Lebanon Borough Public School
Instrumental Music-Band
Curriculum Guide
Grades 4-6

**For adoption by all regular education program
specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy #2200**

Board Approved: January 8, 2024

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<tr>
<td colspan="3" align="center">Grade 4-5 Instrumental Music (Band)
Pacing Guide
Students receive instrumental music instruction in small groups and as a full band for one period each per week.</td>
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<tr>
<td align="center">Trimester 1 (September - December)</td>
<td align="center">Trimester 2 (December - March)</td>
<td align="center">Trimester 3 (March - June)</td>
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<tr>
<td>Unit 1: Technical Skills (5-6 Weeks)
Unit 2: Tone and Intonation (5-6 weeks)</td>
<td>Unit 3: Music Symbols- Dynamics, Articulation, Repeats (10 weeks)
Unit 4: Rhythm (10 weeks, begin during trimester 2 and complete in trimester 3)</td>
<td>Unit 4: Rhythm (10 weeks, continued from trimester 2)
Unit 5: Scales and Rudiments (8 weeks)</td>
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<td>Grades 4-5</td>
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<td>Unit 1: Technical Skills</td>
<td>Pacing: 5-6 Weeks</td>
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<td>Essential Questions</td>
<td colspan="2">
● How do I create sound on my instrument?
● How do I improve tone articulation on my instrument?
● What does sound look like in music?
● What does silence look like in music?
● How do I achieve a clear tone on my instrument?
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<tr>
<td align="center">Standards</td>
<td colspan="2" align="center">Knowledge/Skills</td>
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Visual and Performing Arts: Music

1.3A.5.Re9a Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

1.3A.5.Cr3b Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
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Unit Objectives:
1. Demonstrate proper assembly and disassembly of instruments.
2. Demonstrate proper playing posture, arm, hand, and finger positions
3. Demonstrate proper diaphragmatic breathing techniques
4. Demonstrate correct embouchure
5. Percussionists demonstrate understanding of grip, setup, and stroke guidelines
6. Identify and execute correct fingerings to accurately produce various pitches.
7. Develop the proper sound specific to each instrument
8. Demonstrate whole body posture to correctly support the
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Formative Assessments:
● Class participation
● Class discussion
● Spot-check Quizzes
● Practice recordings

Summative/Benchmark Assessment(s):
● Written test
● Solo Performances
● Group Performance

Alternative Assessments:
● One-on-one discussion or
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1.3A.5.Pr5b Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr6a Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. **Technology Literacy (9.4)/ Computer Science and Design Thinking** 8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences **INTERDISCIPLINARY CONNECTIONS** ENGLISH LANGUAGE ARTS RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **CAREER INTEGRATION EDUCATION** 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	diaphragm and breath control. 9. Demonstrate tonguing and slurring techniques in given exercises or pieces.	performance ***See also "Curricular Accommodations Insert."**

Instrumental Music (Band)		Grades 4-5
	Unit 2: Tone and Intonation	**Pacing:** 5-6 weeks
Essential Question	How do I improve intonation? What factors impact intonation? How do I know if I'm in tune? What techniques produce different tone colors?	
Standards	**Knowledge/Skills**	**Evidence of Learning**
Visual and Performing Arts: Music 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with	**Unit Learning Objective(s)** 1. Demonstrate a characteristic tone quality 2. Produce an evenly sustained note with consistent tone quality 3. Recognize intonation flaws 4. Percussion: produce quality tone on variety of instruments by striking in the proper playing zone 5. Identify and demonstrate proper posture 6. Demonstrate proper breath control 7. Develop the ability to play in tune individually and as part of an ensemble 8. Distinguish between pitches in listening or playing exercises	**Formative Assessments:** ● Class participation ● Class discussion ● Spot-check Quizzes ● Practice recordings **Summative/Benchmark Assessment(s):** ● Written test ● Solo Performances ● Group Performance ● Winter Concert **Alternative Assessments:** ● One-on-one discussion or performance ***See also "Curricular Accommodations Insert."**

others, with expression, technical accuracy and appropriate interpretation.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Technology Literacy (9.4)/ Computer Science and Design Thinking
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

Instrumental Music (Band)		Grades 4-5
	Unit 3: Music Symbols (Articulation, Dynamics, Repeats)	**Pacing:** 10 weeks
Essential Question	What are the basics of music composition? What is music notation? How does articulation affect the mood of a piece? How does the form and repeated section help with memorization?	
Standards	**Knowledge/Skills**	**Evidence of Learning**
Visual and Performing Arts: Music 1.3A.5.Re9a Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.	**Unit Learning Objectives:** 1. Begin the sound with the correct syllable that is appropriate for the style of music 2. Accurately perform the following dynamic markings: p, mp, mf, f, crescendo and decrescendo 3. Understand the following structural symbols: repeat sign, first and second endings, one-measure repeat sign, D.S. and D.C. al fine, coda 4. Identify the following terms and symbols commonly found in	**Formative Assessments:** ● Class participation ● Class discussion ● Spot-check Quizzes ● Practice recordings **Summative/Benchmark Assessment(s):** ● Written test

1.3A.5.Pr6b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. 1.3A.5.Pr5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Cn10a Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a. 1.3A.5.Cr3b Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. 1.3A.5.Pr5b Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Re8a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Pr4e Convey creator's intents through the performers' interpretive decisions of	music or a music rehearsal: fermata, breath marks, bar lines, accidental, bass clef, treble clef, pick-up notes. 5. Identify tempo markings in interpreting the speed in exercises and pieces. 6. Perform and identify note values and note names in the individual clefs 7. Perform proper counting in various time signatures (i.e., 4/4, 3/4, 2/4) 8. Perform dynamics following common markings used in music (p = quiet, and f = loud) 9. Identify fundamental terminology and symbols: recognition of symbols necessary for interpreting and reading musical passages, (i.e., clef, staff, bar lines, etc.).	● Solo Performances ● Group Performance **Alternative Assessments:** ● One-on-one discussion or performance ***See also "Curricular Accommodations Insert."**

expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

1.3A.5.Pr6a Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

Technology Literacy (9.4)/ Computer Science and Design Thinking

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences

INTERDISCIPLINARY CONNECTIONS
ENGLISH LANGUAGE ARTS
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

INTERCULTURAL STATEMENTS (Amistad, Holocaust, LGBT, SEL)
Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Present culturally diverse musical genres.

