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Content Area Theatre Arts	Grade Level	K-2
	diade revei	K-2

Standard	Grade Level Expectations (GLE)
1. Create	1. Identify basic elements of theatre and describe their use in a variety of theatrical performances. 1.1.2.C.1
	 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. 1.4.2.8.2

Unit Titles	Length of Unit/Contact Hours
Fundametres of Theatre	2 weeks/ongoing
Creative Expression	2 weeks/ongoing
Historical and Cultural Context	2 weeks/ongoing
BriuleV sited and a site of the site of th	2 weeks/ongoing

al Questions:	sitn∋aa∃	ontent Area: Dance
How does observing people help you create characters?	٦.	
HOw do actors move to express an emotion?	5.	
How are costumes different from everyday clothes	3'	
What are the similarities between your family and families found in stories?	4	
Do all stories have a beginning, middle and end structure?	.c	
toptati inportant to a story؟ المجامعة viteria pld si viteria story؟	.9	
Why are props important?	·7	
What makes theatre a unique experience?	.8	
Why is stage space necessary?	·6	
How does a performer's vocal quality and movement convey a message	.01	
about a character?		
Why is is necessary to look at different perspectives of a story?	.11.	
How are performer's impacted by feedback?	12.	
How can different members of an audience have different reactions to s	13'	
dramatization?		
When might a critic allow their feelings to impact how they evaluate s	14.	
Snoitsatismenb		

	15. Why are there so many plots that revolve around community and family stories?
nterdisciplinary Connections	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. Perceive theatre performances from a structural, historical, cultural and aesthetic perspectives. Understand how various types of theatre skills and styles are related.
Core Instructional Materials Including digital tools	Scripted works as needed Facility with open space and stage Props as needed

Educational Technology Technology Education, pineering, Design, and putational Thinking - gramming	For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf 8.1.2.A.2 : Create a document using a word processing application. B.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual anvironments. 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 poline collaborative tools, and social media. 8.1.2.D.1: Digital Citizenship
	.հem. CRP12. Work productively in teams while using culture global competence.
	.məh
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Century Themes and Is	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.

Pacing Guide	Note if a course/class is full year or partial year and how that relates to the provided Pacing Guide.
Assessments	Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit. Evidence outcomes could include: Students demonstrating the ability to:
	 Imitate or create people, creatures, or things based on observation using body and facial expression Demonstrate the ability to follow a simple set of steps in a dramatic task.
	 Use body and voice to demonstrate knowledge of holidays and other cultural events.

Students at Risk of School Failure	Students with Disabilities	ี English Language Learners	bətnəlsT bns bəftið
	enoiteoffiboM/enoitebomm	022A/noitsitnsveftfl	
	a fairy tale, folk tale, or story.		
a live performance	ate theatre vocabulary to critique create original characters and e	6. Use appropria	
	a for the plot of the plot of a solution of a solution of a solution of the so	-	
	difference between theatre and		

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

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serignments to be broken up and	Extended time to complete	
Student requires more complex	stnemnpissA bus	
	Modifications for Homework	
sinements.	Nowemon 101 and itentiton	
Extended time to complete	assistive technology device	
stnəmnpizzA		
Modifications for Homework and	Student requires use of other	
assistive technology device	ageuda daily	
Student requires use of other	Teachers will check/sign student	
agenda daily	noiteainummoa	
Teachers will check/sign student	Provide regular parent/school	
communication	sissi bna sinsmnpisse	
Provide regular parent school	Encourage student to proofread	
sisət bns sinəmngissa	stramngisse to prinneld mra	
Encourage student to proofread		
erm planning of assignments	work time	
Assist student with long and short		
tiods has proj dtim taskuts toised	Provide oral reminders and check	4 1
work time		s and the second s
student work during independent	and the second	
Provide oral reminders and check	23512 off ni serled soon o miss?	
equid		
Assign a peer helper in the class		
	Student may request books on	1
available and appropriate.		
ss / CD / digital media, as		ą – į
Student may request books on		
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		explained in smaller units, with
	Student requires more complex	work to be submitted in phases.
	assignments to be broken up and	
	explained in smaller units, with	Provide the student with clearly
	work to be submitted in phases.	stated (written) expectations and
		grading criteria for assignments.
	Provide the student with clearly	mplement RAFT activities as they
	stated (written) expectations and	pertain to the types / modes of
	grading criteria for assignments.	communication (role, audience,
	mplement RAFT activities as they	format, topic).
	pertain to the types / modes of	
	communication (role, audience,	Modifications for Assessments
	format, topic).	Extended time on classroom tests
		and guizzes.
	Modifications for Assessments	···· · · · · · · · · · · · · · · · · ·
		Student may take/complete tests
	and quizzes.	n an alternate setting as needed.
	Student may take/complete tests	Restate, reread, and clarify
	n an alternate setting as needed.	directions/questions
	Restate, reread, and clarify	Distribute study guide for
	directions/questions	classroom tests.
	Distribute study guide for	Establish procedures for
	classroom tests.	accommodations / modifications
		for assessments.
	Establish procedures for	
	accommodations / modifications	
	or assessments.	

