



**Totowa Public Schools**

**Music**

**Grade 7**

**Aligned to NJSL Standards**

**Revised and BOE Adopted: 8/31/2002**

**Revised 12/14/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Music in Media	12 Weeks	
Introduction to Hip Hop	12 Weeks	
Through the Decades	12 Weeks	

<b>Unit Title</b>	Music In Media
<b>Unit Duration</b>	12 Weeks
<b>Unit Summary &amp; Rationale</b>	Unit 1 explores music in popular media, including film, theatre, video games, television and commercials. We will study how this different media use music for emotional and creative affect, and how music adds to our overall entertainment experience. The unit will conclude with a Musical Theme Project, requiring students to compose a theme for one media of their choice using a digital audio workstation.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are some of the most iconic film scores throughout history?</li> <li>• How do film composers write music to represent specific characters and scenes?</li> <li>• How did musicals become a popular art form and what are some of the most influential in history?</li> <li>• Can you explain the evolution of video game music and how advancement in technology has affected the style?</li> <li>• What are some of the most famous television jingles and what makes a jingle successful?</li> <li>• How does a television show use music in comparison to films and commercials?</li> <li>• Can you compose a unique theme that represents a character, scene, or product from different popular media?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• The most iconic film scores and the most famous film composers.</li> <li>• How film composers write music to represent specific characters and scenes.</li> <li>• How musicals became such a popular genre and some of the most well known works.</li> <li>• The evolution of video game music and its impact on the sound of popular music as technology evolved.</li> <li>• How to compose representative themes using a digital audio workstation.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• SWBAT identify the most iconic film scores and the most famous film composers.</li> </ul>

- SWBAT explain the expressive connections between a film score and the characters and scenes of a film.
- SWBAT explain how musicals became such a popular genre and identify some of the most well known works.
- SWBAT explain the evolution of video game music and its significance.
- SWBAT explain the role music plays in television and advertising.
- SWBAT use a digital audio workstation to compose representative themes.
- Career Exploration – Examine careers in the music industry beyond performing (marketing, advertising, composition)

<b>Assessment Evidence</b>	
<b>Formative</b>	Informal Observation Oral Question/Answer Responses Class Discussion Written Class Work Group Performances Individual Performances
<b>Summative</b>	Tests, Quizzes, Projects, Formal Performances, Summative Assessment: Media Composition
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	<ul style="list-style-type: none"> <li>• Interactive Smart Board</li> <li>• Guitars</li> </ul>

	<ul style="list-style-type: none"> <li>• Percussion Instruments</li> <li>• Pianos</li> <li>• Computers</li> <li>• Microsoft Office</li> <li>• Logic Pro X</li> <li>• ProTools</li> <li>• Garage Band</li> <li>• Chrome Music Lab</li> <li>• Studio Recording Equipment</li> <li>• Musical Scores</li> <li>• Musical Recordings</li> <li>• <a href="#">Approved Class Resource List</a></li> </ul>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Visual &amp; Performing Art</b>	
<ul style="list-style-type: none"> <li>• 1.3A.8.Cr1a , Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme &amp; Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</li> <li>• 1.3A.8.Cr2a , Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</li> <li>• 1.3A.8.Cr2b , Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</li> <li>• 1.3A.8.Pr4a , Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.</li> <li>• 1.3A.8.Pr4b , Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</li> <li>• 1.3A.8.Pr4c , Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.</li> <li>• 1.3A.8.P4d , Identify and explain how cultural and historical context inform performances and result in different musical effects.</li> </ul>	

- 1.3A.8.Pr4e , Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
- 1.3A.8.Pr5a , Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
- 1.3A.8.Pr6a , Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent.
- 1.3A.8.Re7a , Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Re7b , Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re7c , Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re9a , Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3A.8.Cn10a , Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Cn11a , Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### Visual and Performing Art Practices

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual and Performing Art

- Creating
- Performing
- Responding
- Connecting

### **NJ: 2016 SLS: English Language Arts**

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.  
RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- WHST.6-8.1. Write arguments focused on discipline-specific content.
- WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d. Establish and maintain a formal/academic style, approach, and form.
- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

2020 SLS: Computer Science & Design Thinking	
NJSLs Performance Expectations	
<ul style="list-style-type: none"> <li>8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> <li>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</li> <li>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</li> </ul>	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLs Performance Expectations (By the end of 5th Grade)	
<ul style="list-style-type: none"> <li>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</li> <li>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</li> <li>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</li> <li>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</li> <li>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</li> <li>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement</li> </ul>	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Collaboration and Teamwork</li> <li>Problem Solving</li> </ul>

