

***These documents have been developed to bring clarity to the expectations set by the NJ DOE. They should not be regarded as meeting minimal or maximal expectations but rather as one example of a document that meets the conditions set in code as outlined below.***

<b>Content Area</b>	Theatre Arts	<b>Grade Level</b>	K-2
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<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>
1. Create	1. Identify basic elements of theatre and describe their use in a variety of theatrical performances. 1.1.2.C.1
	2. Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.). 1.1.2.C.2
2. Perform	1. Distinguish between character, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3
	2. Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3
3. Critically Respond	1. Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in theatre. 1.4.2.B.1
	2. Apply the principles of positive critique in giving and receiving response to performances. 1.4.2.B.2

Unit Titles	Fundamentals and Basics of Theatre	2 weeks/ongoing
Creative Expression		2 weeks/ongoing
Historical and Cultural Context		2 weeks/ongoing
Aesthetic Valuing		2 weeks/ongoing

Content Area: Dance	<p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. How does observing people help you create characters?</li> <li>2. How do actors move to express an emotion?</li> <li>3. How are costumes different from everyday clothes</li> <li>4. What are the similarities between your family and families found in stories?</li> <li>5. Do all stories have a beginning, middle and end structure?</li> <li>6. Why is plot important to a story?</li> <li>7. Why are props important?</li> <li>8. What makes theatre a unique experience?</li> <li>9. Why is stage space necessary?</li> <li>10. How does a performer's vocal quality and movement convey a message about a character?</li> <li>11. Why is necessary to look at different perspectives of a story?</li> <li>12. How are performer's impacted by feedback?</li> <li>13. How can different members of an audience have different reactions to a dramatization?</li> <li>14. When might a critic allow their feelings to impact how they evaluate a dramatization?</li> </ol>
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	15. Why are there so many plots that revolve around community and family stories?
<b>Interdisciplinary Connections</b>	<p>Respond to dramatic performances while developing and understanding, calling upon acquaintance with theatre based vocabulary and reference to works from a variety of cultures and historical periods.</p> <p>Perceive theatre performances from a structural, historical , cultural and aesthetic perspectives.</p> <p>Understand how various types of theatre skills and styles are related.</p>
<b>Core Instructional Materials including digital tools</b>	<p>Scripted works as needed</p> <p>Facility with open space and stage</p> <p>Props as needed</p>

<p><b>21<sup>st</sup> Century Themes and Skills</b></p>	<p>(9.2) For information related to the 12 Career Ready Practices follow the link below.  <a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a>  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP12. Work productively in teams while using culture global competence.</p>
<p><b>8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</b></p>	<p>For NJ Technology Standards 8.1 and 8.2 follow the link below.  <a href="http://www.state.nj.us/education/cccs/2014/tech/8.pdf">http://www.state.nj.us/education/cccs/2014/tech/8.pdf</a>  8.1.2.A.2 : Create a document using a word processing application.  8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.  8.1.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.  8.1.2.D.1: Digital Citizenship</p>

<b>Pacing Guide</b>	Note if a course/class is full year or partial year and how that relates to the provided Pacing Guide.
<b>Assessments</b>	<p>Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit.</p> <p>Evidence outcomes could include:</p> <p>Students demonstrating the ability to:</p> <ol style="list-style-type: none"> <li>1. Imitate or create people, creatures, or things based on observation using body and facial expression</li> <li>2. Demonstrate the ability to follow a simple set of steps in a dramatic task.</li> <li>3. Use body and voice to demonstrate knowledge of holidays and other cultural events.</li> </ol>

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
		Differentiation/Accommodations/Modifications	
		<p>4. Describe the difference between theatre and real life</p> <p>5. Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice.</p> <p>6. Use appropriate theatre vocabulary to critique a live performance</p> <p>7. Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story.</p>	