CAREER INTEGRATION EDUCATION

9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.1.2.CAP.1: Make a list of different types of jobs

Instrumental Music (Band)	Grades 6
Unit 4: Rhythm	**Pacing:**10 weeks

Essential Question	How does a new rhythm relate to other rhythms in regards to size, appearance and duration? What is the mathematical relationship between notes? Which rhythms are common in a given genre? How would you defend the importance of music notation and terminology within and outside of the context of performance? (ex. outside of school and personal enjoyment) What do the numbers in a time signature represent? How do you determine the rhythms that are used in a given time signature?

Standards	Knowledge/Skills	Evidence of Learning
Visual and Performing Arts: Music 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address	**Unit Learning Objectives:** 1. Demonstrate how to successfully count music using whole, half, dotted quarter, quarter, and eighth note values 2. Keep a steady tempo while playing 3. Accurately count in 4/4, 3/4, and 2/4 time signatures 4. Critique various performances (including classroom, professional and various recorded performances) using discipline-specific terminology and respectful language 5. Identify and evaluate the level of preparation, teamwork, and creativity in group projects 6. Determine the application of the essential elements of music for a given performance using observable, objective criteria. 7. Self-assess individual or group performances using musical terms 8. Apply critiques to improve on a future performance 9. Follow a conductor for changes in tempo and to find the current count. 10. Experience the pulse of a piece through listening and playing. 11. Count in varied time signatures orally and while playing. 12. Tempo: changing tempo as written in given examples 13. Distinguish different patterns and sequences while listening and playing	**Formative Assessments:** ● Class participation ● Class discussion ● Spot-check Quizzes ● Practice recordings **Summative/Benchmark Assessment(s):** ● Written test ● Solo Performances ● Group Performance ● Spring Concert Performance **Alternative Assessments:** ● One-on-one discussion or performance ***See also "Curricular Accommodations Insert."**

challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a. **Career Readiness, Life Literacies, and Key Skills** 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. **Technology Literacy (9.4)/ Computer Science and Design Thinking** 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.2.5.C.1 Collaborate with peers to illustrate components of a designed system. **Intercultural Statements (Amistad, Holocaust, LGBT, SEL)** Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds. **Interdisciplinary Connections** **MATHEMATICS** 4.NF.A.1: Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though		

the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.A.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)

5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.

Instrumental Music (Band)	Grades 4-5
Unit 5: Scales and Rudiments	**Pacing:** 8 weeks

Essential Question	How can skills acquired in the music classroom be used in extracurricular music activities and other life experiences? How do we judge the quality of musical work(s) and performance(s)? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Standards	Knowledge/Skills	Evidence of Learning
Visual and Performing Arts: Music 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 1.3A.5.Pr6a: Perform music, alone or with	**Unit Learning Objective(s):** 1. Perform Concert Bb Major Scale from memory (in concert pitch based on instrument): C, G, and Bb 2. Percussionists only: Perform Percussive Arts Society International Drum Rudiments #1, 4, 7, 10 3. Identify music various key signatures including C, F, Bb, and G Major 4. Perform music in a variety of key signatures. 5. Identify key signatures and the circle of fifths. 6. Play melodies using the various key signatures learned. 7. Identify scales and arpeggios used in repertoire. 8. Understand basic scale structure and playing scales appropriate to their level. 9. Develop rudimental note patterns in various key signatures and meters. 10. Perform music from diverse styles and cultures with expression appropriate for the work being performed.	**Formative Assessments:** ● Class participation ● Class discussion ● Spot-check Quizzes ● Practice recordings **Summative/Benchmark Assessment(s):** ● Written test ● Solo Performances ● Group Performance ● Spring Concert Performance **Alternative Assessments:** ● One-on-one discussion or performance ***See also "Curricular Accommodations Insert."***

others, with expression, technical accuracy and appropriate interpretation.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Technology Literacy (9.4)/ Computer Science and Design Thinking

8.1.5.AP.4 Break down problems into smaller, manageable sub-problems to facilitate program development.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

Interdisciplinary Connection

6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

Appendix A	Core Instructional & Supplemental Materials	Grades 4-5

Core Instructional Materials:
Standard of Excellence for Band Book 1 (for specific instruments) by Bruce Pearson, Instruments, Music Stands, Metronome, Tuner, MusicplayOnline (Themes & Variations), Essential Elements

Supplemental Materials: The Rhythm Trainer, MusicTheory.net, Rhythm Charts, Various Repertoire

Appendix B	Technology Integration (Computer Science and Design Thinking)	Grades 4-5

Standards	
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants. 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century. 8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.	**CORE IDEAS:** Programs can be broken down into smaller parts to facilitate their design, implementation, and review. Societal needs and wants determine which new tools are developed to address real-world problems. A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers. Technology innovation and improvement may be influenced by a variety of factors. Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values. *Key points to discuss relating music and technology are the influence of technology on modern music especially in regards to electronic music and the design and creation of instruments throughout history. Use web based software such as musescore and Chrome Music Lab to create unique compositions. These programs will allow electronic rhythm samples and synthesized instruments to perform their compositions. The Rhythm Trainer and MusicTheory.net are technological tools to aid in aural skills. Dissect the anatomy of instruments and their working parts.

