Montague Township School

K-8
Performing Arts
Curriculum

[Rev. 2/2019]   Board of Education Approval Date: _____

INTRODUCTION

The Montague School takes pride in providing a holistic and comprehensive school experience for all children that include the performing arts. The performing arts engage students, not only academically, but socially and emotionally as well. This performing arts curriculum for dance and theatre supports additional core curriculum content areas.

Interdisciplinary learning is one of many ways to learn over the course of a curriculum. The Montague School chooses interdisciplinary learning to deliver performing arts content. This method brings students to a new awareness of the meaningful connections that exist among the disciplines and allows them to synthesize information. Each unit of study includes suggested learning activities to integrate other disciplines. Educators in all branches of education have recommended that efforts be made to make connections between the various elements of the curriculum through curriculum integration. There is certainly opportunity for the integration of the performing arts curriculum with other curriculum areas. Teachers of the performing arts and general classroom teachers will collaborate to ensure that such opportunities are maximized.

Arts Education in the 21st Century

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.
The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth…. This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce…. Those countries that produce the most important new products and services can capture a premium in world market¨… (2007, National Center on Education and the Economy)

Experience with and knowledge of the arts are essential component**s** of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success, as reflected in the mission and vision that follow:

Mission: *The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*
Vision: An education in the arts fosters a population that:

Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.

Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.

Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.
Understands and impacts the increasingly complex technological environment.

Intent and Spirit of the Visual and Performing Arts:

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the 1994 National Standards for Arts Education and National Coalition for Core Arts Standards (NCCAS) National Arts Standards, anticipated for final publication in 2014**.** Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education.

The expectation of the New Jersey arts standards is that all students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade, using the vocabulary, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations. By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:

Define and solve artistic problems with insight, reason, and technical proficiency.

Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.
Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

2014 Visual and Performing Arts Standards

In view of the pending publication of the National Coalition of Core Arts Standards (NCCAS) National Arts Standards, anticipated for fall 2014, no revisions were made to the 2009 Visual & Performing Arts Standards.

The 2014 visual and performing arts standards align with the 1994 National Standards for Arts Education. In addition, they correlate structurally to the three arts processes defined in the 2008 NAEP Arts Education Assessment Framework: creating, performing, and responding. When actively engaged in these processes, students not only learn about the arts, they learn through and within the arts. The NCCAS National Arts Standards have four clusters (Create, Present, Respond & Connect) as their focal points. This difference will be reconciled in future iterations of New Jersey's Core Curriculum Content standards in Visual and Performing Arts.

The state and national standards are deliberately broad to encourage local curricular objectives and flexibility in classroom instruction. New Jersey's visual and performing arts standards provide the foundation for creating local curricula and meaningful assessments in the four arts disciplines for all children. They are designed to assist educators in assessing required knowledge and skills in each discipline by laying out the expectations for levels of proficiency in dance, music, theatre, and the visual arts at the appropriate level of study.

Currently, Media Arts is a component of New Jersey state theatre and visual arts standards. However, the new NCCAS National Arts Standards have expanded the definition, content and approach to media arts to be more comprehensive, and have presented it as a new stand-alone art form. While every state will examine the licensing/certification issues related to Media Arts standards, we recognize the media arts are being taught by a variety of authorized personnel, and standards serve to improve instruction and clarify student outcomes.

Organization of the Standards

The organization of the visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

Standard 1.1 The Creative Process**:** *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*
Standard 1.2 History of the Arts and Culture: *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

Standard 1.3 Performing: *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

Standard 1.4 Aesthetic Responses & Critique Methodologies: *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

Proficiency Levels and Grade Band Clusters

The grade-band clusters for the visual and performing arts standards correspond to federal definitions of elementary and secondary education, which may have implications for instructional delivery according to licensure. The expectations for student achievement increase across the grade band clusters as follows:

Preschool: All students should be given broad-based exposure to, and be provided opportunities for exploration in, each of the four arts disciplines. The goal is that preschool students *attain foundational skills that progress toward basic literacy* in the content knowledge and skills delineated in the K-2 and 3-5 grade-level arts standards, as developmentally appropriate.

Grades K-2 and 3-5: All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students *attain basic literacy* in the content knowledge and skills delineated in the K-2 and 3-5 grade- level standards for the arts.

Grades 6-8: In grades 6-8, student instruction focuses on one of the four arts disciplines, as directed by student choice. The expectation at this level is that all students *demonstrate competency* in the content knowledge and skills delineated for the selected arts discipline.

Teaching the Standards: Certification and Highly Qualified Arts Educators

The visual and performing arts are considered a "core" subject under the federal *No Child Left Behind Act* (NCLB-2001). Therefore, all visual and performing arts teachers must meet the "Highly Qualified Teachers" standards within their certificated arts discipline(s). State licensure is the initial gatekeeper for highly qualified status.

Education in the Arts: National and State Advocacy:

The [Arts Education Partnership](#)provides research information and other guidance to assist in advocating for arts education at the national, state, and local levels. The Partnership also provides information on government funding at the federal and state levels, including the grant programs of two federal agencies: the U.S. Department of Education and the National Endowment for the Arts.

At the state level, the [New Jersey Arts Education Partnership](#)was established in 2007 as a clearinghouse for information and best practices in arts education, and calls attention to the contribution arts education makes to student achievement. The report, *[Within Our Power: The](#) [Progress, Plight, and Promise of Arts Education for Every Child](#)*, is the NJAEPs response to the New Jersey Arts Census Project, the most comprehensive survey ever compiled on the status of arts education in New Jerseys public schools.

A [Glossary](#)of arts terms used in the 2009 visual and performing arts standards was designed to support implementation of the arts standards.

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Unit Design

Each curriculum unit of study is designed within the Understanding by Design (UbD) framework. Each unit cites the New Jersey Core Curriculum Content Standards for Visual and Performing Arts, New Jersey Student Learning Standards for Technology, and New Jersey Student Learning Standards for 21st Century Life and Career. In addition, Enduring Understandings, Essential Questions, Topics and Objectives are specifically outlined. These clearly Indicate what students need to understand, what they will keep considering, what they will know and what they will be able to do. These items provide the framework that teachers must follow in order to ensure that the New Jersey Core Curriculum Content Standards and curriculum objectives are met.