<i>(content, process, product and learning environment)</i>	<b>Modifications for Classroom</b>	<i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i>	<b>Modifications for Classroom</b>
<b>Extension Activities</b>	<b>Modifications for Homework/Assignments</b>		Pair visual prompts with verbal presentations
Conduct research and provide presentation of cultural topics.	Modified Assignments	<b>Modifications for Classroom</b> Pair visual prompts with verbal presentations	Ask students to restate information, directions, and assignments.
Debate topics of interest / cultural importance.	Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)	Ask students to restate information, directions, and assignments.	Repetition and and practice
Authentic listening and reading sources that provide data and support for speaking and writing prompts.	Extended time for assignment completion as needed	Repetition and and practice	Model skills / techniques to be mastered.
Exploration of art and/or artists to understand society and history.	Highlight key vocabulary Use graphic organizers	Model skills / techniques to be mastered.	Extended time to complete class work
		Extended time to complete class work	Provide copy of classnotes
<b>Anchor Activities</b>		Provide copy of classnotes	Preferential seating to be mutually determined by the student and teacher
<b>Use of Higher Level Questioning Techniques</b>		Preferential seating to be mutually determined by the student and teacher	Student may request to use a computer to complete assignments.
Provide assessments at a higher level of thinking		Student may request to use a computer to complete assignments.	Establish expectations for correct spelling on assignments.
		Establish expectations for correct spelling on assignments.	Extra textbooks for home.





		<p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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<b>Content Area</b>	Theater Arts	<b>Grade Level</b>	3-5
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<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>
1. Create	1. Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of elements of theatre and story construction. - 1.3.5.C.1
	2. Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. - 1.4.5.B.1
2. Perform	1. Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. - 1.3.5.C.2
	2. Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). - 1.4.5.A.3
3. Critically Respond	1. Interpret the relationship between the physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus. - 1.1.5.C.2
	2. Evaluate the characteristics of a well-made play in a variety of scripts and performances. - 1.1.5.C.1
	3. Explain the function of sensory recall and apply it to character development. - 1.1.5.C.4
	4. Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created. - 1.1.5.C.3

	5. Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. - 1.2.5.A.1
	6. Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. - 1.4.5.A.2

Unit Titles	Length of Unit/Contact Hours
Fundamentals and Basics of Theater	2 Weeks
Creative Expression	2 Weeks
Historical and Cultural Context	2 Weeks
Aesthetic Valuing	2 Weeks

<b>Content Area: Theater</b>	<p><u>Essential Questions:</u></p> <p>How does your voice change when your feelings change?</p> <p>How does your breath change as your emotions change?</p> <p>What do you need to know about a character before you can bring him or her to life?</p> <p>What would you like your audience to know about your character?</p> <p>What is a believable character?</p> <p>How can changing one's enunciation, projection, diction, and tone impact the way the audience sees the character?</p> <p>How different stage and body positions impact the image that is being created?</p> <p>Why do drama and theater practitioners use stage directions?</p> <p>Why are stage directions important?</p> <p>How does the audience's response to a performance alter the way it is performed?</p>
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	<p>What makes a story dramatic?</p> <p>What elements are essential in making a good drama?</p> <p>What knowledge is necessary to design a scene?</p> <p>How does one develop appropriate criteria to critique?</p> <p>Why is feedback important?</p> <p>How can you use feedback as a helpful tool?</p> <p>How has theater impacted historical events?</p>
<b>Interdisciplinary Connections</b>	<p>Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.</p> <p>Perceive artworks from structural, historical, cultural, and aesthetic perspectives.</p> <p>Understand how various types of arts knowledge and skills are related within and across the arts disciplines.</p>
<b>Core Instructional Materials including digital tools</b>	<p>Scripted works as needed</p> <p>Facility with open space</p> <p>Projector and speakers for visual/audio recordings</p>

