



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Instrumental Music, Grades 6-8

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
April 2009	Justine Salvo	Born Date
October 2012	Jessica Shaw	Revisions
March 2019	Valerie Sorce	Review
August 2019	Valerie Sorce	Revisions

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Elements of Music	21	Apply and Review Units 1-5
2	Unit 1: Elements of Music	22	Apply and Review Units 1-5
3	Unit 1: Elements of Music	23	Apply and Review Units 1-5
4	Unit 2: Music Theory	24	Apply and Review Units 1-5
5	Unit 2: Music Theory	25	Apply and Review Units 1-5
6	Unit 2: Music Theory	26	Apply and Review Units 1-5
7	Unit 2: Music Theory	27	Apply and Review Units 1-5
8	Unit 3: Developing Command of Instrument	28	Apply and Review Units 1-5
9	Unit 3: Developing Command of Instrument	29	Apply and Review Units 1-5
10	Unit 3: Developing Command of Instrument	30	Apply and Review Units 1-5
Week	Marking Period 2	Week	Marking Period 4
11	Unit 4: Performance	31	Apply and Review Units 1-5
12	Unit 4: Performance	32	Apply and Review Units 1-5
13	Unit 4: Performance	33	Apply and Review Units 1-5
14	Unit 4: Performance	34	Apply and Review Units 1-5
15	Unit 5: Music History, Society, Culture, and other Art Forms	35	Apply and Review Units 1-5
16	Unit 5: Music History, Society, Culture, and other Art Forms	36	Apply and Review Units 1-5
17	Apply and Review Units 1-5	37	Apply and Review Units 1-5

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18	Apply and Review Units 1-5	38	Apply and Review Units 1-5
19	Apply and Review Units 1-5	39	Apply and Review Units 1-5
20	Apply and Review Units 1-5	40	Apply and Review Units 1-5

Core Instructional & Supplemental Materials including various levels of Texts

Instruments, notation worksheet packets, instrumental Lesson Books (Standard of Excellence books 1 through 3), www.jwpepper.com, band and ensemble music for varied instruments on appropriate levels, www.sightreadingfactory.com, rhythm flashcards (Alfred), various instructional videos (online)

Time Frame	3 weeks, ongoing
Topic	
Unit 1: Elements of Music	
Essential Questions	
• What are the elements of music and how do and composers manipulate these to create music? • How does reading music notation relate to the ability to understand and perform music? • What constitutes a desirable individual tone quality? • What constitutes a desirable ensemble tone quality? • How does an individual sound affect the ensemble sound? • Why is rhythm important in music? • Are music articulation and spoken language related? • How do different articulations affect musical style?	
Enduring Understandings	
• A strong rhythmic vocabulary is essential for musical development. • Internal pulse is the heartbeat of music. • Articulation is the beginning of all tone production. • Articulation impacts all elements of music. • Proper articulation dictations proper execution of style.	

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Alignment to Standards

VPA.1.1.8.B.CS1; VPA.1.1.8.B.1; Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

VPA.1.1.8.B.CS2; VPA.1.1.8.B.2; Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

VPA.1.3.8.B.CS1; VPA.1.3.8.B.1; Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation

VPA.1.3.8.B.CS2; VPA.1.3.8.B.2; Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre

VPA.1.3.8.B.CS3 ; VPA.1.3.8.B.3; Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

VPA.1.3.8.B.CS4; VPA.1.3.8.B.4; Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

Learning Activities & Key Concepts and Skills

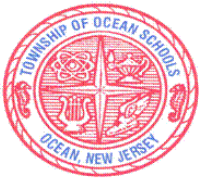
- Warm-Ups/Scales: Concert B-flat, E-flat, A-flat, and F
- Draw the notes, rests, and symbols previously introduced.
- Compose and perform rhythms in the following time signatures: 2/4, 3/4, 4/4, using whole, half, quarter, and eighth notes/rests.
- Perform rhythms with the notes listed above along with sixteenth notes, eighth rests/notes, dotted eighth/sixteenth notes, and eighth note triplets.
- Execute an external steady beat while developing an internal steady beat.
- Write in counts to match various rhythms
- Perform with a metronome and demonstrate a steady beat while playing
- Use tongue in a proper striking motion in various articulation styles.
- Apply proper tonguing technique while performing various articulation styles.