In the assessment column, students will show what that they have achieved the goals of the unit. This section outlines specific assessment and performance tasks that students will engage in to display their level of understanding of unit content. Assessments and performance tasks are written specific to the content taught in each unit. These assessments are varied, including but not limited to, **formative assessments, summative assessments, alternative assessments and benchmark assessments.**

In the 'Activities' column, with key learning events and instruction are outlined. This is considered to be the 'how' of the curriculum. In this section, **exemplary learning activities, integrated accommodations, integrated modifications, interdisciplinary connections, technology integration, 21st century life and career integration** activities are suggested. Depending on the individual needs of the students in each classroom, teachers are expected to differentiate these components as needed. Differentiation of content, process and/or product will be necessary depending upon the strengths and needs of the students in the classroom.

Meeting the Needs of Diverse Learners through Differentiation

Classrooms are dynamic centers that include students of all backgrounds, ability levels, and interests. In order to meet the specific needs and capitalize on the specific strengths of individual students, differentiation is key. Effective instruction must include a teacher's commitment to a high level of differentiation. Modifications are designed to change the learning goal and/or objective. Accommodations change the way a student receives information or is tested without changing the learning goal. Integrated modifications, accommodations and differentiation strategies have been built into each unit at every grade level throughout this curriculum. These are specific to the content studied in each unit and target the following student populations:

1. **Special Education Students**
2. **English Language Learners**
3. **Students At Risk of School Failure**
4. **Gifted and Talented Students**
5. **Students with 504 Plans**

In order to fully meet the needs of students, the implementation of **Response to Intervention** is also necessary. In 2016, the New Jersey Department of Education (NJDOE), in collaboration with educators, higher education representatives and parents, has developed a set of resources for districts to facilitate implementation of RtI known as "New Jersey Tiered System of Supports (NJTSS)". NJTSS includes the three-tiered approach to instruction, assessment and intervention found

in many models of response to intervention, along with three foundational components: effective district and school leadership, positive school culture and climate, and family and community engagement. Together, these components create an efficient and effective mechanism for schools to improve achievement for all students. NJTSS builds on effective practices and initiatives already in place in schools, and maximizes the efficient use of resources to improve support for all classroom teachers and target interventions to students based on their needs. An RtI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following minimum components:

·   **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.

·   **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.

·   **Instruction matched to student need** with **increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

·   **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.

·   The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.

·   **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:

- ■ amount and nature of student performance data that will be collected and the general education services that will be provided
- ■ strategies for increasing the student's rate of learning
- ■ parents' right to request an evaluation for special education programs and/or services.

1.   Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to:

a.   criteria for determining the levels of intervention to be provided to students

b.   types of interventions

c.   amount and nature of student performance data to be collected

d.   manner and frequency of progress monitoring

2.   Requires each school district implementing a RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented in a way that is consistent with the specific structure and components of the model.

**See Appendix A for comprehensive accommodations and modifications for the above student populations and the Response to Intervention Framework.

21st Century Life and Career

One of the goals of the Montague Township is to prepare our students for success as contributing citizens in the 21st Century. New Jersey Student Learning Standards for 21st Century Life and Career are integrated in each unit of study

within the grade level bands. In addition, suggested learning activities are outlined to meet the standards selected for the unit.

Interdisciplinary Connections

Many areas of the overall curriculum are taught and reinforced through the performing arts.   The study of performing arts reinforces the basic concepts taught in all other subject areas. All teachers have the ability and opportunity to meet with colleagues to discuss and design the ways in which the performing arts can be incorporated throughout the school day. Likewise, performing arts teachers are consistently incorporating content from the other core curriculum content areas. Teachers will meet to plan interdisciplinary lessons, activities, and projects that help students make connections and develop meaningful understandings. The opportunity to meet and plan have to be promoted and assisted by the district administration.

Technology Integration

Technology plays an integral part in the teaching and learning process throughout the Montague School. Performing Arts classes and integration should, when possible, make use of technology for a variety of reasons:

a)   The technology available through numerous software programs is a media in itself.

b)   The application of technology to creative production is a technique that has come into its own during the twenty first century.

c)   The performing arts have become a technology-driven discipline.

d)   The Performing Arts are greatly enhanced by technology.

 Students utilize technology to access the curriculum, learn new content and apply their knowledge in a variety of ways. New Jersey Student Learning Standards for Technology are integrated in each unit of study, at every grade level. In addition, suggested learning activities are outlined to meet the standards selected for the unit. Each of the schools within the Montague School has a wide range of media and technology available for staff and student use. Each district has made significant strides toward training their staff in terms of integrating technology into all curriculum areas. In addition, each of the districts has plans to continue to expand the technology they have and to extend the training offerings available to staff. Technology plays an important role in the implementation of the Performing Arts curriculum. Within the limits of available equipment and materials, teachers in the various districts will make regular, appropriate use of the available media.

Staff and Program Development

 Staff development is an essential element of curriculum design that helps to ensure the implementation of the current curriculum. To keep staff abreast of new developments that may affect future curriculum revisions and adaptations, and to encourage professional growth and spirit. Region-Wide staff meetings are used to discuss the topics and importance of the arts to staff and students. In addition, teachers are encouraged to expand their knowledge within the subject by attending professional development sessions throughout the state. Teachers are also asked to embrace curriculum development as an on-going process. They are to research and present new findings in terms of how students learn. New ideas emerge in terms of how programs should be organized and what is important for students to study and learn. Materials for teaching continue to evolve. For these reasons it is important that school districts examine new directions and consider ways to modify, adjust and expand current programs. In order to meet the NJSLS, it is necessary for all teachers to embrace the performing arts and continue to incorporate the performing arts in various subject areas.

Curriculum Pacing Guide

DANCE	
Kindergarten - Grade One - Grade Two	
20 Weeks September- January	Unit 1: The Creative Process, Performance, and Aesthetic Responses

20 Weeks February- June	Unit 2: History of the Arts and Culture, Performance, and Aesthetic Responses
Grade Three - Grade Four - Grade Five	
12 weeks September- December	Unit 1: Elements of Dance and Kinesthetic Movement
12 weeks January-March	Unit 2: History of the Arts and Culture
12 weeks April-June	Unit 3: Choreography and Performance
Grade Six - Grade Seven - Grade Eight	
12 Weeks September - December	Unit 1: Elements of Dance and Kinesthetic Movement
12 Weeks January - March	Unit 2: History of the Arts and Culture
12 Weeks April- June	Unit 3: Choreography and Performance

THEATRE	
Kindergarten - Grade One - Grade Two	
20 Weeks September- January	Unit 1: The Creative Process, Performance, and Aesthetic Responses
20 Weeks February- June	Unit 2: History of the Arts and Culture, Performance, and Aesthetic Responses
Grade Three - Grade Four - Grade Five	
10 Weeks September- November	Unit 1: Elements of Theatre
10 Weeks November - January	Unit 2: History of the Arts and Culture
10 Weeks February- April	Unit 3: Aesthetic Response
10 Weeks April- June	Unit 4: Performance
Grade Six - Grade Seven - Grade Eight	
12 Weeks	Unit 1: Elements of Theatre