Appendix C	Interdisciplinary Connections	Grades 4-5

The music curriculum is structured to allow for the maximum of crossover with other parts of the school curriculum to create a whole learning approach. It is a guiding principle of this curriculum that music can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited. Music can be used as a tool to teach curriculum, while at the same time stimulating creativity. In addition, music can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

English Language Arts
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Gordon's whole approach is based on the connection between the development of language skills and the development of audiation. The Orff process uses language for rhythm development and to teach form, as well as poems and stories as source materials for creations. One way to explore a culture's music is through the rhythmic cadence and pitch frequencies used in the language and what is also found in the music. The creative process is also the same.
Specific examples include (but are not limited to):

Units 3 & 5 – Provide opportunities for students to listen for, and speak, read, and write about musical topics including composers, history, performance critiques, genres. Ex: Read song lyrics (poems) and be able to describe what the song is about. Be able to find information about composing music in a text. Choose a composer and research how they developed their composition style (who influenced them, how were they trained, why did they compose, etc.). Write an essay that describes various considerations composers need to take into account when they compose.

Mathematics
4.NF.A.1: Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
4.NF.A.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
 5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)
5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.

Mathematicians, Pythagoras being one of the earliest recorded contributors, have helped us understand what turns sounds into music. This is another subject with numerous natural connections to music, especially when it comes to pattern recognition, rhythm measured in fractions of a beat, the use of ratios for intervals, understanding the works of Arnold Schoenberg, etc..
Specific examples include (but are not limited to):

Rhythm Unit: Recognize that simple meter involves groups of two and compound meter involves groups of three. If there were four beats in a measure, there would be eight divisions in simple meter (groups of two) and twelve divisions in compound meter (groups of three).

SOCIAL STUDIES

6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

Ex: Connect to the collaboration that occurs in an ensemble.

INTERCULTURAL STATEMENTS (Amistad, Holocaust, LGBT, SEL)
Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Present culturally diverse musical genres.
UNITS 1-5 Through all music units, present music of varying cultures, time periods, countries, religions, economic classes, etc. Use this music to introduce concepts relating to rhythm, melody, literacy, music history, and expression through music.
Ex: Female composers, such as Nannerl Mozart, often had their accomplishments overlooked and discouraged due to the gender norms of the time period.

Appendix D	Career Education Integration	Grades 4-5
Standards		
9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require	The career education standards addressed in the music curriculum outline the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary career options, planning, and career requirements. **CORE IDEAS:** ● An individual's passions, aptitude and skills can affect his/her employment and earning potential. ● Income and benefits can vary depending on the employer and type of job/career. ● Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk. ● The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. ● Different types of jobs require different knowledge and skills. ● An individual's passions, aptitude and skills can affect his/her employment and earning potential.	

specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements	

Grade 6 Instrumental Music (Band) Pacing Guide *Students receive instrumental music instruction in small groups and as a full band for one period each per week.*		
Trimester 1 (September - December)	**Trimester 2 (December - March)**	**Trimester 3 (March - June)**
Unit 1: Technical Skills (5-6 Weeks) Unit 2: Tone and Intonation (5-6 weeks)	Unit 3: Music Symbols- Dynamics, Articulation, Repeats (10 weeks) Unit 4: Rhythm (10 weeks, begin during trimester 2 and complete in trimester 3)	Unit 4: Rhythm (10 weeks, continued from trimester 2) Unit 5: Scales and Rudiments (8 weeks)

Instrumental Music (Band)		Grade 6
	Unit 1: Technical Skills	**Pacing:** 5-6 Weeks
Essential Questions	● How do I create sound on my instrument? ● How do I improve tone articulation on my instrument? ● What does sound look like in music? ● What does silence look like in music? ● How do I achieve a clear tone on my instrument?	
Standards	**Knowledge/Skills**	
Visual and Performing Arts: Music 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).	**Unit Objectives:** 1. Demonstrate proper playing posture, arm, hand, and finger positions 2. Demonstrate proper diaphragmatic breathing techniques 3. Demonstrate correct embouchure 4. Percussionists demonstrate understanding of grip, setup, and stroke guidelines	**Formative Assessments:** ● Class participation ● Class discussion ● Spot-check Quizzes ● Practice recordings **Summative/Benchmark**

Standards	Knowledge/Skills	Evidence of Learning
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.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.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances. **Career Readiness, Life Literacies, and Key Skills** 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. **Intercultural Statements (Amistad, Holocaust, LGBT, SEL)** Demonstrate an understanding of the need for mutual respect when viewpoints differ.	5. Develop an understanding of correct embouchure and mouth position. 6. Identify and execute correct fingerings to accurately produce various pitches. 7. Develop the proper sound specific to each instrument 8. Demonstrate whole body posture to correctly support the diaphragm and breath control. 9. Demonstrate tonguing and slurring techniques in given exercises or pieces.	**Assessment(s):** ● Written test ● Solo Performances ● Group Performance **Alternative Assessments:** ● One-on-one discussion or performance ***See also "Curricular Accommodations Insert."**