<p><b>21<sup>st</sup> Century Themes and Skills</b></p>	<p><b>8.1 Educational Technology, Engineering, Design, and Computational Thinking - Programming</b></p>
<p>(9.2) For information related to the 12 Career Ready Practices follow the link below.  <a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a></p> <ul style="list-style-type: none"> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP7. Employ valid and reliable research strategies.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9. Model integrity, ethical leadership and effective management.</li> <li>• CRP12. Work productively in teams while using cultural global competence.</li> </ul>	<p>For NJ Technology Standards 8.1 and 8.2 follow the link below.  <a href="http://www.state.nj.us/education/cccs/2014/tech/8.pdf">http://www.state.nj.us/education/cccs/2014/tech/8.pdf</a></p> <ul style="list-style-type: none"> <li>• 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</li> <li>• 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</li> <li>• 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> </ul>

<b>Pacing Guide</b>	This course will be offered on a marking period / semester basis. Each unit within the class will be approximately 2 weeks.
<b>Assessments</b>	<p><b>Teacher Observation</b></p> <ul style="list-style-type: none"> <li>• Use a variety of vocal tones and breath control to create a character's feelings and mood.</li> <li>• Use basic analysis skills to perform a character within a scene.</li> <li>• Performance rubrics</li> <li>• Performance task checklist</li> </ul> <p><b>Self-Assessment</b></p> <ul style="list-style-type: none"> <li>• Journal entries</li> <li>• Self reflection - Mapping ones journey</li> <li>• Critique a performance of script using pre-developed criteria.</li> </ul> <p><b>Peer Assessment</b></p> <ul style="list-style-type: none"> <li>• Pair-share</li> <li>• Peer evaluation and observation</li> <li>• Critique a performance of script using pre-developed criteria.</li> </ul> <p><b>Teacher Assessment</b></p> <ul style="list-style-type: none"> <li>• Performance rubrics</li> <li>• Performance task checklist</li> </ul>

<p><b>Note:</b> Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.</p>			
<p><b>Differentiation/Accommodations/Modifications</b></p>			
<p><b>Gifted and Talented</b></p> <p>■ <b>ALTERNATE LEARNING ACTIVITIES/UNITS:</b></p> <p>Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. ■ <b>INDEPENDENT STUDY:</b> Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library</p>	<p>English Language Learners</p> <p>■ Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOS/">https://www.wida.us/standards/CAN_DOS/</a></p>	<p>Students with Disabilities</p> <p>■ The students' needs will be addressed on an individual and grade level using a variety of modalities. ■ Accommodations will be made for those students who need extra time to complete assignment. ■ Adjust or modify the general education program enabling students with disabilities to participate in activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as best practice. ■ Each pupil manifests his or her learning abilities,</p>	<p>Students at Risk of School Failure</p> <p>■ The students' needs will be addressed on an individual and grade level using a variety of modalities.</p>



<p>research skills, the scientific method, and other authentic types of inquiry.</p> <p>■ <b>ADVANCED THINKING PROCESSES:</b> Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.</p> <p>■ <b>GUEST SPEAKERS / DANCE Studios:</b> University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise.</p> <p>■ <b>MENTORS INTERNSHIPS:</b> Both mentors and internships allow students to interact with adult experts in</p>		<p>learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.</p> <p>■ The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the</p>	
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fields of mutual interest and increase awareness of potential careers. Mentors act as role models.	■ ALTERNATE RESOURCES: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.	■ EXCHANGE PROGRAMS: Students attend schools in a different community or country to enrich educational experiences.	
Individual education program.			

