



BOE Approved 8/18

Cliffside Park Public Schools

NJSLS for Visual and Performing Arts GRADES K-6

| | September | October | November | December | January | February | March | April | May | June |
|----------------------------|--|--|----------|----------|---|--|--|-------|-----|------|
| KINDERGARTEN TOPICS | Intro to Music | Celebrating Holidays Through Music | | | Learning Rhythm Through Dance | Action Songs | Echo Songs | | | |
| | Playing a Percussion Instrument Counting Learn Basic Echo songs Learn correct vocal technique Standards: 1.1.2.B.1-4 1.3.2.B.1-4 | Learning songs phrase by phrase Rehearsing songs as a whole Learning counting, vocal technique, memorization techniques Singing as a group (working together) Staging a performance Elements of music Standards: 1.1.2.B.1-4 1.3.2.B.2 & 4 | | | Standards: 1.1.2.B.2 1.4.2.A.1 1.3.2.B.1 | Singing with hand and body movements Standards: 1.1.2.B.1-4 1.3.2.B.1, 2, & 4 | Singing songs by echoing Standards: 1.1.2.B.1-4 1.3.1.B.1, 2, & 4 | | | |



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|------------|---|---|----------|----------|--|--|--|----------------|-----|------|
| ACTIVITIES | <p>Watch and copy proper playing technique</p> <p>Listen and copy counting and time</p> <p>Echo musical phrases</p> | <p>Echo back phrases of each song</p> <p>Count entrances</p> <p>Count note lengths</p> <p>Rehearse proper breathing techniques</p> <p>Rehearse as a group</p> <p>Practice staging</p> <p>Incorporate elements of music (eg. Dynamics)</p> | | | <p>Dancing</p> <p>Counting</p> <p>Marching</p> <p>Clapping</p> <p>Sing-a-longs</p> | <p>Singing</p> <p>Making hand and body movements in time while singing</p> | | <p>Singing</p> | | |
| RESOURCES | <p>Percussion instruments</p> <p>"Echo Songs"</p> <p>"I Sing You Sing" CD</p> | <p>Winter and Holiday songs</p> <p>Various song books and recordings</p> <p>Nomenclature</p> | | | <p>"Zoe's Dance Moves" DVD</p> <p>"Dance Party Fun"</p> <p>Assorted Recordings</p> | <p>"Action Songs Children Love Vol.1" – Gagne, 2000</p> <p>"Where is Thumbkin" – Schiller/Moore, 1993</p> <p>"Tyme For a Rhyme" – DeLelles, 1988</p> <p>Various recordings and songbooks</p> | <p>"I Sing You Sing" CD</p> <p>"One, Two, Three Echo Me!" – Mitchell, 2003</p> <p>"The Book of Call and Response" – Feierabend, 2003</p> | | | |



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|-----------------------|---|---|----------|----------|--|---|-------|---|-----|------|
| GRADE 1 TOPICS | Intro to Music Playing a Percussion Instrument Counting Learn Basic Echo songs Learn correct vocal technique Standards: 1.1.2.B.1-4 1.3.2.B.1-4 | Celebrating Holidays Through Music Learning songs phrase by phrase Rehearsing songs as a whole Learning counting, vocal technique, memorization techniques Singing as a group (working together) Staging a performance Elements of music Standards: 1.1.2.B.1-4 1.3.2.B.2 & 4 | | | Intro to Musical Theatre Standards: 1.1.2.B.2 1.4.2.A.1 1.3.2.B.1 | Intro to Musical Theatre Standards: 1.1.2.B.1-4 1.3.2.B.1, 2, & 4 | | Action Songs Standards: 1.1.2.B.1-4 1.3.1.B.1, 2, & 4 | | |
| ACTIVITIES | Watch and copy proper playing technique Listen and copy counting and time Echo musical phrases | Echo back phrases of each song Count entrances Count note lengths Rehearse proper breathing techniques Rehearse as a group Practice staging Incorporate elements of music (eg. Dynamics) | | | Intro to Musical Theatre | Intro to Musical Theatre | | Making Hand and Body Movement in time while singing. | | |