Instrumental Music (Band)		Grades 6
	Unit 2: Tone and Intonation	**Pacing:** 5-6 weeks
Essential Question	How do I improve intonation? What factors impact intonation? How do I know if I'm in tune? What techniques produce different tone colors?	
Standards	**Knowledge/Skills**	**Evidence of Learning**

Visual and Performing Arts: MUSIC	Unit Learning Objective(s)	Formative Assessments:
1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & 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).	1. Demonstrate a characteristic tone quality 2. Produce an evenly sustained note with consistent tone quality 3. Recognize intonation flaws 4. Percussion: produce quality tone on variety of instruments by striking in the proper playing zone 5. Identify and demonstrate proper posture 6. Demonstrate proper breath control 7. Develop the ability to play in tune individually and as part of an ensemble 8. Distinguish between pitches in listening or playing exercises	● Class participation ● Class discussion ● Spot-check Quizzes ● Practice recordings **Summative/Benchmark Assessment(s):** ● Written test ● Solo Performances ● Group Performance ● Winter Concert **Alternative Assessments:** ● One-on-one discussion or performance ***See also "Curricular Accommodations Insert."***

Visual and Performing Arts: MUSIC

1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & 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).

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.

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

Career Readiness, Life Literacies, and Key Skills
9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

Technology Literacy (9.4)/Computer Science and Design Thinking
8.2.8.ED.2 Identify the steps in the design process that could be used to solve a problem.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL) Demonstrate an understanding of the need for mutual respect when viewpoints differ.		

Instrumental Music (Band)		Grades 6
	Unit 3: Music Symbols (Articulation, Dynamics, Repeats)	Pacing: 10 weeks
Essential Question	What are the basics of music composition? What is music notation? How does articulation affect the mood of a piece? How does the form and repeated section help with memorization?	
Standards	Knowledge/Skills	Evidence of Learning
Visual and Performing Arts: Music 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. 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences. 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources. 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple	**Unit Learning Objectives:** 1. Begin the sound with the correct syllable that is appropriate for the style of music 2. Demonstrate proper slur, accent, staccato, tenuto, and sforzando technique 3. Accurately perform the following dynamic markings: pp, p, mp, mf, f, ff, crescendo and decrescendo 4. Demonstrate an understanding of the following tempo indications: largo, andante, moderato, allegro, ritardando, accelerando 5. Understand the following structural symbols: repeat sign, first and second endings, one-measure repeat sign, D.S. and D.C. al fine, coda 6. Identify the following terms and symbols commonly found in music or a music rehearsal: fermata, breath marks, bar lines, accidental, bass clef, treble clef, enharmonic, pick-up notes. 7. Identify tempo markings in interpreting the speed in exercises and pieces. 8. Perform and identify note values and note names in the individual clefs 9. Perform proper counting in various time signatures (i.e.,	**Formative Assessments:** ● Class participation ● Class discussion ● Spot-check Quizzes ● Practice recordings **Summative/Benchmark Assessment(s):** ● Written test ● Solo Performances ● Group Performance **Alternative Assessments:** ● One-on-one discussion or performance *See also "Curricular Accommodations Insert."*

rhythmic, melodic and/or harmonic notation. 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects. 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.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances. **Interdisciplinary Connections** **ENGLISH LANGUAGE ARTS** RL.6.1. Cite textual evidence and make relevant connections **Career Readiness, Life Literacies, and Key Skills** 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. **Technology Literacy (9.4)/Computer Science and Design Thinking** 8.2.8.A.2: Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.	4/4, 3/4, 6/8, 2/2) 10. Perform dynamics following common markings used in music (p = quiet, and f = loud) 11. Identify fundamental terminology and symbols: recognition of symbols necessary for interpreting and reading musical passages, (i.e., clef, staff, bar lines, etc.).	

Instrumental Music (Band)	Grades 6
Unit 4: Rhythm	**Pacing:** 10 weeks

Essential Question	How does a new rhythm relate to other rhythms in regards to size, appearance and duration? What is the mathematical relationship between notes? Which rhythms are common in a given genre? How would you defend the importance of music notation and terminology within and outside of the context of performance? (ex. outside of school and personal enjoyment) What do the numbers in a time signature represent? How do you determine the rhythms that are used in a given time signature?

Standards	Knowledge/Skills	Evidence of Learning
Visual and Performing Arts : MUSIC 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & 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). 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. 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. 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation. 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.Pr6a: Perform music with technical accuracy, stylistic expression and culturally	**Unit Learning Objectives:** 1. Demonstrate how to successfully count music using whole, half, dotted quarter, quarter, and eighth note values 2. Successfully play syncopated and tied rhythms 3. Keep a steady tempo while playing 4. Accurately count in 4/4, 3/4, 2/4, and 2/2 time signatures 5. Critique various performances (including classroom, professional and various recorded performances) using discipline-specific terminology and respectful language 6. Identify and evaluate the level of preparation, teamwork, and creativity in group projects 7. Determine the application of the essential elements of music for a given performance using observable, objective criteria. 8. Self-assess individual or group performances using musical terms 9. Apply critiques to improve on a future performance 10. Follow a conductor for changes in tempo and to find the current count. 11. Experience the pulse of a piece through listening and playing. 12. Count in varied time signatures orally and while playing. 13. Tempo: changing tempo as written in given examples 14. Distinguish different patterns and sequences while listening and playing	**Formative Assessments:** • Class participation • Class discussion • Spot-check Quizzes • Practice recordings **Summative/Benchmark Assessment(s):** • Written test • Solo Performances • Group Performance • Spring Concert Performance **Alternative Assessments:** • One-on-one discussion or performance ***See also "Curricular Accommodations Insert."***

authentic practices to convey the creator's intent.
1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a.