September - December	
12 Weeks January - March	Unit 2: History of the Arts and Culture
12 Weeks April- June	Unit 3: Performance

Units of Study
Dance
Grades K-2

Units of Study

Dance

Grade 3-5

Units of Study
Dance
Grades 6-8

Units of Study

Theatre

Grades K-2

Units of Study

Theatre

Grade 3-5

Units of Study
Theatre
Grade 6-8

APPENDICES

Appendix A: Integrated Accommodations and Modifications

In addition to the integrated accommodations and modifications that are outlined in each unit of study, this appendix provides resources and information for teachers to consider as they design specific instruction to target the varying needs of the students in their classroom. The classroom teacher has access to student Individual Education Plans and Section 504 Plans. In addition, a teacher may be asked to coordinate a Response to Intervention action plan through Intervention and Referral Services programming. The purpose of integrating accommodations and modifications within each unit of study ensures that the differentiation occurs within the scope and content of the unit of study. Accommodations change the way a student receives information or is tested without changing the learning goal. Modifications change the learning goal or objective. This is important to keep in mind as instruction is designed and differentiated throughout the course of the curriculum.

Special Education Integrated Modifications and Accommodations

Presentation accommodations allow a student to: Listen to audio recordings instead of reading text, Learn content from audiobooks, movies, videos and digital media instead of reading print versions, Work with fewer items per page or line and/or materials in a larger print size, Have a designated reader, Hear instructions orally, Record a lesson, instead of taking notes, Have another student share class notes with him, Be given an outline of a lesson, Use visual presentations of verbal material, such as word webs and visual organizers, Be given a written list of instructions

Response accommodations allow a student to: Give responses in a form (oral or written) that's easier for him, Dictate answers to a scribe, Capture responses on an audio recorder, Use a spelling dictionary or electronic spell-checker, Use a word processor to type notes or give responses in class, Use a calculator or table of "math facts"

Setting accommodations allow a student to: Work or take a test in a different setting, such as a quiet room with few distractions, Sit where he learns best (for example, near the teacher), Use special lighting or acoustics, Take a test in small group setting, Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)

Timing accommodations allow a student to: Take more time to complete a task or a test, Have extra time to process oral information and directions, Take frequent breaks, such as after completing a task
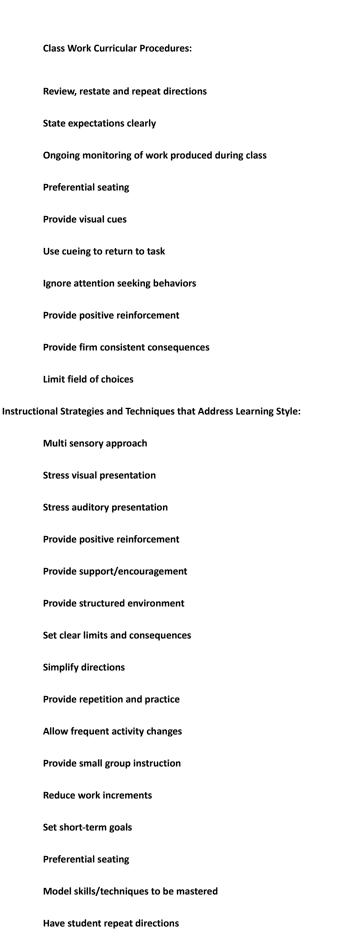
Scheduling accommodations allow a student to: Take more time to complete a project, Take a test in several timed sessions or over several days, Take sections of a test in a different order, Take a test at a specific time of day

Organization skills accommodations allow a student to: Use an alarm to help with time management, Mark texts with a highlighter, Have help coordinating assignments in a book or planner, Receive study skills instruction

Assignment modifications allow a student to: Complete fewer or different homework problems than peers, Write shorter papers, Answer fewer or different test questions, Create alternate projects or assignments

Curriculum modifications allow a student to: Learn different material (such as continuing to work on multiplication while classmates move on to fractions), Get graded or assessed using a different standard than the one for classmates, Be excused from particular projects

The following is a list of possible accommodations and modifications that can be utilized for students with Special Needs. See the student's individualized education plan for specific accommodations and modifications that must be implemented. (The following list is sourced from Realtime Student Information System)

Class Work Curricular Procedures:

Review, restate and repeat directions

State expectations clearly

Ongoing monitoring of work produced during class

Preferential seating

Provide visual cues

Use cueing to return to task

Ignore attention seeking behaviors

Provide positive reinforcement

Provide firm consistent consequences

Limit field of choices

Instructional Strategies and Techniques that Address Learning Style:

Multi sensory approach

Stress visual presentation

Stress auditory presentation

Provide positive reinforcement

Provide support/encouragement

Provide structured environment

Set clear limits and consequences

Simplify directions

Provide repetition and practice

Allow frequent activity changes

Provide small group instruction

Reduce work increments

Set short-term goals

Preferential seating

Model skills/techniques to be mastered

Have student repeat directions

Techniques and Activities to Support Personal-Social Development:

Small group instruction

Maintain communication between parents and teachers to coordinate efforts

Build confidence by providing opportunities for success

Train in using social skills appropriately

Use of time out

All Instructional Areas

Modifying the Presentation of Materials

Break assignment into segments of shorter tasks

Provide a checklist for long, detailed tasks

Use concrete examples of concepts before teaching the abstract

Reduce the number of concepts presented at one time

Monitor the student's comprehension of language used during instruction

Highlight important concepts to be learned in text of material

Provide clear, concise directions and concrete examples for homework/class work assignments

Assign tasks at an appropriate reading level

Give additional presentations by varying the methods using repetition, simpler explanations, more examples and modeling

Give written directions to supplement verbal directions

Provide due date on written assignments

Familiarize student with any new vocabulary before beginning the lesson

Utilize visual aids such as charts and graphs

Utilize manipulative, hands-on activities

Cue student by calling his/her name before asking questions

Frequently check on progress of independent work

Provide graph paper for math computation

Provide clear and well defined worksheets

Modifying the Environment

Use study carrels

Seat student in an area free of distractions

Use preferential seating

Help keep student's work area free of unnecessary materials

Use checklists to help the student get organized

Frequently check the organization of the student's notebook

Monitor the student's use of his/her assignment sheet

Provide opportunities for movement/activity change

Provide a specific place for turning in completed assignments

Modifying Test

Time of test determined by instructor

Modify the content of the test

Allow students to make corrections on returned tests for additional credit

Retake failed tests using alternative strategies

Allow test to be given by special education teacher

Allow use of instructional aids (calculator, computer, etc.)

