>
<thead>
<tr>
<th></th>
<th>OUTSTANDING PROFICIENCY</th>
<th>CONSISTENT PROFICIENCY</th>
<th>MINIMAL PROFICIENCY</th>
<th>NO PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTONATION</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>RHYTHM</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>TECHNIQUE/EXECUTIVE SKILL</td>
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<tr>
<td>TONE</td>
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<tr>
<td>EXPRESSION/INTERPRETATION</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

3  OUTSTANDING PROFICIENCY  Almost always performs with superior musicianship.
2  CONSISTENT PROFICIENCY   Frequently performs with superior musicianship.
1  MINIMAL PROFICIENCY      Occasionally performs with superior musicianship.
0  NO PROFICIENCY           Never performs with superior musicianship.

ASSESSMENT SCORE: _______ /15
APPENDIX C NEW JERSEY STUDENT LEARNING STANDARDS
NEW JERSEY STUDENT LEARNING STANDARDS

1 - Visual and Performing Arts
8 - Technology
9 - 21st Century Life and Careers
APPENDIX D 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.

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

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

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

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...

Select of 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

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

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 be 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.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>- A student with a short attention span staying on task for 5 minutes.</td>
</tr>
<tr>
<td>- Using a switch to activate a communication device to share during a class discussion.</td>
</tr>
<tr>
<td>- Expressing one’s thoughts by drawing in a journal instead of writing.</td>
</tr>
<tr>
<td>- Holding a book during reading time.</td>
</tr>
<tr>
<td>- Understanding the effect World War II has on the present rather than knowing the names and dates of key battles.</td>
</tr>
<tr>
<td>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:</td>
</tr>
<tr>
<td>- 5 spelling words from the weekly list instead of the standard 20.</td>
</tr>
<tr>
<td>- Completing a cooking assignment by following picture directions rather than written directions</td>
</tr>
<tr>
<td>- Changing the grouping of the class from large group to small groups (possible with the additional support staff).</td>
</tr>
<tr>
<td>- Changing the instructional delivery from lecture to the cooperative learning format</td>
</tr>
<tr>
<td>- Using a computer to write an assignment instead of paper and pencil.</td>
</tr>
<tr>
<td>- Reading a test to a student.</td>
</tr>
<tr>
<td>- Highlighting the important concepts in a textbook.</td>
</tr>
<tr>
<td>- Having the student listen to a taped textbook.</td>
</tr>
<tr>
<td>- Using enlarged print</td>
</tr>
<tr>
<td>- Using an assistive technology device</td>
</tr>
<tr>
<td>- Using visual cues such as picture and/or word schedules for those who have difficulty staying on task.</td>
</tr>
<tr>
<td>- Using a note taking guide listing the key concepts during a lecture.</td>
</tr>
</tbody>
</table>
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.

Move in this direction only when necessary

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 Adaptations

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
</tr>
</thead>
<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>
</table>

<table>
<thead>
<tr>
<th>Degree of Participation</th>
<th>Alternate Goals</th>
<th>Substitute Curriculum</th>
</tr>
</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>
</tr>
</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>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty</td>
<td>Level of Support</td>
<td>Size</td>
</tr>
<tr>
<td>Degree of Participation</td>
<td>Alternate Goal</td>
<td>Substitute Curriculum</td>
</tr>
</tbody>
</table>

Center for School & Community Integration, Institute for the Study of Developmental Disabilities, Indiana University, Bloomington, IN
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): **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 works 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>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Input</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Difficulty</td>
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</tr>
<tr>
<td>Degree of Participation</td>
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<td>Substitute Curriculum</td>
</tr>
</tbody>
</table>

Center for School & Community Integration, Institute for the Study of Developmental Disabilities, Indiana University, Bloomington, IN
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>
</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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of Participation</th>
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<th>Substitute Curriculum</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>During this lesson the student can work on keyboarding skills in the computer lab.</td>
</tr>
</tbody>
</table>
### Thematic Lesson Plan

<table>
<thead>
<tr>
<th>School Name</th>
<th>Class:</th>
<th>Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Rooms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/Guardian:</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher:</td>
<td></td>
</tr>
<tr>
<td>Inclusion Support Teacher:</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### Projects, supplemental activities, and homework

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

Items requiring accommodations and/or modifications.
## Thematic Lesson Plan

<table>
<thead>
<tr>
<th>School Name</th>
<th>Parnitz Elementary</th>
<th>Class</th>
<th>Social Studies</th>
<th>Unit: More Alike Than Different</th>
</tr>
</thead>
</table>