Career Readiness, Life Literacies, and Key Skills
9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

Technology Literacy (9.4)/Computer Science and Design Thinking
8.2.8.ED.2 Identify the steps in the design process that could be used to solve a problem.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)
Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.
Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Interdisciplinary Connection
Mathematics
6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For

example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."		

Instrumental Music (Band)		Grades 6
	Unit 5: Scales and Rudiments	**Pacing:** 8 weeks
Essential Question	How can skills acquired in the music classroom be used in extracurricular music activities and other life experiences? How do we judge the quality of musical work(s) and performance(s)? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	
Standards	**Knowledge/Skills**	**Evidence of Learning**
Visual and Performing Arts : MUSIC 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & 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). 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. 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. 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple	**Unit Learning Objective(s):** 1. Perform the following major scales (in concert pitch): C, F, Bb, Eb, and Ab 2. Perform chromatic scale on Concert F 3. Percussionists only: Perform Percussive Arts Society International Drum Rudiments #1, 4, 7, 10, 16, 20 4. Identify music various key signatures including C, F, Bb, Eb, G, and D Major. 5. Perform music in a variety of key signatures. 6. Identify key signatures and the circle of fifths. 7. Play melodies using the various key signatures learned. 8. Identify scales and arpeggios used in repertoire. 9. Understand basic scale structure and playing scales appropriate to their level. 10. Develop rudimental note patterns in various key signatures and meters. 11. Perform music from diverse styles and cultures with expression appropriate for the work being performed.	**Formative Assessments:** ● Class participation ● Class discussion ● Spot-check Quizzes ● Practice recordings **Summative/Benchmark Assessment(s):** ● Written test ● Solo Performances ● Group Performance ● Spring Concert Performance **Alternative Assessments:** ● One-on-one discussion or performance

rhythmic, melodic and/or harmonic notation. 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.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent. 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances. 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a. **Career Readiness, Life Literacies, and Key Skills** 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. **Technology Literacy (9.4)/Computer Science and Design Thinking** 8.2.8.ED.2 Identify the steps in the design process that could be used to solve a problem. **Intercultural Statements (Amistad, Holocaust, LGBT, SEL)** Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.		***See also "Curricular Accommodations Insert."**

Demonstrate an understanding of the need for mutual respect when viewpoints differ. **Interdisciplinary Connection** RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		

Appendix A	Core Instructional & Supplemental Materials	Grade 6

Core Instructional Materials:
Standard of Excellence for Band Book 1 (for specific instruments) by Bruce Pearson, Instruments, Music Stands, Metronome, Tuner, MusicplayOnline (Themes & Variations), Essential Elements

Supplemental Materials: The Rhythm Trainer, MusicTheory.net, Rhythm Charts, Various Repertoire

Appendix B	Technology Integration (Computer Science and Design Thinking)	Grade 6
Standards		
8.1.8.F: Critical thinking, problem solving, and decision making 8.2.8.A.2: Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system. 8.2.8.B.1: Evaluate the history and impact of sustainability on the development of a designed	**CORE IDEAS:** The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes. Economic, political, social, and cultural aspects of society drive development of new technological products, processes, and systems. Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. • Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.	

product or system over time and present results to peers. 8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies. 8.2.8.D.5: Explain the impact of resource selection and the production process in the development of a common or technological product or system. 8.2.8.ED.6 Analyze how trade-offs can impact the design of a product.	Technology advances through the processes of innovation and invention which relies upon the imaginative and inventive nature of people. • Sometimes a technology developed for one purpose is adapted to serve other purposes Technological disparities have consequences for public health and prosperity. UNITS 1-5 *Key points to discuss relating music and technology are the influence of technology on modern music especially in regards to electronic music and the design and creation of instruments throughout history. Use web based software such as musescore and Chrome Music Lab to create unique compositions. These programs will allow electronic rhythm samples and synthesized instruments to perform their compositions. The Rhythm Trainer and MusicTheory.net are technological tools to aid in aural skills. Dissect the anatomy of instruments and their working parts.

Appendix C	**Interdisciplinary Connections**	Grade 6

The music curriculum is structured to allow for the maximum of crossover with other parts of the school curriculum to create a whole learning approach. It is a guiding principle of this curriculum that music can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited. Music can be used as a tool to teach curriculum, while at the same time stimulating creativity. In addition, music can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

ENGLISH LANGUAGE ARTS
RL.6.1. Cite textual evidence and make relevant connections
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Gordon's whole approach is based on the connection between the development of language skills and the development of audiation. The Orff process uses language for rhythm development and to teach form, as well as poems and stories as source materials for creations. One way to explore a culture's music is through the rhythmic cadence and pitch frequencies used in the language and what is also found in the music. The creative process is also the same.
Specific examples include (but are not limited to):

Ex: Analyze a piece of music and give examples to demonstrate they are correct as well as draw inferences about expressive options. Be able to identify the main theme of a piece of music. Interpret the meaning of song lyrics (poetry). Determine how the motive or theme fits into the overall composition. Research compositional practices through time. Write an argument as to why one compositional approach is better than another. Provide opportunities for students to listen for, and speak, read, and write about musical topics including composers, history, performance critiques, genres.