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Content Area Theater Arts	Grade Level	3-5

Standard	Grade Level Expectations (GLE)			
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	 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 			
	 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	 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			

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

Aniuls Astronomy Aniuls Astronomy As	Z Weeks
Historical and Cultural Context	Z Weeks
Creative Expression	2 Weeks
Fundamentals and Basics of Theater	2 Weeks
Unit Titles	Length of Unit/Contact Hours

How does the audience's response to a performance alter the way it is performed?	
Why are stage directions important?	
Why do drama and theater practitioners use stage directions?	
How different stage and body positions impact the image that is being created?	
audience sees the character?	
How can changing one's enunciation, projection, diction, and tone impact the way the	
What is a believable character?	
What would you like your audience to know about your character?	
What do you need to know about a character before you can bring him or her to life?	
How does you breath change as your emotions change?	
How does your voice change when your feelings change?	
<u>:snoiteau Questions:</u>	Content Area: Theater

	What makes a story dramatic? What elements are essential in making a good drama? What knowledge is necessary to design a scene? How does one develop appropriate criteria to critique? Why is feedback important? How can you use feedback as a helpful tool? How has theater impacted historical events?
Interdisciplinary Connections	Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods. Perceive artworks from structural, historical, cultural, and aesthetic perspectives. Understand how various types of arts knowledge and skills are related within and across the arts disciplines.
Core Instructional Materials including digital tools	Scripted works as needed Facility with open space Projector and speakers for visual/audio recordings

 CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP4. Communicate clearly and effectively and with reason. CRP5. Employ valid and reliable research strategies. CRP5. Employ valid and reliable research strategies of algorithm. CRP5. CRP5. Create a document (e.g. neweletter, reports, personalized learning unitations. CRP5. S.C. S.C. S.C. S.C. S.C. S. S.		
 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. CRP9. Model integrity, ethical leadership and effective management. 	chnology Education, eering, Design, and utational Thinking -	 http://www.state.nj.us/education/cccs/2014/tech/8.pdf 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. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

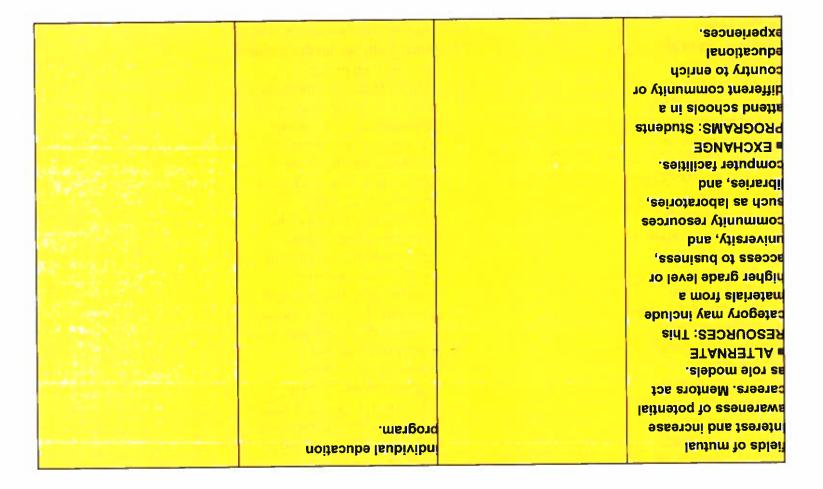
Pacing Guide	This course will be offered on a marking period / semester basis. Each unit within the class will be approximately 2 weeks.		
Assessments	Teacher Observation • Use a variety of vocal tones and breath control to create a character's feelings and mood. • Use basic analysis skills to perform a character within a scene. • Performance rubrics • Performance task checklist Self-Assessment • Journal entries • Self reflection - Mapping ones journey • Critique a performance of script using pre-developed criteria. Peer Assessment • Pair-share • Peer evaluation and observation • Critique a performance of script using pre-developed criteria. Teacher Assessment • Peer evaluation and observation • Critique a performance of script using pre-developed criteria. Teacher Assessment • Peer evaluation and observation • Critique a performance of script using pre-developed criteria. Teacher Assessment • Performance rubrics • Performance rubrics • Performance task checklist		