Assessments

Formative:

- Google classroom posts
- Google Forms/Quizzes
- Playing instruments
- Music theory worksheets
- Listening responses
- Individual and group Recordings
- Self-assessment with rubric
- Critique with rubric

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- Participation in various in-class performance activities

Summative:

- Participation in concert
- Participation in class
- End of marking period recording with rubric

Benchmark:

- Elements of music written assessment
- Individual performance recording

Alternative:

- Portfolio

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

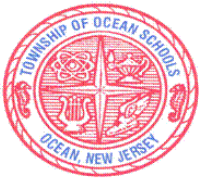
CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections

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NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

7.1.NH.A.5- Demonstrate comprehension of short written phrases in Italian found in their music. Students will respond and perform appropriately for each Italian musical term or phrase.

Technology Integration

- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Docs and Slides to communicate responses to music
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Student will utilize the internet and online databases to conduct research
- Students will use ScreenCastify to record performances for critique and evaluation
- Students will use Chromebooks to record performance and self-assess
- Students will use Google Forms to assess music theory knowledge and evaluate performances

Time Frame	4 weeks, ongoing
Topic	
Unit 2: Music Theory	
Essential Questions	
• What are the elements of music and how do music and how do musicians and composers manipulate these to create music? • How does reading music notation relate to the ability to understand and perform music? • What is music notation and how does understanding it bring us closer to understanding the	

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music it represents?

- How does one achieve desirable tone quality?

Enduring Understandings

- Students will be able to understand that the ability to read music notation correlates with musical fluency and literacy.
- Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo
- Playing an instrument allows us to communicate without words.
- Silence is as important as sound in a musical composition.
- Different words and symbols help musicians express different purposes and emotions.
- Scales and arpeggios are the building blocks of music compositions.
- Posture, embouchure and practice help a musician maintain desirable tone quality.

Alignment to Standards

VPA.1.1.8.B.CS1; VPA.1.1.8.B.1; Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

VPA.1.1.8.B.CS2; VPA.1.1.8.B.2; Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

VPA.1.2.8.A.CS1; VPA.1.2.8.A.1; Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

VPA.1.2.8.A.CS2; VPA.1.2.8.A.2; Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

VPA.1.2.8.A.CS3; VPA.1.2.8.A.3; Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

VPA.1.3.8.B.CS1; VPA.1.3.8.B.1; Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.

VPA.1.3.8.B.CS2; VPA.1.3.8.B.2; Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

VPA.1.3.8.B.CS3 ; VPA.1.3.8.B.3; Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

VPA.1.3.8.B.CS4; VPA.1.3.8.B.4; Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

VPA.1.4.8.A.CS1; VPA.1.4.8.A.1; Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

VPA.1.4.8.A.CS2; VPA.1.4.8.A.2; Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes

VPA.1.4.8.A.CS3; VPA.1.4.8.A.3; Distinguish among artistic styles, trends, and movements in dance,

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music, theatre, and visual art within diverse cultures and historical eras.

VPA.1.4.8.A.CS4; VPA.1.4.8.A.4; Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

VPA.1.4.8.A.CS5; VPA.1.4.8.A.5; Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

VPA.1.4.8.A.CS6; VPA.1.4.8.A.6; Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

VPA.1.4.8.A.CS7; VPA.1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

VPA.1.4.8.B.CS1; VPA.1.4.8.B.1; Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

VPA.1.4.8.B.CS2; VPA.1.4.8.B.2; Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

VPA.1.4.8.B.CS3; VPA.1.4.8.B.3; Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

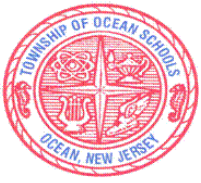
Learning Activities & Key Concepts and Skills

- Warmups (Scales, arpeggios, thirds), Concert Bb, Eb, Ab, F, Chromatic, Dm, Gm
- Time signatures: 2/4, ¾, 4/4, Cut time, 3/8, 6/8,
- Rhythmic figures: sixteenth notes, sixteenth-eighth note combinations, eighth rests/notes, dotted eighth/sixteenth notes, and eighth note triplets.
- Individual and group practice
- Online music theory exercises
- Listening activities
- Discussions
- Small Ensemble rehearsals and performances
- Identify and apply the following concepts: natural, sharp, and flat signs; repeat signs, first ending, second ending, and one measure repeat sign; pick up note, fermata, key changes, accidentals and stylistic indications.
- Name flats and sharps in a key signature.
- Name enharmonics.
- Name lines and spaces on the appropriate clef.
- Demonstrate the ability to identify and perform notes beyond the staff.
- Identify and apply the following dynamic markings: pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, forte piano, crescendo and diminuendo.
- Perform with accents, staccato, legato, and slurs.
- Listen for and apply an acceptable beginning tone quality.
- Listen to their instrument specific section and match their overall tone while blending in their individual sound.
- Listen to their ensemble and create a well-balanced sound.