Location of test determined by instructor

Modify test format

Allow student to type

Allow student to give answers orally

Use word banks

Test only on key concepts

Minimize essay questions

Math tools for tests (fact chart, number line calculator)

Modifying the Grading

Modify homework/class work expectations

Grade determined through collaboration of general/special education teacher

Allow for spelling errors

Facilitating Appropriate Behavior

Provide clear and concise classroom expectations and consequences

Consistently enforce school rules

Avoid the use of confrontational techniques

Provide student with alternatives

Designate a 'cooling off' location within the classroom/outside the classroom

Assign activities which require some movement

Use praise generously

Ignore minor annoying behaviors

Monitor levels of tolerance and be mindful of signs of frustration

Speak privately, without the audience of peers, to student about inappropriate behavior

Minimize situations that the student may perceive as embarrassing

Involve parents to coordinate approach

Encourage student to accept responsibility for behavior

Reinforce student for appropriate behaviors

Student has behavior plan

Class Work Curricular Procedures

Limit oral reading unless student volunteers

Reading assistance in content area

Modify reading assignments

Modify writing requirements

Allow additional time to complete work

Use of aids (calculator, computer, tape recorder, etc.)

Reduce length/number of written assignments

Reduce content objectives

Review, restate and repeat directions

State expectations clearly

Ongoing monitoring of work produced during class

Preferential seating

Assist in organizing materials

Provide organizational aides: (folders, schedules)

Provide study guides

Provide copies of class notes

Cue students attention

Provide repetition/practice

Simplify verbal/written directions

Teach to learner's multi sensory style

Teach to learner's auditory style

Provide student a daily schedule/established routine

Homework

Reduce length of assignments

Homework assignment book checked by special education or mainstream teacher(s) and parent/guardian daily

Reduced/alternative written work

Reduced/alternative reading work

Access to Special Equipment and Instructional Materials

Computer

Calculator

Electronic speller

Special pens, pencils and paper

Language Arts

Modifying the Presentation of Materials

Provide a checklist for long, detailed tasks

Reduce the number of concepts presented at one time

Assign tasks at an appropriate reading level

Frequently check on progress of independent work

Modifying the Environment

Seat student in an area free of distractions

Use preferential seating

Help keep student's work area free of unnecessary materials

Use checklists to help the student get organized

Frequently check the organization of the student's notebook

Modifying Test

Time of test determined by instructor

Modify the content of the test

Allow test to be given by special education teacher

Location of test determined by instructor

Modify test format

Use word banks

Minimize essay questions

Modifying the Grading

Modify homework/class work expectations

Grade determined through collaboration of general/special education teacher

Allow for spelling errors

Facilitating Appropriate Behavior

Provide clear and concise classroom expectations and consequences

Avoid the use of confrontational techniques

Use praise generously

Speak privately, without the audience of peers, to student about inappropriate behavior

Minimize situations that the student may perceive as embarrassing

Encourage student to accept responsibility for behavior

Reinforce student for appropriate behaviors

Class Work Curricular Procedures

Limit oral reading unless student volunteers

Reading assistance in content area

Modify reading assignments

Modify writing requirements

Allow additional time to complete work

Provide study guides

Homework

Reduce length of assignments

Reduced/alternative written work

Reduced/alternative reading work

Reading

Modifying Test

Modify the content of the test

Modify test format

Use word banks

Minimize essay questions

Modifying the Grading

Modify homework/class work expectations

Grade determined through collaboration of general/special education teacher

Math

Modifying the Presentation of Materials

Cue student by calling his/her name before asking questions

Frequently check on progress of independent work

Modifying the Environment

Seat student in an area free of distractions

Use preferential seating

Help keep student's work area free of unnecessary materials

Frequently check the organization of the student's notebook

Modifying Test

Modify the content of the test

Modify test format

Use word banks

Facilitating Appropriate Behavior

Provide clear and concise classroom expectations and consequences

Avoid the use of confrontational techniques

Use praise generously

Speak privately, without the audience of peers, to student about inappropriate behavior

Minimize situations that the student may perceive as embarrassing

Encourage student to accept responsibility for behavior

Reinforce student for appropriate behaviors

504 Student Integrated Accommodations and Modifications

Examples of General Accommodations

- Organizational Strategies
- Behavioral Strategies
- Presentation Strategies
- Evaluation Methods

Environmental Strategies • Provide a structured learning environment • Make separate "space" for different types of tasks • Possible adapting of non-academic times such as lunch, recess, and physical education • Change student seating • Utilize a study carrel • Alter location or personal or classroom supplies for easier access or to minimize distraction • Provide sensory breaks • Provide a written or picture schedule

Organizational Strategies • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments • Tailor homework assignments toward student strengths • Set time expectations for assignments • Provide clues such as clock faces indicating beginning and ending times • Teach study/organizational skills • Schedule before or after school tutoring/homework assistance

Behavioral Strategies • Use behavioral management techniques consistently within a classroom and across classes • Implement behavioral/academic contracts • Utilize positive verbal and/or nonverbal reinforcements • Utilize logical consequences • Confer with the student's parents (and student as appropriate) • Establish a home/school communication system for behavior monitoring • Post rules and consequences for classroom behavior • Put student on daily/weekly progress report/contract • Reinforce self-monitoring and self-recording of behaviors

Presentation Strategies • Tape lessons so the student can listen to them again; allow students to tape lessons • Use computer-aided instruction and other audiovisual equipment • Select alternative textbooks, workbooks, or provide books on tape • Highlight main ideas and supporting details in the book • Provide copied material for extra practice (i.e. outlines, study guides) • Prioritize drill and practice activities for relevance • Vary the method of lesson presentation using multi-sensory techniques: a) lecture plus overhead/board demonstration support b) small groups required to produce a written product c) large groups required to demonstrate a process d) computer-assisted instruction e) peer tutors or cross-age tutors f) demonstrations, simulations g) experiments h) games • Ask student to repeat/paraphrase context to check understanding • Arrange for a mentor to work with student in his or her interest area or area of greatest strength • Provide peer tutoring • Simplify and repeat instructions about in-class and homework assignments • Vary instructional pace • Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check" • Vary kind of instructional materials used • Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels • Reinforce study skill strategies (survey, read, recite, review) • Introduce definition of new terms/vocabulary and review to check for understanding • Be aware of student's preferred learning style and provide matching instruction materials • Pre-teach and/or re-teach important concepts • Prepare advanced organizers/study guides for new material Assignments • Modify the amount of homework • Use written directions to supplement oral directions • Reduce paper and pencil tasks • Allow for assignments to be word processed • Lower reading level of assignments • Break assignments into a series of smaller assignments • Use highlighted texts