	her learning abilities,		ield-based and library	
	Each pupil manifests his or		ni nottourten	
	identified as best practice.		Prerequisites include	
	modifications may be those		the teacher.	
1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	content standards." These		carefully monitored by	
	and application of the		research projects	
	demonstrate understanding		planned, self-directed	
	content standards and		conduct carefully	
	based on the core curriculum		STUDY: Students	
	activities and experiences			
	and benefit from learning		already mastered.	
	disabilities to participate in		oractice in skills	
and the second second second	enabling students with	and the second second second	or unnecessary	
the second second second	general education program		repeating instruction	
AND THE REAL PROPERTY OF	Adjust or modify the		avoid the boredom of	
and the second second second	Jnəmngizza	/sOQ_NAD/sb	new learning and	
	need extra time to complete	sbnsts/su.sbiw.www//:sqttn	ni apsgna of stnabuts	
	nade for those students who		activities permit	
variety of modalities.	Accommodations will be	- AOIW yd beniltuo as "a'ob	pursue alternate	
and grade level using a	variety of modalities.	recommendations for "can	Opportunities to	
adressed on an individual		supported according to the	ACTIVITIES/UNITS:	
∎The students' needs will be	addressed on an individual	■ Students will be	LEARNING	
	The students' needs will be			
Failure				
Students at Risk of School	Students with Disabilities	English Language Learners	Gifted and Talented	
varied grade levels and languages and make edits where needed.				
Notes Each district should review the various strategies noted below and determine which are applicable for their population within				
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research skills, the scientific method, and other authentic types of inquiry. ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation. GUEST SPEAKERS / DANCE Studios: University faculty, parents, business and ndustry leaders, or other teachers in specific areas can provide information on opics beyond the teacher's expertise. MENTORS INTERNSHIPS: Both mentors and internships allow students to interact with adult experts in

earning 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 ndividually within the IEP or 504 planning processes. 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 brganizing instruction. An example of instructional adaptation may be placing preater 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





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

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assignments to be broken up and	.stnəmngissa		
Student requires more complex	Extended time to complete		
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.sinəmngissa	Modifications for Homework		
Extended time to complete			
Assignments	assistive technology device		
Modifications for Homework and	Student requires use of other		
asistive technology device	yenda daily		
Student requires use of other	Teachers will check/sign student		
ylisb sbn9ge	noiteation		
Teachers will check/sign student	Provide regular parent/ school		
noiteoinummoc	stest bns stnemngisse		
Provide regular parent/ school	Encourage student to proofread		
assignments and tests	term planning of assignments		
Encourage student to proofread	hods bns gnol diw tnebuts tsissA		
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fissist student with long and short	student work during independent		
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work time	10		
student work during independent	grittes		
Provide oral reminders and check	Assign a peer helper in the class		
6.C 4.3			
petting	evailable and appropriate.		o ləvəl rədpir
Assign a peer helper in the class	ape / CD / digital media, as	s ta stamente at a	Provide asse
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available and appropriate.			_ gninoiteauΩ
se , CD / digital media, as	Extra textbooks for home.	ir Level	Jse of Highe
Student may request books on			

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

Content Area Theater	Grade Level 6-8
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Standard	Grade Level Expectations (GLE)
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 context1.3.8.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

Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form 1.4.8.8.1	
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	

BriulsV sitedtesA	2 Weeks
Historical and Cultural Context	Z Weeks
Creative Expression	
Fundamentals and Basics of Theater	
Unit Titles	Length of Unit/Contact Hours

	performance?
	What elements should be considered in critiquing the effectiveness of a work or
	theater?
	ni sement bus secietal norms, beliets, or values impact messages and themes in
	How do styles, trends, and movements vary across cultures and historical eras?
	What are the varying purposes of theater?
	How do character traits and feelings impact an actor's performance?
	How do vocal attributes affect elements of the theater piece?
	How do social, cultural, geographical, and historical elements influence theater?
	What roles are integral in composing and performing theater productions?
tent Area: Theater	<u>znoitsauQ laitnasz</u>

Interdisciplinary Connections	Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods. Perceive artworks from structural, historical, cultural, and aesthetic perspectives. Understand how various types of arts knowledge and skills are related within and across the arts disciplines.
Core Instructional Materials including digital tools	Scripted works as needed Facility with open space Projector and speakers for visual/audio recordings
21 st Century Themes and Skills	 (9.2) For information related to the 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.