Assessments

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Formative:

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- Playing instruments
- Music theory worksheets
- Listening responses
- Individual and group Recordings
- Self-assessment with rubric
- Critique with rubric
- Participation in various in-class performance activities

Summative:

- Participation in concert
- Participation in class
- End of marking period recording with rubric

Benchmark:

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Alternative:

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Career Education

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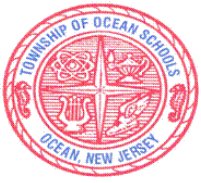
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Interdisciplinary Connections

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Time Frame	3 weeks, ongoing
Topic	
Unit 3: Developing Command of Instrument	

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Essential Questions

- Is technical development necessary to musical performance?
- Why do musicians need to be technically proficient?
- How does improved technique increase performance options?
- How does a musician become better?

Enduring Understandings

- Technical proficiency is an essential element of musical performance.
- More difficult music necessitates a higher level of technical facility.
- Developing one's technique opens up many musical opportunities.
- Practice with good posture, embouchure, and a metronome help musicians develop their skills.

Alignment to Standards

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- Rhythmic figures: sixteenth notes, sixteenth-eighth note combinations, eighth rests/notes, dotted eighth/sixteenth notes, and eighth note triplets.
- Individual and group practice
- Online music theory exercises
- Listening activities
- Discussions
- Music theory and rhythm worksheets
- Chorale performances
- Concert music rehearsal
- Small ensemble rehearsals and performances
- Hold instrument properly, using correct angle and appropriate hand position.
- Demonstrate the ability to execute fingerings, slide positions, stickings, and auxiliary percussion technique.

Assessments

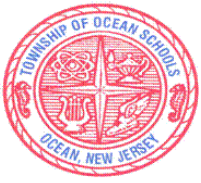
Formative:

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- Individual and group Recordings
- Self-assessment with rubric
- Critique with rubric
- Participation in various in-class performance activities

Summative:

- Participation in concert

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- Participation in class
- End of marking period recording with rubric

Benchmark:

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Alternative:

- Portfolio

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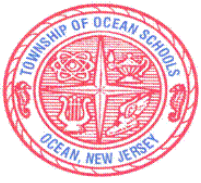
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Interdisciplinary Connections

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Technology Integration

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Time Frame	4 weeks, ongoing
Topic	
Unit 4: Performance	
Essential Questions	
How does learning an instrument or playing in an ensemble make you an intelligent listener? How does learning music make one culturally aware? How do I produce a good sound? How does technique and practice habits affect the ensemble as a whole?	
Enduring Understandings	

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Students will understand that the process of critique is essential to the development of all proper performance practices.
Listening is the most important job of a musician.
Proper breath support, posture, and embouchure are the cornerstones of good sound.
Practicing will increase technical skill and overall musical ability, which benefits the ensemble as a whole.

Alignment to Standards

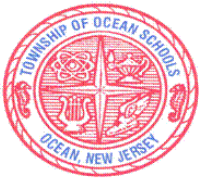
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VPA.1.3.8.B.CS3 ; VPA.1.3.8.B.3; Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.3.8.B.CS4; VPA.1.3.8.B.4; Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
VPA.1.4.8.B.CS1; VPA.1.4.8.B.1; Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.CS2; VPA.1.4.8.B.2; Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.CS3; VPA.1.4.8.B.3; Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Learning Activities & Key Concepts and Skills

- Warmups (Scales, arpeggios, thirds), Concert Bb, Eb, Ab, F, Chromatic, Dm, Gm, C, Db
- Time signatures: 2/4, 3/4, 4/4, Cut time, 3/8, 6/8, 9/8, 12/8
- Rhythmic figures: sixteenth notes, sixteenth-eighth note combinations, eighth rests/notes, dotted eighth/sixteenth notes, quarter note triplets, and eighth note triplets.
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- Self-Evaluations

- Assessments

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Formative:

- Google classroom posts
- Google Forms/Quizzes
- Playing instruments
- Music theory worksheets
- Listening responses
- Individual and group Recordings
- Self-assessment with rubric
- Critique with rubric
- Participation in various in-class performance activities