Evaluation Methods • Limit amount of material presented on a single page • Provide a sample or practice test • Provide for oral testing • Provide tests in segments so that student hands in one segment before receiving the next part • Provide personal copy of test tools and allow for color-coding/highlighting • Adjust time for completion • Modify weights of tests when grading

www.warmlinefrc.org/uploads/5/9/5/8/5958794/section_504_accomodations.pdf
https://www.understandingspecialeducation.com/section-504.html
https://www.psycom.net/classroom-help-anxious-child-at-school/

Special Education and 504 Integrated Modifications and Accommodations - Tables

TABLE A

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction

TABLE B

Modifications		Accommodations	
	Assignment		Presentation
	Curriculum		Response
			Setting
			Timing
			Scheduling
			Organization

English Language Learners Integrated Accommodations and Modifications

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit.

Teacher will identify **Tier 1 Vocabulary Words** – ELL students know the concept in their primary language but not the label in English.

Teacher will identify **Tier 2 Vocabulary** – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching http://www.educators/content/introducing

Teacher will introduce **Tier 3 Vocabulary** – Words that are low-frequency and are found in content books in the upper grades.

Peer Review and cooperative learning
Use graphic organizers, assign reading partners, use think-pair-share TPS.
Making predictions http://www.teachervision.fen.com/skill-builder/reading/48610.html

Sample Table:

Tier 1 Vocabulary	
Tier 2 Vocabulary	
Tier 3 Vocabulary	

Students at Risk for Failure Integrated Accommodations and Modifications

A student 'at risk' is a student who is considered to have a higher likelihood of failing academically and who requires temporary or ongoing intervention to succeed. It can also mean that the student is less likely to be a positive member of the school community. In these cases, student welfare and the inclusion of student welfare strategies are critical. Student-at-risk symptoms may include: challenging behaviors at school, withdrawal, truancy, disengagement, resistance and disconnection.

Students at risk for failing require a classroom environment that will nurture them and foster success. These basic ingredients include (Maurice J. Elias, 2009): 1. Caring sustained relationships at school that facilitate trust and communication; 2. Reachable goals that are challenging but within reach of the student; 3.Realistic, hopeful pathways preparing students for obstacles and problems; 4. Engaging school and community settings that provide positive feedback, encourage teamwork and help learning new skills,

https://link.springer.com/chapter/10.1007/978-0-387-73317-3_58

http://www.edutopia.org/strategies-help-at-risk-students

Gifted and Talented Integrated Accommodations and Modifications

Curriculum Compacting will be used to (1) define goals and outcomes of the unit of study, (2 determine and document which students have already mastered most or all of the learning outcomes, (3) provide replacement strategies for material already mastered.

Individual Educational Programming Guide

Curriculum Areas to be Considered **For Compacting** – Provide a brief Description of materials to be covered during The unit.	Procedures for Compacting **Basic Material** Describe activities that will be used in basic curricular areas	Acceleration and/or Enrichment **Activities** Describe activities that will be used to provide advanced level learning in each area

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The Instructional Products Menu Will be utilized for identified students generating varying outcomes determined as a result of student choice. A curriculum for the gifted should result in both concrete and abstract products.

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening)	Cognitive Structures
Written Products	Problem Solving Strategies
Spoken Products	Values
Constructed Products	Appreciations
Artistic Performances	Self-Actualization
Leadership Behaviors	

Sample Table:

CONCRETE PRODUCTS	Suggested Activity	ABSTRACT PRODUCTS	Suggested Activity
Knowledge (deepening)		Cognitive Structures	
Written Products		Problem Solving	
Spoken Products		Values	
Constructed Products		Appreciations	
Artistic Performances		Self-Actualization	
Leadership Behaviors			

Response to Intervention (RTI)

"The Response to Intervention (RTI) approach represents a process for assessing and maximizing the 'opportunity to learn' of students who are struggling in any content area. It emphasizes the importance of effective, culturally responsive instruction and early intervening service for all students prior to making a referral to Special Education. By picking up on themes from NCLB and moving away from the Individuals with Disabilities Education Act (IDEA) discrepancy model exclusively used to identify students with learning disabilities, we remove the potentially harmful effects of delaying intervention until a student's achievement is so low there is little hope of 'catching up'"

The features of RTI focus on "accountability for results." The features of such as plan include:

- High-quality, culturally-responsive classroom instruction

- Research-based

- Universal screening

- Dyslexia screening

- Continuous progress monitoring

- Early implementation of research-based interventions

- Progress monitoring during intervention

- Program Fidelity

-Kemp & Eaton, 2008, p. 11, from RTI: *The Classroom Connection for Literacy: Reading Intervention and Measurement*

"RtI is best depicted as a model that incorporates the use of a tiered system, which focuses on accountability and academic supports" (Kemp & Eaton, p. 13). (A specific model with interventions for a particular school district is included later in this document.)

Introduction

In 2010, the Response to Intervention (RtI) Committee comprised of administrators from the Office of Curriculum and Instruction, Office of Special Education, and the three elementary schools, general education teachers, special education teachers, and English as a Second Language teachers embarked on a journey to learn about RtI and to collectively develop a plan for student interventions and processes.

In 2016, the New Jersey Department of Education (NJDOE), in collaboration with educators, higher education representatives and parents, has developed a set of resources for districts to facilitate implementation of RtI known as "New Jersey Tiered System of Supports (NJTSS)". NJTSS includes the three-tiered approach to instruction, assessment and intervention found in many models of response to intervention, along with three foundational components: effective district and school leadership, positive school culture and climate, and family and community engagement. Together, these components create an efficient and effective mechanism for schools to improve achievement for all students. NJTSS builds on effective practices and initiatives already in place in schools, and maximizes the efficient use of resources to improve support for all classroom teachers and target interventions to students based on their needs.

According to Jim Wright "The greatest strength of any RTI Team is the diversity of experience, skills, and knowledge that its combined membership can draw upon to develop the best intervention plan for a student." We feel that we have created a team that fulfills this description.

Throughout the process, we examined our current state of interventions and our capacity to implement them with efficacy and fidelity and envisioned our desired state of interventions. These examinations have led to the recommendations for curriculum, instruction, assessment, and professional development. The RtI Team will meet annually to review the plan and its recommendations for subsequent years looking into the validity and reliability of our interventions and their subsequent success or lack thereof.