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	 Self reflection - Mapping ones journey Peer Assessment Peer evaluation and observation Peer evaluation and observation Teacher Assessment Lesson task checklist Performance task checklist
	■ Journal entries
	tnemzesza-tle2
	ull need to be provided during a QSAC visit.
stnemesesek	Locally developed assessments should be referenced here, example of assessments
əbinə gnias	This course will be offered on a marking period / semester basis. Each unit within the class will be approximately 2 weeks.
	to intellectual property.
	content.
ל Educational Technology. .2 Technology Education, מקוneering, Design, and מקרמשמים Thinking - מסרמשמיחם	 For NJ Technology Standards 8.1 and 8.2 follow the link below. Por NJ. Technology Standards 8.1 and 8.2 follow the link below. 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. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital

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 ALTERNATE EARNING ACTIVITIES/UNITS: Opportunities to oursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary oractice in skills already mastered. INDEPENDENT STUDY: Students conduct carefully olanned, self-directed research projects carefully monitored by the teacher.	English Language Learners Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standa rds/CAN_DOs/	Students with Disabilities 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 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	Students at Risk of School Failure The students' needs will be addressed on an individual and grade level using a variety of modalities.
Prerequisites include Instruction in		dentified as best practice. ■ Each pupil manifests his or	
ield-based and library		her learning abilities,	

with adult experts in tudents to interact wolls allow nentors and INTERNSHIPS: Both **MENTORS** eacher's expertise. opics beyond the provide information on neo seere oitioeqa other teachers in ndustry leaders, or parents, business and University faculty, SANCE Studios: GUEST SPEAKERS / .notisuleva bne synthesis, analysis, skills such as higher-level thinking ezisendme bluode seens muluoimud Ils ni stnemnpiseA PROCESSES: LHINKING **ADVANCED** · friupai to other authentic types cientific method, and research skills, the

disability and access the he nature of the student's he arts teacher understand easons, it is essential that considerations. For these materials, and safety variety of tools and dexterity, flexibility, use of a of physical demands include oundation skills. Examples Ireater emphasis on edaptation may be placing Isnoitourteni to elqmexe nA .noitourteni gnizinegre ncluding presenting and ystematic way, students' learning in an adaptations may structure as well as physical. Some classroom are instructional The adaptations for the arts 504 planning processes. ndividually within the IEP or mplemented are determined ad Iliw anoitatqabe program in which the edaptations needed and the Consequently, the type of yevences in a unique way. earning style, and learning

fields of mutual	individual education	
nterest and increase	program.	
awareness of potential		
careers. Mentors act	and the second	
as role models.	and a management of the second s	
ALTERNATE		
RESOURCES: This		
category may include	and the second	
materials from a		
nigher grade level or		
access to business,		
iniversity, and	and the second	
community resources	Contraction and the second down when you the	
such as laboratories,		
ibraries, and		
computer facilities.	12 The second second construction as a second se	
EXCHANGE		
PROGRAMS: Students	Section Charles and State Part of the State State of the	
attend schools in a		
lifferent community or	ANY CONTRACTOR OF A CONTRACTOR OFTA CONTRACTOR OFTA CONTRACTOR OFTA CONT	
ountry to enrich		
ducational		
experiences.		

Jse of Higher Level Questioning Techniques	Extra textbooks for home.	Student may request books on ape / CD / digital media, as
		available and appropriate.
Provide assessments at a	Student may request books on	
higher level of thinking	ape / CD / digital media, as	Assign a peer helper in the class
	available and appropriate.	setting
	Assign a peer helper in the class	Provide oral reminders and check
	setting	student work during independent
		work time
	Provide oral reminders and check	
	student work during independent	Assist student with long and short
	work time	erm planning of assignments
	Assist student with long and short	Encourage student to proofread
	erm planning of assignments	assignments and tests
	Encourage student to proofread	Provide regular parent/ school
	assignments and tests	communication
	Provide regular parent/ school	Feachers will check/sign student
	communication	agenda daily
	Teachers will check/sign student	Student requires use of other
	agenda daily	assistive technology device
	Student requires use of other	Modifications for Homework and
	assistive technology device	Assignments
		Extended time to complete
	Modifications for Homework	assignments.
	and Assignments	
	Extended time to complete	Student requires more complex
	assignments.	assignments to be broken up and

	or assessments.
	accommodations / modifications
	Establish procedures for
or assessments.	• • • • • • • • •
accommodations / modifications	classroom tests.
Establish procedures for	Distribute study guide for
classroom tests.	directions/questions
Distribute study guide for	Restate, reread, and clarify
directions/questions	n an alternate setting as needed.
Restate, reread, and clarify	Student may take/complete tests
n an alternate setting as needed.	səzzinb pus
Student may take/complete tests	
	Modifications for Assessments
'səzzinb pue	
Extended time on classroom tests	ormat, topic).
Modifications for Assessments	
	pertain to the types / modes of
iormat, topic).	
communication (role, audience,	
pertain to the types / modes of	
mplement RAFT activities as they	Provide the student with clearly
grading criteria for assignments.	
stated (written) expectations and	
Provide the student with clearly	
The state and the board of the state	assignments to be broken up and
work to be submitted in phases.	
axplained in smaller units, with	52
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