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|-----------------------|--|---|----------|----------|---|----------------------------------|--|---|---|------|
| RESOURCES | Percussion instruments "Echo Songs" "I Sing You Sing" CD | Winter and Holiday songs Various song books and recordings Nomenclature | | | "Videos of Theatrical and Musical Productions" | Various recordings and songbooks | | "I Sing You Sing" CD "One, Two, Three Echo Me!" – Mitchell, 2003 "The Book of Call and Response" – Feierabend, 2003 | | |
| GRADE 2 TOPICS | Vocal Production/ Placement Patriotic Songs Review Nomenclature Standards: 1.1.2.B.1-4 1.2.2.A.1 & 2 1.3.2.B.2 | Celebrating Holidays Through Music Learning songs phrase by phrase Rehearsing songs as a whole Learning counting, vocal technique, memorization techniques Singing as a group (working together) Staging a performance Elements of music Standards: 1.1.2.B.1-4 1.3.2.B.2 & 4 | | | Intro to Musical Theater Standards: 1.1.2.B.1-3 1.2.2.A.1 & 2 | | Musical Families Standards: 1.1.2.B.4 | Foundation Skills in Hand Percussion Standards: 1.3.2.B.3 | Songs of Popular Culture Standards: 1.1.2.B.1-4 1.2.2.A.1 & 2 1.3.2.B.1, 2, 4, 7 | |



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| ACTIVITIES | <p>Singing using proper breathing and posture</p> <p>Review symbols and terms</p> | <p>Echo back phrases of each song</p> <p>Count entrances</p> <p>Count note lengths</p> <p>Rehearse proper breathing techniques</p> <p>Rehearse as a group</p> <p>Practice staging</p> <p>Incorporate elements of music (eg. Dynamics)</p> | | | <p>Students will view the theatrical production of "Annie," then learn songs from "Annie"</p> | | <p>The families of instruments will be explained and demonstrated</p> | <p>Playing percussion instruments</p> <p>Reading rhythms</p> | <p>Learn songs by echoing phrases and reading lyrics</p> | |
| RESOURCES | <p>"Voice Builders for Better Choirs" – Crocker, 2002</p> <p>"Warmups and Workouts for Choir Vol. 1" – Leonard, 1989</p> <p>Various songbooks</p> | <p>Winter and Holiday songs</p> <p>Various song books and recordings</p> <p>Nomenclature</p> | | | <p>"Annie" DVD "or equivalent theatrical production</p> <p>"Annie" Songbook</p> | | <p>Laptop</p> <p>CD player</p> <p>Logic Audio</p> <p>Various recordings</p> <p>"Meet the Orchestra" – Hayes, 1991</p> <p>Musical instruments</p> | <p>Rhythm sticks</p> <p>Percussion instruments</p> <p>Blackboard</p> | <p>"Treasury of Disney Songs" – Leonard, 1998</p> <p>Various songbooks</p> <p>Internet</p> | |