Unit Title	Introduction to Hip Hop
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<b>Unit Duration</b>	12 Weeks
<b>Unit Summary &amp; Rationale</b>	Unit 2 studies the birth of Hip Hop music and its rise in popularity throughout the 1970s and 1980s. The unit will cover early artists that helped develop the sound of Hip Hop and explore how Hip Hop became a musical, social, and cultural movement in 1970s New York City. We will study significant early Hip Hop artists, rapping, DJing, sampling, beat-boxing, break-dancing, and graffiti, and consider how each element added to the culture of Hip Hop overall. The unit will culminate in a Hip Hop Element Project for students to more deeply explore one Hip Hop element of their choice.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What artists and genres did Hip Hop grow out of in the 1970s?</li> <li>• Where did Hip Hop begin and what was life like at the time?</li> <li>• What are the 6 main elements of Hip Hop and how do they each represent a different aspect of the movement?</li> <li>• When did Hip Hop start to become a mainstream genre and what artists became the face of Hip Hop?</li> <li>• How did early Hip Hop artists use figurative language to convey their message?</li> <li>• How and why did DJing, sampling, and beat-boxing form the sound of Hip Hop music?</li> <li>• How did break-dancing and graffiti come to visually represent Hip Hop music and how have these art forms evolved over time?</li> <li>• Can you use figurative language in your own rap lyrics?</li> <li>• Can you compose and perform unique rhythms by beat-boxing and write in Standard Beat-box Notation?</li> <li>• Can you choreograph a breakdance using examples of Top Rock and Down Rock?</li> <li>• Can you develop your own unique graffiti style to create a mural?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• The artists and genres that gave birth to Hip Hop in the 1970s.</li> <li>• Hip Hop's NYC roots and life at the time.</li> <li>• The elements of rapping, DJing, sampling, beat-boxing, break-dancing, and graffiti.</li> <li>• How Hip Hop became a mainstream genre in the 1980s due to particular songs and artists.</li> </ul>

	<ul style="list-style-type: none"> <li>• How Hip Hop developed its unique sound from DJing, sampling, and beat-boxing.</li> <li>• The evolution of break-dancing and graffiti art and its relationship to Hip Hop music.</li> <li>• How to analyze poetic language in Hip Hop music and use poetic language in your own lyrics.</li> <li>• How to beat-box and compose unique beat-box rhythms using standard notation.</li> <li>• How to choreograph a breakdance using basic steps.</li> <li>• How to develop your own graffiti style.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• SWBAT identify artists and genres that gave birth to Hip Hop in the 1970s.</li> <li>• SWBAT identify and explain Hip Hop's NYC roots.</li> <li>• SWBAT identify and explain rapping, sampling, beat-boxing, break-dancing, and graffiti.</li> <li>• SWBAT explain how Hip Hop became a mainstream genre in the 1980s due to particular songs and artists.</li> <li>• SWBAT explain how Hip Hop developed its unique sound from DJing, sampling, and beat-boxing.</li> <li>• SWBAT explain the evolution of break-dancing and graffiti art and its relationship to Hip Hop music.</li> <li>• SWBAT analyze poetic language in early Hip Hop music and use poetic language in their lyrics.</li> <li>• SWBAT perform rhythms and compose rhythms by using basic beat-boxing techniques and standard notation.</li> <li>• SWBAT explain the evolution of graffiti art, its significance to Hip Hop, and create a unique graffiti art.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance.
<b>Summative</b>	Tests, Quizzes, Projects, Formal Performances, Hip Hop Element Project
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio

	<p>Benchmark – Teacher generated project or assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	<p>Interactive Smart Board</p> <p>Guitars</p> <p>Percussion Instruments</p> <p>Pianos</p> <p>Computers</p> <p>Microsoft Office</p> <p>Logic Pro X</p> <p>ProTools</p> <p>Garage Band</p> <p>Chrome Music Lab</p> <p>Studio Recording Equipment</p> <p>Musical Scores</p> <p>Musical Recordings</p> <p>YouTube</p> <p>Digital Audio Workstations</p> <p>Studio Recording Equipment</p> <p>Virtual and Software Instrument</p> <p><a href="#">Approved Class Resource List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Visual &amp; Performing Art</b>	
<ul style="list-style-type: none"> <li>1.3A.8.Cr1a , Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme &amp; Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</li> <li>1.3A.8.Cr2a , Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</li> </ul>	

- 1.3A.8.Cr2b , Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
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- 1.3A.8.Pr6a , Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
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Visual and Performing Art