(content, process, product and learning environment)	<b>Modifications for Classroom</b>	<i>appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i>	<b>Modifications for Classroom</b>
<b>Extension Activities</b>	<b>Modifications for Homework/Assignments</b>		Pair visual prompts with verbal presentations
Conduct research and provide presentation of cultural topics.	Modified Assignments	<b>Modifications for Classroom</b> Pair visual prompts with verbal presentations	Ask students to restate information, directions, and assignments.
Design surveys to generate and analyze data to be used in discussion.	Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)	Ask students to restate information, directions, and assignments.	Repetition and and practice
Debate topics of interest / cultural importance.	Extended time for assignment completion as needed	Repetition and and practice	Model skills / techniques to be mastered.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.	Highlight key vocabulary Use graphic organizers	Model skills / techniques to be mastered.	Extended time to complete class work
Exploration of art and/or artists to understand society and history.		Extended time to complete class work	Provide copy of classnotes
Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).		Provide copy of classnotes	Preferential seating to be mutually determined by the student and teacher
Anchor Activities		Preferential seating to be mutually determined by the student and teacher	Student may request to use a computer to complete assignments.
		Student may request to use a computer to complete assignments.	Establish expectations for correct spelling on assignments.
		Establish expectations for correct spelling on assignments.	Extra textbooks for home.

<p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		<p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modified Assignments for Homework</p> <p>Extended time to complete assignments.</p>	<p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modified Assignments for Homework and Assignments</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and</p>
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		<p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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<b>Content Area</b>	Theater	<b>Grade Level</b>	6-8
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<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>
Create	1. Map historical innovations in theatre that were caused by the creation of new technologies. - 1.1.8.C.1
	2. Create short dramatizations in selected styles of theatre, such as: melodrama, vaudeville, and musical theatre. - 1.3.8.C.1, 1.3.8.C.2
Perform	1. Participate in improvisational and/or scripted activities, demonstrating an understanding of theatrical skills and context. -1.3.8.C.1, 1.3.8.C.2
	2. Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. - 1.1.8.C.2
Critically Respond	1. Analyze the structural components of a variety of plays and performances from different cultures and different eras. - 1.1.8.C.1
	2. Differentiate the theatrical traditions of cultures across the world. - 1.4.8.A.3
	3. Interpret symbolism and metaphors in various works. - 1.4.8.A.5
	4. Explain how cultural influences affect the content or meaning of works of theatre. - 1.4.8.A.1
	5. Identify examples of how theatre, television, and film can influence or be influenced by politics and culture. - 1.1.8.D.1
	6. Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. - 1.1.8.C.3

	<p>7. Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company. - 1.1.8.C.4</p> <p>8. Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. - 1.4.8.B.1</p>
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Unit Titles	Length of Unit/Contact Hours
Fundamentals and Basics of Theater	2 Weeks
Creative Expression	2 Weeks
Historical and Cultural Context	2 Weeks
Aesthetic Valuing	2 Weeks

Content Area: Theater	<p><u>Essential Questions</u></p> <p>What roles are integral in composing and performing theater productions?</p> <p>How do social, cultural, geographical, and historical elements influence theater?</p> <p>How do vocal attributes affect elements of the theater piece?</p> <p>How do character traits and feelings impact an actor's performance?</p> <p>What are the varying purposes of theater?</p> <p>How do styles, trends, and movements vary across cultures and historical eras?</p> <p>How do shifts in societal norms, beliefs, or values impact messages and themes in theater?</p> <p>What elements should be considered in critiquing the effectiveness of a work or performance?</p>
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<b>Interdisciplinary Connections</b>	<p>Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.</p> <p>Perceive artworks from structural, historical, cultural, and aesthetic perspectives.</p> <p>Understand how various types of arts knowledge and skills are related within and across the arts disciplines.</p>
<b>Core Instructional Materials including digital tools</b>	<p>Scripted works as needed</p> <p>Facility with open space</p> <p>Projector and speakers for visual/audio recordings</p>
<b>21<sup>st</sup> Century Themes and Skills</b>	<p>(9.2) For information related to the 12 Career Ready Practices follow the link below.  <a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a></p> <ul style="list-style-type: none"> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP7. Employ valid and reliable research strategies.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9. Model integrity, ethical leadership and effective management.</li> <li>• CRP12. Work productively in teams while using cultural global competence.</li> </ul>