MATHEMATICS
6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

Mathematicians, Pythagoras being one of the earliest recorded contributors, have helped us understand what turns sounds into music. This is another subject with numerous natural connections to music, especially when it comes to pattern recognition, rhythm measured in fractions of a beat, the use of ratios for intervals, understanding the works of Arnold Schoenberg, etc..
Specific examples include (but are not limited to):
Ex: Equivalent expressions are kind of like rewriting rhythms in new meters (four quarter notes in 4/4 is the same as four half notes in 4/2).

INTERCULTURAL STATEMENTS (Amistad, Holocaust, LGBT, SEL)
Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Demonstrate an awareness of the differences among individuals, groups and others' cultural
backgrounds.
Writing music can help us to articulate joyous and challenging moments in our life.
Ex: We have our personal musical preferences, but can find something to appreciate about a song.
Ex: Students will reflect on stories told by famous musicians.

Appendix D	Career Education Integration	Grade 6
Standards		
9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g.,	The career education standards addressed in the music curriculum outline the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary career options, planning, and career requirements. **CORE IDEAS:** ● An individual's strengths, lifestyle goals, choices, and interests affect employment and	

volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

income.
- Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
- Early planning can provide more options to pay for postsecondary training and employment.

	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
CONTENT/MATERIAL							
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide copy of class notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Adjust number of items student is expected to complete	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Allow extra time for task completion	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
Access to electronic text (e.g. Downloaded books)	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD or read aloud computer software	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Modified homework assignments (modify content, modify amount, as appropriate)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ORGANIZATION							
Assistance with organization of planner/schedule	Y	Y	Y	Y	Y	Y	Y
Assistance with organization of materials/notebooks	Y	Y	Y	Y	Y	Y	Y
Use a consistent daily routine	Y	Y	Y	Y	Y	Y	Y
Assist student in setting short-term goals	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Provide benchmarks for long-term assignments and/or projects	Y	Y	Y	Y	Y	Y	Y
Use of checklists	Y	Y	Y	Y	Y	Y	Y
Use of an assignment notebook or planner	Y	Y	Y	Y	Y	Y	Y
Check homework on a daily basis	Y	Y	Y	Y	Y	Y	Y
Provide timelines for work completion	Y	Y	Y	Y	Y	Y	Y
Develop monthly calendars with assignment due dates marked	Y	Y	Y	Y	Y	Y	Y
Provide organizational support through teacher websites	Y	Y	Y	Y	Y	Y	Y
Enlarge work space areas	Y	Y	Y	Y	Y	Y	Y
Provide organizers/study guides	Y	Y	Y	Y	Y	Y	Y
Require classroom notebooks and/or folders	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
INSTRUCTION							
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Color code important information	Y	Y	Y	Y	Y	Y	Y
Simplify task directions	Y	Y	Y	Y	Y	Y	Y
Provide hands-on learning activities	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Provide modeling	Y	Y	Y	Y	Y	Y	Y
Provide guided instruction	Y	Y	Y	Y	Y	Y	Y
Modify pace of instruction to allow additional processing time	Y	Y	Y	Y	Y	Y	Y
Provide small group instruction	Y	Y	Y	Y	Y	Y	Y
Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)	Y	Y	Y	Y	Y	Y	Y
Provide outline in advance of lecture	Y	Y	Y	Y	Y	Y	Y
Demonstrate directions and provide a model or example of completed task	Y	Y	Y	Y	Y	Y	Y
Emphasize multi-sensory presentation of data	Y	Y	Y	Y	Y	Y	Y
Encourage use of mnemonic devices	Y	Y	Y	Y	Y	Y	Y
Provide oral as well as written instructions/directions	Y	Y	Y	Y	Y	Y	Y
Allow for repetition and/or clarification of directions, as needed	Y	Y	Y	Y	Y	Y	Y
Reinforce visual directions with verbal cues	Y	Y	Y	Y	Y	Y	Y
Give direct and uncomplicated directions	Y	Y	Y	Y	Y	Y	Y
Orient to task and provide support to complete task	Y	Y	Y	Y	Y	Y	Y
Provide easier tasks first	Y	Y	Y	Y	Y	Y	Y
Help to develop metacognitive skills (self-talk and self-correction)	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified or reworded	Y	Y	Y	Y	Y	Y	Y
Have student demonstrate understanding of instructions/task before beginning assignment	Y	Y	Y	Y	Y	Y	Y
Allow wait time for processing before calling on student for response	Y	Y	Y	Y	Y	Y	Y
Read directions aloud	Y	Y	Y	Y	Y	Y	Y
Administer work in small segments	Y	Y	Y	Y	Y	Y	Y
Provide visual models of completed tasks	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Give verbal as well as written directions	Y	Y	Y	Y	Y	Y	Y
Use interests to increase motivation	Y	Y	Y	Y	Y	Y	Y
Use marker (e.g. index card, ruler) for visual tracking	Y	Y	Y	Y	Y	Y	Y
Enlarge print	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ASSESSMENT							
Modified grading	Y	Y	Y	Y	Y	Y	Y
Additional time to complete classroom tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Announce test with adequate prep time	Y	Y	Y	Y	Y	Y	Y
Small group administration of classroom tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Provide larger white work space on quizzes and tests, particularly in math	Y	Y	Y	Y	Y	Y	Y
Modified tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify the number of choices on tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify length of test	Y	Y	Y	Y	Y	Y	Y
Modify the content of tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Adjust test format to student's ability level	Y	Y	Y	Y	Y	Y	Y
Provide manipulative examples	Y	Y	Y	Y	Y	Y	Y
Develop charts, visual outlines, diagrams, etc.	Y	Y	Y	Y	Y	Y	Y
Verbally guide student through task steps	Y	Y	Y	Y	Y	Y	Y
Allow for oral rather than written responses on tests	Y	Y	Y	Y	Y	Y	Y
Allow for oral follow-up for student to expand on written response	Y	Y	Y	Y	Y	Y	Y
Allow use of a computer	Y	Y	Y	Y	Y	Y	Y
Provide a word bank for fill-in-the blank tests	Y	Y	Y	Y	Y	Y	Y
Allow dictated responses in lieu of written responses	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Do not penalize for spelling errors	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Allow student to circle responses directly on test rather than use Scantron	Y	Y	Y	Y	Y	Y	Y
Provide word banks for recall tests	Y	Y	Y	Y	Y	Y	Y
Read test aloud	Y	Y	Y	Y	Y	Y	Y
Allow student to make test corrections for credit	Y	Y	Y	Y	Y	Y	Y
Mark answers in test booklet	Y	Y	Y	Y	Y	Y	Y
Point to response	Y	Y	Y	Y	Y	Y	Y
Alternate test-taking site	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
WRITTEN LANGUAGE							
Include brainstorming as a pre-writing activity	Y	Y	Y	Y	Y	Y	Y
Edit written work with teacher guidance	Y	Y	Y	Y	Y	Y	Y
Allow use of word processor	Y	Y	Y	Y	Y	Y	Y
Use graphic organizers	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
SOCIAL/BEHAVIORAL							
Discuss behavioral issues privately with student	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for peer interactions	Y	Y	Y	Y	Y	Y	Y
Utilize student in development of tasks/goals	Y	Y	Y	Y	Y	Y	Y
Encourage student to self-advocate	Y	Y	Y	Y	Y	Y	Y
Minimize negative behavior	Y	Y	Y	Y	Y	Y	Y
Present alternatives to negative behavior	Y	Y	Y	Y	Y	Y	Y
Establish positive scripts	Y	Y	Y	Y	Y	Y	Y
Desensitize student to anxiety causing events	Y	Y	Y	Y	Y	Y	Y
Monitor for overload, excess stimuli	Y	Y	Y	Y	Y	Y	Y
Identify triggers	Y	Y	Y	Y	Y	Y	Y
Help student manage antecedents	Y	Y	Y	Y	Y	Y	Y
Develop signal for when break is needed	Y	Y	Y	Y	Y	Y	Y
Give student choices to allow control	Y	Y	Y	Y	Y	Y	Y
Provide positive reinforcement	Y	Y	Y	Y	Y	Y	Y
Provide consistent praise to elevate self-esteem	Y	Y	Y	Y	Y	Y	Y
Model and role play problem solving	Y	Y	Y	Y	Y	Y	Y
Provide counseling	Y	Y	Y	Y	Y	Y	Y
Use social skills group to teach skills and provide feedback	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
ENGLISH LANGUAGE LEARNERS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
GRADING							
Standard Grades vs Pass/Fail	Y	Y	Y	Y	Y	Y	Y
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT							
PreK-K WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 1-2 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 3-5 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 6-8 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
SIOP COMPONENTS AND FEATURES							
PREPARATION							
Write content objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Write language objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Choose content concepts appropriate for age and educational background levels of students	Y	Y	Y	Y	Y	Y	Y
Identify supplementary materials to use	Y	Y	Y	Y	Y	Y	Y
Adapt content to all levels of students proficiency	Y	Y	Y	Y	Y	Y	Y
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking	Y	Y	Y	Y	Y	Y	Y
BUILDING BACKGROUND							
Explicitly link concepts to students' backgrounds and experiences	Y	Y	Y	Y	Y	Y	Y
Explicitly link past learning and new concepts	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
ENGLISH LANGUAGE LEARNERS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Emphasize key vocabulary for students	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
COMPREHENSIBLE INPUT							
Use speech appropriate for students' proficiency level	Y	Y	Y	Y	Y	Y	Y
Explain academics tasks clearly	Y	Y	Y	Y	Y	Y	Y
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
STRATEGIES							
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)	Y	Y	Y	Y	Y	Y	Y
Use scaffolding techniques consistently throughout lesson	Y	Y	Y	Y	Y	Y	Y
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson	Y	Y	Y	Y	Y	Y	Y
INTERACTION							
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses	Y	Y	Y	Y	Y	Y	Y
Use group configurations that support language and content objectives of the lesson	Y	Y	Y	Y	Y	Y	Y
Provide sufficient wait time for student responses consistently	Y	Y	Y	Y	Y	Y	Y
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text	Y	Y	Y	Y	Y	Y	Y
PRACTICE/APPLICATION							