- Creating
- Performing
- Responding
- Connecting

## NJ: 2016 SLS: English Language Arts

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
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- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations**

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations**

- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

### **Interdisciplinary/21st Century Connections**

#### **Connections and Skills**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

<b>Unit Title</b>	Through the Decades
<b>Unit Duration</b>	12 Weeks

<b>Unit Summary &amp; Rationale</b>	Unit 3 continues the study of American popular music through the 1970s, 1980s, and 1990s by focusing on how music impacted popular culture through these time periods. Students will choose one genre to follow through the three decades and study how that genre changed fashion, language, dance, visual art, technology, film, television, politics, and society at large. The unit will conclude with a Through the Decades Sway Presentation detailing how their chosen genre changed three aspects of culture over time.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What were the most popular genres from the 1970s-1990s and which artists best represented these genres?</li> <li>• How did music from your chosen genre directly impact popular culture through these decades?</li> <li>• How did American popular music evolve in relation to the political and social climate during this time?</li> <li>• Can you create a presentation that details the evolution of your genre over time and its impact on three aspects of culture from the following choices - fashion, language, dance, visual art, technology, film, television, video games, politics, and social movements</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• The emergence and evolution of genres throughout the 1970s-1990s.</li> <li>• Significant artists and works from the decades.</li> <li>• How the political and social climate of the time affected popular music.</li> <li>• How music changed popular culture during this time.</li> <li>• How to create a presentation that provides evidence of music's cultural impact.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• SWBAT explain the emergence and evolution of genres throughout the 1970s-1990s.</li> <li>• SWBAT identify and analyze significant artists and works from the decades.</li> <li>• SWBAT identify and explain how music of the era impacted society at large.</li> <li>• SWBAT identify and explain how music changed popular culture during this time.</li> <li>• SWBAT use Microsoft Sway to create a presentation providing evidence from their research.</li> </ul>
<b>Assessment Evidence</b>	

<b>Formative</b>	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance
<b>Summative</b>	Tests, Quizzes, Projects, Formal Performances, Through the Decades Sway Presentation, <a href="#">Approved Class Resource List</a>
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio  Benchmark – Teacher generated project or assessment  <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	Interactive Smart Board Microsoft Office Guitars Percussion Instruments Pianos/Keyboards Computers Digital Audio Workstations Musical Scores Musical Recordings Microsoft Office YouTube Digital Audio Workstations Studio Recording Equipment Virtual and Software Instruments
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Visual &amp; Performing Art</b>	
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- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

- RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- WHST.6-8.1. Write arguments focused on discipline-specific content.
- WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d. Establish and maintain a formal/academic style, approach, and form.
- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations (By the end of 5th Grade)**

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations (By the end of 5th Grade)**

- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

### **Interdisciplinary/21st Century Connections**

#### **Connections and Skills**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

<b>Social Studies</b>	<ul style="list-style-type: none"> <li>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</li> </ul>
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<b>Accommodations &amp; Modifications</b>		
<b>Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs</b>		
<b>Time/General</b> <ul style="list-style-type: none"> <li>Allow extra time</li> <li>Repeat and clarify directions</li> <li>Provide breaks in between tasks</li> <li>Have student verbalize directions</li> <li>Provide timelines/due dates for reports and projects</li> </ul>	<b>Processing</b> <ul style="list-style-type: none"> <li>Provide extra response time</li> <li>Have student verbalize steps</li> <li>Repeat directions</li> <li>Provide small group instruction</li> <li>Include partner work</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>Provide reading material on student's level</li> <li>Have student underline important points</li> <li>Assist student on how to use context clues to identify words/phrases</li> <li>Ensure short manageable tasks</li> </ul>
<b>Tests/Quizzes/Grading</b> <ul style="list-style-type: none"> <li>Provide extended time</li> <li>Provide study guides</li> <li>Limit number of responses</li> </ul>	<b>Behavior/Attention</b> <ul style="list-style-type: none"> <li>Establish classroom rules</li> <li>Write a contract with the student specifying expected behaviors</li> <li>Provide preferential seating</li> <li>Re-focus student as needed</li> <li>Reinforce student for staying on task</li> </ul>	<b>Organization</b> <ul style="list-style-type: none"> <li>Monitor the student and provide reinforcement of directions</li> <li>Verify the accurateness of homework assignments</li> <li>Display a written agenda</li> </ul>
<b>ELL, Enrichment, Gifted &amp; Talented Strategies</b>		
Accommodations Based on Students' Individual Needs		

## ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

## Accommodations Based on Students' Individual Needs:

## Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum

- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

#### Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.

- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.