History of Response to Intervention

Although the terms Response to Intervention (RtI) and Tiered Systems of Support are still relatively new to education circles in New Jersey, the concepts are not. Rather, it has been developed over the past several decades. One of the major factors in the birth of RtI has been the widespread dissatisfaction with existing practices to identify and treat children with Learning Disabilities.

In 1975, Congress passed Public Law 94-142, the Education of all Handicapped Children Act. This historic legislation required that school districts proactively seek out and identify children with school-related disabilities and provide them with appropriate educational programs (Wright, 2007). As states interpreted the new law, most adopted some version of an IQ-achievement discrepancy approach to diagnose learning disabilities. However, there were many limitations to using such a measure, including the fact that using a discrepancy between IQ and achievement test scores to identify Learning Disabled (LD) students provides no useful information about what academic treatments or interventions might benefit a student.

In 2004, Congress reauthorized the Individuals with Disabilities Education Improvement Act (IDEIA 2004) and included landmark language in that law to encourage schools to break free of their reliance on the discredited IQ-Achievement Discrepancy method for identifying Learning Disabilities (Wright, 2007). IDEIA 2004 gave schools the freedom to use the student's "response to scientific, research-based intervention" diagnostically as a prime indicator of whether the child has a Learning Disability. In sum, IDEIA 2004 was the impetus that paved the way for RtI to enter the doors of school buildings everywhere.

In 2014, the New Jersey Senate enacted legislation that required the Commissioner of the Department of Education to ensure that an RTI framework developed and implemented by a school district includes, at a minimum, certain elements that are commonly recognized as core components of any RTI model. These elements include: (1) high quality research-based instruction in the general education setting; (2) universal screening procedures to identify students at risk for poor learning outcomes or behavioral challenges; (3) multiple levels of evidence-based interventions that are progressively more intense, based on the student's responsiveness; and (4) continuous monitoring of student progress.

The overarching idea behind RtI is targeted instruction to expertly match each student's need based on a multi-tiered approach to instruction. In a multi-tiered approach, instruction is tailored to meet the students' individual needs with increasingly intensive levels of targeted intervention and instruction. By identifying struggling students early, educators can provide appropriate interventions to assist them in achieving grade-level benchmarks without falling too far behind their peers in Tier 1. Students who continue to struggle will receive more intensive instruction in a smaller group setting to accelerate their learning and enable them to catch up to the proficient readers in their class (Howard, 2009). An RtI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following minimum components:

· **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.

· **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.

· **Instruction matched to student need** with **increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

· **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.

· The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.

· **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
--amount and nature of student performance data that will be collected and the general education services that will be provided
--strategies for increasing the student's rate of learning
--parents' right to request an evaluation for special education programs and/or services.

1. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to:
a. criteria for determining the levels of intervention to be provided to students
b. types of interventions
c. amount and nature of student performance data to be collected
d. manner and frequency of progress monitoring

2. Requires each school district implementing a RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented in a way that is consistent with the specific structure and components of the model.

Creating an Instructional Frame for Literacy

RTI IS	RTI IS NOT
One size fits few	One size fits all
School focused	Teacher focused
General education initiative	Special education initiative
Multi-tiered	Single support options
Problem-solving approach	Directive approach
Understanding learners' needs	Labeling learners
Emphasis on solutions	Emphasis on problems
Early intervention perspective	Wait-to-fail perspective
Ongoing assessment	One-shot assessment
High-quality instruction	Hit-and-miss instruction
Program coordination	Program isolation
Broad instructional alternatives	Narrow instructional alternatives
Acceleration	Remediation
Data informed	Data driven
Proactive	Reactive
Framework	Program
Academic intervention	Behavioral intervention

There are many ideas about what constitutes an effective RtI. Here we have provided a table which lists the key characteristics of a successful RTI and contrasts these with what RTI is not.

Source: Howard, 2011.

* A core instructional program (Tier 1) should minimally include:
- Core curriculum aligned to the Common Core State Standards (CCSS) and New Jersey Student Learning Standards (NJSLS)
- Student assessment data are used to address the needs of all students regardless of performance level
- Appropriate instruction and research-based instructional interventions that meets the needs of at least **80% – 90% of all learners**. Appropriate instruction in reading includes explicit and systematic instruction

in the BIG 5: phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies
- Universal screening administered to all students in the general education classroom three times per year.
- Weekly progress monitoring of students initially identified as at-risk for two to six weeks

- Differentiated instruction based on the abilities and needs of all students in the core program
- A daily, uninterrupted 80 minute blocks of instruction in literacy and mathematics.

Suggested RtI Procedures

STEP #	Action
1	Classroom teacher administers a Universal Screening: ● Running Records ● DIBELS ● Dyslexia Screening ● Beginning of Year Assessments – MAP/STAR360 ● Tri-Annual Benchmark Assessments (MAP/STAR360 Assessment)
2	**Using Screening Data** If a student is initially identified as at-risk based on results from an initial screening in the fall, *he/she continues to be progress monitored in the general education setting by the classroom teacher three times during a six week period to confirm or disprove initial risk status.* Instruction should be differentiated (small-group or individual) for these initially identified at-risk students during core instruction while additional progress-monitoring data are obtained.
3	Referring teachers will meet with the I&RS Team once they identify students who are not responding to the general education classroom interventions administered by the classroom teacher. The purpose of these meetings will be to identify which students are not responding to the interventions provided by the classroom teacher. Classroom teachers will be asked to bring evidence that "shows" what they have tried within the classroom setting. Students will be referred to the building's I&RS Team.
4	A Case Manager will be assigned to work with the classroom teacher. The Case Manager is the primary (I&RS) colleague and support throughout the process.

| 4 | Following the initial I&RS Team meeting, recommendations from the Team will be made to keep the student in Tier 1 (Core Instructional Program) with interventions and differentiated instruction to continue to be provided by the classroom teacher with progress monitoring. In this scenario, the Case Manager will follow-up with the referring teacher two weeks after the initial meeting and thereafter for as long as the student continues to receive his/her interventions in the general education setting for up to six weeks. During the meeting, a form to record the minutes will be used to ensure everyone present has a common understanding of student outcomes.
OR
It is determined that the student has failed to respond to the interventions provided in the general education setting and is referred for Tier 2. In addition to Tier 1, struggling students who don't meet grade level criteria receive small group supplemental instruction (3-5 students) for 20-30 minutes 3-5 days per cycle. The appropriate intervention specialist who will provide the intervention will send a letter home to inform the parents that the student will receive additional help in a small group of 1:5. |
|---|---|
| 6 | Within six to nine weeks of instruction, the I&RS Team convenes to evaluate the progress of students in Tier 2 to determine whether the achievement gap is shortening or widening. At this point, a recommendation will be made for students to remain in Tier 2, move back to Tier 1, or move to Tier 3. Parents will be notified as they were in Step #5.
Tier 3: (1-5%) Designed for those students who demonstrate insufficient progress (defined by the parameters of the intervention being used) in Tier 2. Reading Specialist will provide the interventions and will send a letter home to inform parents that the student will receive intensive reading interventions in a group of no more than 1:2. |
| 7 | Within three to six months, the I&RS Team convenes to evaluate the progress of students in Tier 3 to determine whether they need to move to Tier 2, remain in Tier 3 or be referred for consideration by the Child Study Team |
| 8 | Child Study Team convenes. Student is either (a) evaluated for Special Education and Related Services or (b) remains in the multi-tiered approach. |