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
ENGLISH LANGUAGE LEARNERS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge	Y	Y	Y	Y	Y	Y	Y
Provide activities for students to apply content and language knowledge in the classroom	Y	Y	Y	Y	Y	Y	Y
Provide activities that integrate all language skills	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
LESSON DELIVERY							
Support content objectives clearly	Y	Y	Y	Y	Y	Y	Y
Support language objectives clearly	Y	Y	Y	Y	Y	Y	Y
Engage students approximately 90-100% of the period	Y	Y	Y	Y	Y	Y	Y
Pace the lesson appropriately to the students' ability level	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
REVIEW/EVALUATION							
Give a comprehensive review of key vocabulary	Y	Y	Y	Y	Y	Y	Y
Give a comprehensive review of key content concepts	Y	Y	Y	Y	Y	Y	Y
Provide feedback to students regularly on their output	Y	Y	Y	Y	Y	Y	Y
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	K-6	K-6	K-6	K-6	K-6	K-6	K-6
ACADEMICS							
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Prompt before directions/questions are verbalized with visual cue between teacher and student	Y	Y	Y	Y	Y	Y	Y
Task list laminated and placed on desk for classroom routines and organization	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Sustained working time connected to reward (If/Then statement)	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
Provide models/organizers to break down independent tasks	Y	Y	Y	Y	Y	Y	Y
Access to electronic text (e.g. Downloaded books)	Y	Y	Y	Y	Y	Y	Y