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| GRADE 3 TOPICS | Vocal Production/ Placement | Celebrating Holidays Through Music | | | Musical Theater | Musical Theatre | Elements of Music | Novelty Songs | Songs of Popular Culture | |
| | Patriotic Songs | Learning songs phrase by phrase | | | | | | Study of Melody/ Rewriting of Lyrics | | |
| | Review Nomenclature | Rehearsing songs as a whole | | | | | | | | |
| | Standards: | Learning counting, vocal technique, memorization techniques | | | Standards: | Standards: | Standards: | Standards: | Standards: | |
| | 1.1.5.B.1-2 1.2.5.A.1 & 3 1.3.5.B.2 & 4 | Singing as a group (working together) | | | 1.1.5.B.1 & 2 1.2.5.A.1-3 1.3.5.B.2 & 4 1.4.5.A.1-3 | 1.1.5.B.1 & 2 1.2.5.A.1-3 1.3.5.B.2 & 4 1.4.5.A.1-3 | 1.1.5.B.1 & 2 1.2.5.A.1-3 1.3.5.B.2 1.4.5.A.1-3 | 1.1.5.B.1 & 2 1.2.5.A.1-3 1.3.5.B.2 & 4 1.4.5.A.1-3 | 1.1.5.B.1 & 2 1.3.5.B.2 & 4 1.4.5.A.1, 2, 3 | |
| ACTIVITIES | Singing using proper breathing and posture | Echo back phrases of each song | | | Discussion of musical theater | Discussion of musical theater | Study the elements of music | Learn novelty songs | Learn songs by reading notation and echoing phrases | |
| | Review symbols and terms | Count entrances | | | View a theatrical production | View a theatrical production | Evaluate the elements in the musical examples | Study pre-existing melodies | | |
| | | Count note lengths | | | Learn songs from the musical | Learn songs from the musical | | Learn new words | | |
| | | Rehearse proper breathing techniques | | | | | | | | |
| | | Rehearse as a group | | | | | | | | |
| | | Practice dynamics | | | | | | | | |
| | | Practice staging | | | | | | | | |
| | | Incorporate elements of music | | | | | | | | |



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|-----------------------|--|--|----------|----------|--|--|--|--|--|------|--|
| RESOURCES | "Voice Builders for Better Choirs" – Crocker, 2002 "Warmups and Workouts for Choir Vol. 1" – Leonard, 1989 Various songbooks | Winter and Holiday songs Various song books and recordings Nomenclature | | | DVD of the production Sheet music from the musical (eg. Beauty and the Beast) | "About 80 Years of Jazz in About 80 Minutes" – Blair, 2012 Other various recordings | Nomenclature Assorted recordings | "Take Me Out of the Bathtub" – Katz, 2001 "Let's All Sing Novelty Songs" – Leonard | "Treasury of Disney Songs" – Leonard, 1998 Various songbooks Internet | | |
| GRADE 4 TOPICS | Vocal Production/ Placement Patriotic Songs Review Nomenclature Standards: 1.1.5.B.1-2 1.2.5.A.1 & 3 1.3.5.B.2 & 4 | Celebrating Holidays Through Music Learning songs phrase by phrase Rehearsing songs as a whole Learning counting, vocal technique, memorization techniques Singing as a group (working together) Staging a performance Elements of music Standards: 1.1.5.B.1 & 2 1.2.5.A.1, 2, 3 1.3.5.B.2 & 4 | | | Musical Theater Standards: 1.1.5.B.1 & 2 1.2.5.A.1-3 1.3.5.B.2 & 4 1.4.5.A.1-3 | Black History Month Standards: 1.1.5.B.1 & 2 1.2.5.A.1-3 1.3.5.B.2 & 4 1.4.5.A.1-3 | Elements of Music Standards: 1.1.5.B.1 & 2 1.2.5.A.1-3 1.3.5.B.2 1.4.5.A.1-3 | Novelty Songs Study of Melody/ Rewriting of Lyrics Standards: 1.1.5.B.1 & 2 1.2.5.A.1-3 1.3.5.B.2 & 4 1.4.5.A.1-3 | Songs of Popular Culture Standards: 1.1.5.B.1 & 2 1.3.5.B.2 & 4 1.4.5.A.1, 2, 3 | | |