Tiers are flexible and so based on data review, students can and should be fluidly moving between the tiers.
NOTE: In addition to the RTI meetings, the building administration will regularly schedule data meetings with all teachers to review the progress students are making via results compiled in through our Universal Screening Tools. These meetings should take place in November, March, and May, and as needed.

Samples of Common Types of Assessment Data

We must ensure that we are balancing varied forms of assessment to include the data recommended for RtI and the assessments that will offer a rich bank of information about students. This requires day-to-day assessment that is embedded in the learning process as an instructional informant. Effective instruction IS assessment as each instructional experience is an opportunity to assess the success of learning and each assessment experience embeds good instruction. Throughout this process, we continuously ask questions that will help us to make new and more informed choices: What evidence is there that learning is/is not taking place?

What does the existing evidence tell us about this student?

What patterns are emerging to support a broader view?

How can we interpret the data to support our instructional goals?

How can we apply what we know about this student on a daily basis?

What new evidence can we collect to demonstrate success?

(Howard, 2009)

The following assessments are examples of the evidence that classroom teachers and intervention specialists can bring to the RtI Team meetings:

Running Record	Peer-assessment	Self-questioning
Miscue analysis	Listening to reading	Interest survey
Anecdotal record	Questioning	Strategy reflection
Portfolio	Kid watching	Retelling
Authentic samples	Feedback in context	Literature response
Spelling analysis	Student think-aloud	Sketch/illustration
Word identification	Discussion	Readers' notebook
Response log	Rubric	Writing Prompt
Conference notes	Checklist	Questionnaire
Post-its	Interview	Reading survey
Self-assessment	Informal inventory	

Report Card Grades: including teacher comments and previous years' achievement.

Test/Screening Data: Test records from a student's cumulative folder illustrate academic strengths and weaknesses. Results from classroom Benchmark Assessments would also provide a useful comparison to grade-level peer performance.

Student Interview: This can be an informal interview you have with the student to assess their perceived academic strengths or behavioral strengths or weakness, preferred methods of learning, and interests.

Class and Homework Grades: Grades from the current year provide a comparison of student's performance to average class performance.

Attendance/Tardiness Records: This data can be obtained via Infinite Campus. It will be important to look for patterns of absences and tardy arrivals.

Disciplinary Referrals: These referrals will help the I&RS Team to track patterns of misbehavior over history.

Completed Work Products: A collection of work students completed independently.

Anecdotal Records: Records from the classroom teacher about any aspect of the student's academic or behavioral performance.

APPENDIX B: Assessments for Performing Arts - Dance and Theatre

Assessment evidence is found in the right column in each unit of study. These suggested assessments directly link to Stage One of the unit plan (Enduring Understandings, Essential Questions, Topics and Objectives).

Benchmark Assessments

Benchmark assessments are present in each unit of study. Teachers implement this form of assessment in the middle and end of each unit of study. Teachers use this benchmark data to inform instruction throughout the year and gain a deeper understanding of each student's progress to meeting the student learning standards outlined in each unit of study. The data yielded by these assessments directly relates to the performing arts curriculum as teachers prepare lessons. Throughout the year, learning patterns will be determined and the need for additional resources and /or services will be targeted and addressed throughout the curriculum. Data will be maintained in the Realtime Data Management System and transferred to the school report card at the close of the marking period.

Summative Assessments

The Performing Arts curriculum includes a varied repertoire of summative assessments, including, but not limited to, rubrics, oral and written performances, performance tests/quizzes, student performance during class and/or concert, and student participation and effort. These summative assessments allow students to meet personal learning styles and needs and provide a wealth of knowledge to the teacher. Many summative assessments are integrated in nature addressing higher level thinking skills. Standards based report cards or standards referenced report cards may be in place. All scores are entered into Realtime via Gradebook noting progress made toward Student Learning Standard attainment.

Formative Assessments

Formative assessments are embedded within each instructional unit and at the conclusion of each instructional lesson. End of lesson/unit questions reflect all aspects of Bloom's Taxonomy. Teachers utilize formative assessment data to inform instruction, ensuring the success of all students.

Alternative Assessments

Alternative assessments are embedded within each instructional unit. Teachers are able to design a variety of alternative assessments to ensure that all students have access to an assessment that fairly and equitably displays their level of learning and mastery of the New Jersey Student Learning Standards.

APPENDIX C: Core Instructional and Supplemental Materials

Core Instructional and supplemental resources are indicated within each unit of study across all grade levels. Each individual school, within the region, has varied core instructional and supplemental materials that fit the needs of the students and staff within the district. Included in this appendix is a list of possible core programs and materials that can be found throughout the schools.

DANCE	
Kindergarten Grade 1 Grade 2	Teaching Dance https://www.thepespecialist.com/dance2/ Locomotor Skills with Locomotion Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ Shake it Senora http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ The Funky Chipmunk Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ The Snowflake Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ Blueprint Dance: Teaching Dance to Diverse Learners(PreK-12) http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed%20Supplement.pdf Creative Dance Integration Lesson Plans Sample book list (choreographers) Glossary of Terms A Mini History of Dance: http://dancersgroup.org/2009/12/a-mini-history-of-dance-education/ Teaching Dance History "White Paper" http://www.danceheritage.org/teachingdancehistory.pdf History of Dance Part 1 https://educationcloset.com/2015/04/06/supporting-history-class-through-the-history-of-dance-part-i/ Responding to Dance https://www.ket.org/education/resources/responding-to-dance/