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Provide books on tape, CD, or read aloud computer software	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for using a Chromebook as well as assistive technologies	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Adjust activity, length of assignment, and/or number of problems, including homework	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)	Y	N/A	Y	Y	Y	Y	Y
Rubric-based checklist	Y	Y	Y	Y	Y	Y	Y
Target specific number of details and focus on organization with post-its	Y	Y	Y	Y	Y	Y	Y
Accept late work/homework without penalty	Y	Y	Y	Y	Y	Y	Y
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)	Y	Y	Y	Y	Y	Y	Y
SOCIAL/EMOTIONAL							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with social worker	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Provide short breaks	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Counseling check-ins	Y	Y	Y	Y	Y	Y	Y
Praise whenever possible	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
Group directions 1 step at a time	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Extended time on assignments/assessments	Y	Y	Y	Y	Y	Y	Y

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Permit the use of headphones while working	Y	Y	Y	Y	Y	Y	Y

GIFTED AND TALENTED STUDENTS	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
CURRICULUM							
Acceleration	Y	Y	Y	Y	Y	Y	Y
Compacting	Y	Y	Y	Y	Y	Y	Y
INSTRUCTION							
Grouping	Y	Y	Y	Y	Y	Y	Y
Independent Study	Y	Y	Y	Y	Y	Y	Y
Differentiated Conferencing	Y	Y	Y	Y	Y	Y	Y
Project-Based Learning	Y	Y	Y	Y	Y	Y	Y
Competitions	Y	Y	Y	Y	Y	Y	Y
Differentiated Instruction	Y	Y	Y	Y	Y	Y	Y
Summer Work	Y	Y	Y	Y	Y	Y	Y
Parent Communication	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
STUDENTS WITH 504 PLANS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
ACADEMICS							
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide enlarged copies of notes/textbooks	Y	Y	Y	Y	Y	Y	Y
Access to notes ahead of time	Y	Y	Y	Y	Y	Y	Y
Provide a print out of weekly assignments	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD, read aloud computer software, or electronic text	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for using a Chromebook as well as assistive technologies	Y	Y	Y	Y	Y	Y	Y
Use of closed captioned videos/film/television	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Modify schedule	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
STUDENTS WITH 504 PLANS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Modify deadlines	Y	Y	Y	Y	Y	Y	Y
Adjust activity, length of assignment, and/or number of problems, including homework	Y	Y	Y	Y	Y	Y	Y
Modification in grading system	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Recommended use of Tutorial Center/Extra help from teachers	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
ASSESSMENTS							
Utilize dictionary on assessments	Y	Y	Y	Y	Y	Y	Y
Use paper-based assessments or assignments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide oral assessments	Y	Y	Y	Y	Y	Y	Y
Permission to elaborate orally on written assessments	Y	Y	Y	Y	Y	Y	Y
Permit use of scrap paper on assessments	Y	Y	Y	Y	Y	Y	Y
Permit to write directly on assessments in lieu of using Scantron forms	Y	Y	Y	Y	Y	Y	Y
Option to retake assessments	Y	Y	Y	Y	Y	Y	Y
Provide a study guide	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
STUDENTS WITH 504 PLANS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Modify spatial layout of assessments	Y	Y	Y	Y	Y	Y	Y
SOCIAL/EMOTIONAL							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with guidance counselor	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Provide short breaks	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Behavior management system	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
Group directions 1 step at a time	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Extended time on assignments/assessments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
PHYSICAL							
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant personnel with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Use of alternative settings	Y	Y	Y	Y	Y	Y	Y
Excessive physical activities kept to a minimum	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Excused from activities that affect presenting issue	Y	Y	Y	Y	Y	Y	Y
Include in emergency plans of presenting issue	Y	Y	Y	Y	Y	Y	Y
Allow use of assistive devices	Y	Y	Y	Y	Y	Y	Y
Monitor presenting issue	Y	Y	Y	Y	Y	Y	Y

CAREER EDUCATION	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
CRP1. Act as a responsible and contributing citizen and employee.	Y	Y	Y	Y	Y	Y	Y
CRP2. Apply appropriate academic and technical skills.	Y	Y	Y	Y	Y	Y	Y
CRP3. Attend to personal health and financial well-being.	Y	Y	Y	Y	Y	Y	Y
CRP4. Communicate clearly and effectively and with reason.	Y	Y	Y	Y	Y	Y	Y
CRP5. Consider the environmental, social and economic impacts of decisions.	Y	Y	Y	Y	Y	Y	Y
CRP6. Demonstrate creativity and innovation.	Y	Y	Y	Y	Y	Y	Y
CRP7. Employ valid and reliable research strategies.	Y	Y	Y	Y	Y	Y	Y
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	Y	Y	Y	Y	Y	Y	Y
CRP9. Model integrity, ethical leadership and effective management.	Y	Y	Y	Y	Y	Y	Y
CRP10. Plan education and career paths aligned to personal goals.	Y	Y	Y	Y	Y	Y	Y
CRP11. Use technology to enhance productivity.	Y	Y	Y	Y	Y	Y	Y
CRP12. Work productively in teams while using cultural global competence.	Y	Y	Y	Y	Y	Y	Y