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| ACTIVITIES | <p>Singing using proper breathing and posture</p> <p>Review symbols and terms</p> | <p>Echo back phrases of each song</p> <p>Count entrances</p> <p>Count note lengths</p> <p>Rehearse proper breathing techniques</p> <p>Rehearse as a group</p> <p>Practice dynamics</p> <p>Practice staging</p> <p>Incorporate elements of music</p> | | | <p>Discussion of musical theater</p> <p>View a theatrical production</p> <p>Learn songs from the musical</p> | <p>Study the history of jazz</p> | <p>Study the elements of music</p> <p>Evaluate the elements in the musical examples</p> | <p>Learn novelty songs</p> <p>Study pre-existing melodies</p> <p>Learn new words</p> | <p>Learn songs by reading notation and echoing phrases</p> | |
| RESOURCES | <p>"Voice Builders for Better Choirs" – Crocker, 2002</p> <p>"Warmups and Workouts for Choir Vol. 1" – Leonard, 1989</p> <p>Various songbooks</p> | <p>Winter and Holiday songs</p> <p>Various song books and recordings</p> <p>Nomenclature</p> | | | <p>DVD of the production</p> <p>Sheet music from the musical (eg. The Music Man)</p> | <p>"About 80 Years of Jazz in About 80 Minutes" – Blair, 2012</p> <p>Other various recordings</p> | <p>Nomenclature</p> <p>Assorted recordings</p> | <p>"I'm Still Here in the Bathtub" – Katz, 2003</p> <p>"Let's All Sing Novelty Songs" – Leonard</p> | <p>"Treasury of Disney Songs" – Leonard, 1998</p> <p>Various songbooks</p> <p>Internet</p> | |



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| GRADE 5 TOPICS | Vocal Production/ Placement Patriotic Songs Review Nomenclature Standards: 1.1.5.B.1-2 1.2.5.A.1 & 3 1.3.5.B.2 & 4 | Celebrating Holidays Through Music Learning songs phrase by phrase Rehearsing songs as a whole Learning counting, vocal technique, memorization techniques Singing as a group (working together) Staging a performance Elements of music Standards: 1.1.5.B.1 & 2 1.2.5.A.1, 2, 3 1.3.5.B.2 & 4 | | | Musical Theater Standards: 1.1.5.B.1 & 2 1.2.5.A.1-3 1.3.5.B.2 & 4 1.4.5.A.1-3 | Black History Month Standards: 1.1.5.B.1 & 2 1.2.5.A.1-3 1.3.5.B.2 & 4 1.4.5.A.1-3 | Careers in Music Music and Technology Recording and the History of Recording Electronic Music Standards: 1.1.5.B.1 & 2 1.4.5.A.1-3 | The Science of Sound Waves/vibration Frequency Doppler effect Sympathetic vibration Standards: 1.1.5.B.1 & 2 1.2.5.A.1, 2, 3 1.3.5.B.2 & 4 | Songs of Popular Culture Standards: 1.1.5.B.1 & 2 1.3.5.B.2 & 4 1.4.5.A.1, 2, 3 | |
| ACTIVITIES | Singing using proper breathing and posture Review symbols and terms | Echo back phrases of each song Count entrances Count note lengths Rehearse proper breathing techniques Rehearse as a group Practice dynamics Practice staging Incorporate elements of music | | | Discussion of musical theater View a theatrical production Learn songs from the musical | Study black music history and musical styles | Discuss careers in music Learn vocabulary Study the use of technology in music | Look at/listen to sound sources Discuss the physics of sound | Learn songs by reading notation and echoing phrases | |



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| RESOURCES | "Voice Builders for Better Choirs" – Crocker, 2002 "Warmups and Workouts for Choir Vol. 1" – Leonard, 1989 Various songbooks | Winter and Holiday songs Various song books and recordings Nomenclature | | | DVD of the production Sheet music from the musical (eg. The Sound of Music) | "On This Day in Black Music History" – Warner, 2006 "Jazz" DVD - Burns | Computer with recording software | Piano Tuning fork Various instruments | | Assorted sheet music |