Grade 3 Grade 4 Grade 5	Teaching Dance https://www.thepespecialist.com/dance2/ Locomotor Skills with Locomotion Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ Shake it Senora http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ The Funky Chipmunk Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ The Snowflake Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ Blueprint Dance: Teaching Dance to Diverse Learners(PreK-12) http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed%20Supplement.pdf https://www.cde.state.co.us/standardsandinstruction/instructionalunits-dance#kinder https://www.louisianabelieves.com/resources/library/k-12-arts-resources Dance Texts: https://www.readworks.org/find-content#!q:Dance/g:/t:0/f:0/pt:/features:/ Dance Artifacts: https://digitalcollections.nypl.org/collections/dance-in-photographs-and-prints#/?tab=navigation The Evolution of Dance: https://www.ted.com/talks/the_lxd_in_the_internet_age_dance_evolves/up-next#t-408223 Article: What is Hip Hop? https://www.educationworld.com/a_lesson/what-is-hip-hop.shtml PBS Resources: https://nj.pbslearningmedia.org/search/?q=Dance&selected_facets= TED Talk: Why Do We Dance? Teaching Rhythm in Dance: Ideas and Exercises: https://www.tututix.com/teaching-rhythm-dance/ Dancemaker App: https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8 Heartbeat Dances: https://www.youtube.com/watch?v=x5oq4ErAmW0 The Skeleton Dance:https://www.youtube.com/watch?v=Jpvuqj5nv6U Contemporary Dancing for Beginners: https://www.youtube.com/watch?v=KstgOWbM6vk Hip Hop Dance Moves for Kids: https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/ Indian Folk Dance: http://www.youtube.com/watch?v=-knKCPnRpR0 Latin Folk Dance: http://www.youtube.com/watch?v=qihYdSsLhXo Russian Folk Dance: http://www.youtube.com/watch?v=niY0GZpQQSI Glossary of Terms

| Grade 6
Grade 7
Grade 8 | Choreographic Structure: http://www.artsalive.c a/en/dan/make/toolbox /formstructure.asp
Book: *Dance Composition Basics Capturing the Choreographer's Craft* By Pamela Sofras
Application: 8 Counts https://itunes.apple.co m/us/app/8counts/id37 9903606?mt=8
Video: Bring in da Noise, Bring in da Funk: https://www.youtube.com/watch?v=Dp_bM_ c-BT0
Video: 42nd Street: https://www.youtube.com/watch?v=R8Q7vcn U9nc
ArtsAlive Website: http://artsalive.ca/en/
Great performances PBS: http://www.pbs.org/wn et/gperf/
Dance Styles: http://justdanceballroom.com/styles.asp
Contemporary Dance Vocabulary: https://www.contempo rary-dance.org/danceterms.html
Glossary of Terms
Dance Texts: https://www.readworks.org/findcontent#!q:Dance/g:/t:0/f: 0/pt:/features:/
Dance Artifacts:
https://digitalcollections.nypl.org/collections/dance-in-photographs-andprints#/?tab=navigation
The Evolution of Dance: https://www.ted.com/talks/
the_lxd_in_the_internet_age_dance_evolves/upnext#t-408223
Article: What is Hip Hop? https://www.educationworld.com/a_lesson/what-iship-hop.shtml
 PBS Resources: https://nj.pbslearningmedia.org/search/?q=Dance&se lected_facets=
Interpreting Mythology Through Dance:
https://artsedge.kennedycenter.org/educators/lessons/grade-6-
8/Interpreting_Mythology_Through_Dance
Video: How to Dance Through Time- The Elegance of Baroque
https://www.youtube.com/watch?v=9wlU4PP1eUI
Telling a Story Through Dance: http://www.sedl.org/afters
chool/lessonplans/index.cgi?show_record=125 • Magisto -https://www.magisto.com/
Playbook Dance - https://itunes.apple.com/us /app/playbook.dance/id572 038933?mt=8
Contemporary Dancing for Beginners - https://www.youtube.com/ watch?v=KstgOWbM6vk |

Theatre	
Kindergarten Grade 1 Grade 2	Glossary of terms Suggested Readings: *25 Just-Right Plays for Emergent Readers* by Carol Pugliano-Martin *My First Acting Book: Acting Technique for Beginners* by Kristen Dabrowski *Learning Through Theatre: The Changing Face of Theatre in Education* by Anthony Jackson *Yeh-Shen: A Cinderella Story from China*, retold by Ai-Ling Louie *Smoky Mountain Rose: An Appalachian Cinderella* by Alan Schroeder *Nomi and the Magic Fish: A Story from Africa* by Phumla *Teaching With Cinderella Stories From Around the World* by Kathleen M. Hollenbeck *Animal Fables from Aesop*, adapted by Barbara McClintock *Native American Animal Stories (Myths and Legends)* by Joseph Bruchac and Michael J. Caduto *String Stories: A Creative, Hands On Approach for Engaging Children in Literature* by Belinda Holbrook http://www.pbs.org/parents/arthur/activities/acts/folk tale_play.html?cat=diversity

Grade 3
Grade 4
Grade 5
	Video: Elements of Drama
	Video: Drama
	Elements of Drama: Characters, Plot, Setting & Symbolism
	Acting: A Student's Guide
	Kids 4 Broadway
	Bailey, Diane. Stage Management and Production. Rosen Publishing Group, Inc., 2009
	Glossary of Terms
	Theatre Lesson for Kids: History & Timeline
	Theatre Lesson for Kids: History of Musical Theatre DeSpain, Lisa.
	Kids Musical Theatre Anthology. Hal Leonard Corp., 2008.
	Meserve, Walter J., and Molly Ann Meserve. A Chronological Outline of World Theatre. Feedback Theatre Books, 1992.
	Broadway video clips that can be used to teaching the art of critique:
	    ● The Lion King: The Circle of Life
	    ● Matilda the Musical
	    ● Annie: It's Hard Knock Life
	Acting for Kids: Episode 1
	Childdrama.com
	Acting and Improvisation Ackroyd, Judith, and Jo Boulton.
	Drama Lessons for Seven to Eleven-Year Olds. Routledge, 2012.

Grade 6 Grade 7 Grade 8	PowerPoint: Elements of Drama Video: Elements of Drama Elements of Drama Lesson Plan Glossary of Terms Video: What is Theatre? A Cultural History of Theatre by Jack Watson and Grant McKernie History of the Theatre by Oscar Gross Brockett and Franklin J Hildy The Effect of Gamma Rays On Man-in-the Moon Marigolds by Paul Zindel Our Town by Thornton Wilder A Thousand Cranes by Kathryn Schultz Miller Step on a Crack by Susan Zeder Getting Near to Baby by Y. York Wiley and the Hairy Man by Susan Zeder Still Life with Iris by Steven Dietz Selkie: Between Land and Sea by Laurie Brooks

APPENDIX D: Glossary of Terms