<p><b>8.1 Educational Technology</b>  <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</b></p>	<p>For NJ Technology Standards 8.1 and 8.2 follow the link below.  <a href="http://www.state.nj.us/education/cccs/2014/tech/8.pdf">http://www.state.nj.us/education/cccs/2014/tech/8.pdf</a></p> <ul style="list-style-type: none"> <li>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</li> <li>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</li> <li>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> </ul>
<p><b>Pacing Guide</b></p>	<p>This course will be offered on a marking period / semester basis. Each unit within the class will be approximately 2 weeks.</p>
<p><b>Assessments</b></p>	<p>Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit.</p> <p>Self-Assessment</p> <ul style="list-style-type: none"> <li>Journal entries</li> <li>Self reflection - Mapping ones journey</li> </ul> <p>Peer Assessment</p> <ul style="list-style-type: none"> <li>Pair-share</li> <li>Peer evaluation and observation</li> </ul> <p>Teacher Assessment</p> <ul style="list-style-type: none"> <li>Lesson task checklist</li> <li>Performance task checklist</li> </ul>

### Differentiation/Accommodations/Modifications

**Note:** Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p>■ <b>ALTERNATE LEARNING ACTIVITIES/UNITS:</b> Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.</p> <p>■ <b>INDEPENDENT STUDY:</b> Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library</p>	<p>■ Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>	<p>■ The students’ needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment.</p> <p>■ Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards.” These modifications may be those identified as best practice.</p> <p>■ Each pupil manifests his or her learning abilities,</p>	<p>■ The students’ needs will be addressed on an individual and grade level using a variety of modalities.</p>

<p>research skills, the scientific method, and other authentic types of inquiry.</p> <p>■ ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.</p> <p>■ GUEST SPEAKERS / DANCE Studios: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise.</p> <p>■ MENTORS INTERNSHIPS: Both mentors and interns allow students to interact with adult experts in</p>		<p>learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.</p> <p>■ The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the</p>	
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<p>fields of mutual interest and increase awareness of potential careers. Mentors act as role models.</p> <p>■ <b>ALTERNATE RESOURCES:</b> This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.</p> <p>■ <b>EXCHANGE PROGRAMS:</b> Students attend schools in a different community or country to enrich educational experiences.</p>		<p>individual education program.</p>	
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<p><b>Anchor Activities</b></p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>prompts.</p> <p>for speaking and writing</p> <p>provide data and support reading sources that Authentic listening and Use graphic organizers</p> <p>Highlight key vocabulary</p> <p>Extended time for assignment completion as needed</p> <p>Debate topics of interest / cultural importance.</p> <p>to be used in discussion.</p> <p>generate and analyze data</p> <p>Design surveys to (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Native Language Translation</p> <p>Modified Assignments</p> <p>Homework/Assignments</p> <p><b>Modifications for</b></p> <p><b>Modifications for Classroom</b></p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Establish expectations for correct spelling on assignments.</p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Establish expectations for correct spelling on assignments.</p>
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<p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		Extra textbooks for home.	Student may request books on tape / CD / digital media, as available and appropriate.
		Student may request books on tape / CD / digital media, as available and appropriate.	Assign a peer helper in the class setting
		Assign a peer helper in the class setting	Provide oral reminders and check student work during independent work time
		Provide oral reminders and check student work during independent work time	Assist student with long and short term planning of assignments
		Assist student with long and short term planning of assignments	Encourage student to proofread assignments and tests
		Encourage student to proofread assignments and tests	Provide regular parent/ school communication
		Provide regular parent/ school communication	Teachers will check/sign student agenda daily
		Teachers will check/sign student agenda daily	Student requires use of other assistive technology device
		Student requires use of other assistive technology device	<b>Modifications for Homework and Assignments</b> Extended time to complete assignments.
		<b>Modifications for Homework and Assignments</b> Extended time to complete assignments.	Student requires more complex assignments to be broken up and

<p>explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>



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