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| GRADE 6 TOPICS | Vocal Production/ Placement | Celebrating Holidays Through Music | | | American Musical Theater | Spring Concert Rehearsals | | | | Moving Up Ceremony Rehearsals |
| | Patriotic Songs | Learning songs phrase by phrase | | | | Learning songs phrase by phrase | | | | |
| | Review Nomenclature | Rehearsing songs as a whole | | | | Rehearsing songs as a whole | | | | |
| | Standards: | Learning counting, vocal technique, memorization techniques | | | | Learning counting, vocal technique, memorization techniques | | | | |
| | 1.1.8.B.1 | Singing as a group (working together) | | | | Singing as a group (working together) | | | | |
| | 1.2.8.A.3 | Staging a performance | | | | Staging a performance | | | | |
| | 1.3.8.B.1-3 | Elements of music | | | | Elements of music | | | | |
| | | Standards: | | | | Standards: | | | | |
| | | 1.1.8.B.1 & 2 | | | | 1.1.8.B.1 & 2 | | | | |
| | | 1.3.8.B.1, 2, 3 | | | | 1.3.8.B.1, 2, 3 | | | | |
| | 1.4.8.A.1, 3, 5 | | | 1.4.8.A.1, 3, 5 | | | | | | |
| | | Singing as a group (working together) | | | Singing as a group (working together) | | | | | |
| | | Staging a performance | | | Staging a performance | | | | | |
| | | Elements of music | | | Elements of music | | | | | |
| | | Standards: | | | Standards: | | | | | |
| | | 1.1.8.B.1 & 2 | | | 1.1.8.B.1 & 2 | | | | | |
| | | 1.3.8.B.1, 2, 3 | | | 1.3.8.B.1, 2, 3 | | | | | |
| | | 1.4.8.A.1, 3, 5 | | | 1.4.8.A.1, 3, 5 | | | | | |



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|-------------------|---|---|----------|----------|--|---|-------|-------|-----|---|
| ACTIVITIES | <p>Singing using proper breathing and posture</p> <p>Review symbols and terms</p> | <p>Echo back phrases of each song</p> <p>Count entrances</p> <p>Count note lengths</p> <p>Rehearse proper breathing techniques</p> <p>Rehearse as a group</p> <p>Practice dynamics</p> <p>Practice staging</p> <p>Incorporate elements of music</p> | | | <p>Discussion of musical theater</p> <p>Study of musical thematic material</p> <p>Watch DVD of the theatrical production (eg. West Side Story)</p> | <p>Echo back phrases of each song</p> <p>Count entrances</p> <p>Count note lengths</p> <p>Rehearse proper breathing techniques</p> <p>Rehearse as a group</p> <p>Practice dynamics</p> <p>Practice staging</p> <p>Incorporate elements of music</p> | | | | <p>Echo back phrases of each song</p> <p>Count entrances</p> <p>Count note lengths</p> <p>Rehearse proper breathing techniques</p> <p>Rehearse as a group</p> <p>Practice dynamics</p> <p>Practice staging</p> <p>Incorporate elements of music</p> |
| RESOURCES | <p>"Voice Builders for Better Choirs" – Crocker, 2002</p> <p>"Warmups and Workouts for Choir Vol. 1" – Leonard, 1989</p> <p>Various songbooks</p> | <p>Winter and Holiday songs</p> <p>Various song books and recordings</p> <p>Nomenclature</p> | | | <p>DVD of theatrical production</p> | <p>Sheet music</p> <p>Vocal arrangements</p> <p>Assorted recordings</p> | | | | <p>Sheet music</p> <p>Vocal arrangements</p> <p>Assorted recordings</p> |



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Differentiation/Accommodations/Modifications

| Gifted and Talented | English Language Learners | Students with Disabilities | Students at Risk of Failure |
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| <p>(content, process, product and learning environment)</p> <p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> | <p>Modifications for Classroom</p> <p>Assign a peer helper in the class setting</p> <p>Use Smartphone as dictionary</p> <p>Use Dictionary</p> <p>Use materials in native language, if available</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> <p>Modifications for Assessments</p> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> | <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> |



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| <p>Provide assessments at a higher level of thinking</p> | <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Use dictionary or approved electronic device</p> | <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> | <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> |
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| | | <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading</p> | <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> |
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| | | <p>criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments</p> | <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, and topic).</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |
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NJDOE: NJ Student Learning Standards