Summative:

- Participation in concert
- Participation in class
- End of marking period recording with rubric

Benchmark:

- Elements of music written assessment
- Individual performance recording

Alternative:

- Portfolio

Career Education

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Skills

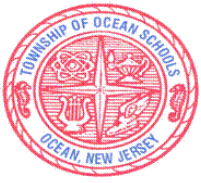
CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

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CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Interdisciplinary Connections

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

7.1.NH.A.5- Demonstrate comprehension of short written phrases in Italian found in their music. Students will respond and perform appropriately for each Italian musical term or phrase.

Technology Integration

- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Docs and Slides to communicate responses to music
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- Student will utilize the internet and online databases to conduct research
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- Students will use online music theory resources to practice (example: musictheory.net)

Time Frame

2 weeks

Topic

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Unit 5: Music History, Society, Culture, and other Art Forms

Essential Questions

- How is music influenced by society, history and culture?
- How does music speak through language barriers?
- How does the study of music help to deepen understandings of past and present cultures?
- How does the study of music prepare students for creating culture of the present and future?
- How do people express themselves through music?
- What does our music tell about us?
- What can music tell us about society?
- How does music affect history?
- How does history affect music?

Enduring Understandings

- Music is influenced by society, history and culture
- Music is influenced by other art forms
- Music speaks through language barriers
- The history of the world is told through music.
- By being able to identify historical, social and cultural influences related to music students will have a better and more complete understanding of humankind past, present and future and of music as a form of human expression.

Alignment to Standards

New Jersey Student Learning Standards: Visual and Performing Arts

VPA.1.1.8.B.CS1; VPA.1.1.8.B.1; Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

VPA.1.1.8.B.CS2; VPA.1.1.8.B.2; Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

- VPA.1.2.8.A.CS1; VPA.1.2.8.A.1; Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- VPA.1.2.8.A.CS2; VPA.1.2.8.A.2; Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- VPA.1.2.8.A.CS3; VPA.1.2.8.A.3; Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- VPA.1.3.8.B.CS1; VPA.1.3.8.B.1; Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- VPA.1.3.8.B.CS2; VPA.1.3.8.B.2; Perform independently and in groups with expressive qualities

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appropriately aligned with the stylistic characteristics of the genre.

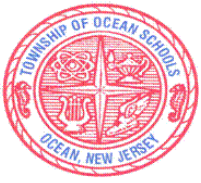
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- VPA.1.4.8.A.CS1; VPA.1.4.8.A.1; Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
- VPA.1.4.8.A.CS2; VPA.1.4.8.A.2; Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- VPA.1.4.8.A.CS3; VPA.1.4.8.A.3; Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- VPA.1.4.8.A.CS4; VPA.1.4.8.A.4; Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- VPA.1.4.8.A.CS5; VPA.1.4.8.A.5; Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- VPA.1.4.8.A.CS6; VPA.1.4.8.A.6; Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- VPA.1.4.8.A.CS7; VPA.1.4.8.A.7; Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
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Learning Activities & Key Concepts and Skills

- Listening to music from different cultures and time periods
- Discussing the history and related art forms of the time period surrounding choral repertoire.
- Socratic discussions about the history, society, and culture
- Class presentations about history, society and culture surrounding the music
- Students will identify the uses of music in society and culture; relationships and processes of other art forms to the choral singing; the effects of society, culture and technology on music.
- Warmups: (Scales, arpeggios, thirds), Concert Bb, Eb, Ab, F, Chromatic, Dm, Gm, C, Db
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Interdisciplinary Connections

LA.6.SL.6.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

LA.7.SL.8.1, Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics related to music education.

LA.8.SL.8.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly with regard to topics in music education.

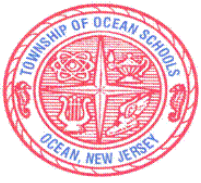
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- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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- Student will utilize the internet and online databases to conduct research
- Students will use ScreenCastify to record performances for critique and evaluation
- Students will use Chromebooks to record performance and self-assess
- Students will use Google Forms to assess music theory knowledge and evaluate performances
- Students will use online music theory resources to practice (example: musictheory.net)

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

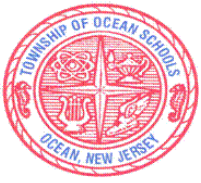
At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

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- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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