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

### Room: 21

**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.

### Materials, books, media, worksheets, software, etc.

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

### Items requiring accommodations and/or modifications

1. Some books on tape  
2. Highlighted posterboard  
3. Word questions - done on audio tape

### Instructional arrangements, time and opportunities for large group, small group,  
1. Large group for read 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. Parent/teacher 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

### Assessmental 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

---

PEAK Parent Center, Inc. 1999
## 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

### Student Information
- **Name:** Corey Santos  
- **Age:** 8  
- **Grade:** 2  
- **Parent/Guardian:** Ms. Anita Santos  
- **Phone:** 555-5432  
- **Classroom Teacher:** Mr. Sean Garrett  
- **Inclusion Support Teacher:** Ms. Tanglea Hunter  
- **Room:** 21

### 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 journal;  
- 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

### Items requiring accommodations and/or modifications
- 2. Pictures available for use in journal  
- 6. Picture vocabulary writing program  
- 7. Taped readings of source material

### 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 K-U-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

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

### 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

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

### 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
- 2. Reduce rubric to focus on thematic analysis  
- 3. Use pictures to support self-assessment

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**PEAK Parent Center, Inc. 1999**
### Academic Unit Lesson Plan

**Student Name:**
Age:  
Grade:  
Parent/Guardian:  
Advocate Teacher:  
Classroom Teacher:  

**Class Schedule:**
Room:  
Phone:  

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

**Materials, books, media, worksheets, software, etc.**  
**Items requiring adaptations and/or modifications**

**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:**  
**Items requiring adaptations and/or modifications**

**Projects, supplemental activities, and homework**  
**Items requiring adaptations and/or modifications**

**Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.**  
**Items requiring adaptations and/or modifications**

---

PEAK Parent Center, Inc. 1999
**Curriculum Modifications & Adaptations**

*Tools for Teachers*  

---

### Example for student Kelley Glass

**School Name:** Central  

**Class:** Biology  

**User:** The Cell

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Kelley Glass</th>
<th>Class Schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>15</td>
<td>Room: L2</td>
</tr>
<tr>
<td>Grade:</td>
<td>10</td>
<td>Block 1: Math</td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td>Ms. Rebecca Glass</td>
<td>Block 2: English</td>
</tr>
<tr>
<td>Advocate Teacher:</td>
<td>Mr. David Porter</td>
<td>Block 3: Biology</td>
</tr>
<tr>
<td>Classroom Teacher:</td>
<td>Ms. Juanita Fouche</td>
<td>Block 4: World Geography</td>
</tr>
<tr>
<td>Block 5: 3D Art</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**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. 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, whole group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain**

- 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

**Projects, supplemental activities and homework**

- 1. Magazine pictures to illustrate the meaning of vocabulary words.
- 2. Labs write-up sheet completed with peer using computer graphics & illustrations to supplement write-up.

**Assessment 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

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*PEAK Parent Center, Inc. 1999*
### Sample Form

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

**Student Name:** Kelley Glass  | **Class Schedule:**
- Block 1: Math  | Room: 22
- Block 2: English  | 117
- Block 3: Biology  | 10
- Block 4: World Geography  | 150
- Block 5: 3-D Art  | 17

**Grade:** 10  | **Parent/Guardian:** Ms. Rebecca Glass  | **Phone:** 555-1212

**Advocate Teacher:** Mr. David Porter  | **Classroom Teacher:** Mr. Sam Moore

**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 did his writing.

**Materials, Books, Media, Worksheets, Software, etc.:**
1. Copy of the short story "The Circuit" by Francisco Surner
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:**
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 each student having a part in the trial)

**Projects, Supplemental Activities, and Homework:**
1. Class completes 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 clinching.
3. Simulated trial of George for killing Lennie
4. Novel Unit: 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)

**Assessments and Final Products:**
1. Trial presentation/videotaped
2. Objective test
3. Evaluative essay

**Items requiring adaptations and/or modifications:**
1. Audio/visual tape recorder of the short story "The Circuit"
2. Audio/visual tape recorder of the novel Of Mice and Men
3. Reformatted chapter summary worksheets and comprehension questions using outlines, pictures, or visual format

**Items requiring adaptation and/or modifications:**
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 poor reader.
2. Give options for responding to completing poem (3 choices for each line of the poem)
3. Listen to audio tape and/or family members read books.
4. Rehearse part in play with picture car cards.
5. Walk back to use for completing "Open Mind" activity

**Items requiring adaptations and/or modifications:**
1. Test read orally to student by peer reader. Choices for answers are limited in number.
2. With assistance from peer, complete essay outline using computer. Create a pictorial collage to represent the themes of each section of the outline.