

Summit Public Schools
Summit, New Jersey
Grade Level/Content Area: Orchestral Music, Grades 6, 7, 8
Length of Course: Full Year

Curriculum

Course Description: Middle School String Ensembles (grades 6, 7 and 8) are full year courses designed to provide students with a continuation of musical skills developed in their primary schools. This course is a developmental performance-based group and students are expected to reach a proficiency level on their instruments conducive to playing level II-III music, and have knowledge of the technical skills applicable to their respective instrument. String Orchestra is an elective, performance class open to all string players who have completed the elementary string program, or its equivalent outside the system. It is a full year course at each grade level. * Each grade level orchestra meets five times in a three week period 49 minutes each session. In addition, small group lessons (49 minutes each) provide individualized attention for each student's personal growth. Through guided practice and performance, students successfully perform a wide variety of ensemble literature as well as works of noted composers, popular songs and contemporary works. In addition to developing the necessary skills associated with playing traditional stringed instruments, the study of Humanities exposes students to the diverse and rich cultures of our world, giving a better understanding of how different types of music developed.

** Note: Music performance as implemented in the orchestra program is unique in its individual continuous progress approach. Students enter the program at differing levels of competency and readiness; as they progress through the middle school grades, students are brought to the next level of mastery at their own pace.*

Standard 1.1 (The Creative Process)

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art as well as demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

Big Ideas: *Course Objectives / Content Statement(s):* Cultural traditions have specific characteristics which influence recognizable musical forms inclusive of preferred tonalities and rhythmic structures; compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.

<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● What are the stylistic similarities and differences between various genres of music? ● What are the stylistic similarities and differences between the music of differing cultures? ● How did the societal/cultural norms of the times influence the development of music? ● How did the political system of the times influence the development of music? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Music reflects the character and traditions of the different cultures it represents. ● Knowledge of the essential elements of Western and non-Western music allows the listener to develop skills to identify and analyze diverse cultural genres. ● The study of various genres and their development allow students to understand and appropriately perform the string music of today. ● The study of various genres and their development allows students to recognize the unique qualities of music and how that music may have sounded in another time.
<p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>
<p>1.1.8.B.1- Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p>	<ul style="list-style-type: none"> ● Modeling of style and techniques specific to various musical eras and cultures. ● Developing awareness of performance practices as it applies to different cultures, genres, and time periods.
<p>1.1.8.B.2- Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>	<ul style="list-style-type: none"> ● Assessment (individual, peer, ensemble, audience member). <p>Sample Assessments:</p>
	<p>Students will:</p> <ul style="list-style-type: none"> ● Identify common recognizable musical forms (e.g., ABA, Rondo, Call & Response, etc).

- Be able to discern and identify compositional techniques in different styles and genres of string music vary according to their prescribed set of rules.
- Use the bow appropriately to reflect the specific articulation of the composer and historical era.

Instructional Strategies:

Interdisciplinary Connections

- History is used to make sense of the time and place in which the music is being created.
- Science is used to make sense of sound production and tuning.
- School-wide multicultural programs such as A Night for the Soul and Multicultural Night.

Technology Integration

- Videos and sound recordings help model various string techniques of diverse cultures and of characteristic tone of string instruments; method book listening examples of various genres and styles of violin, viola, cello and bass.
- Internet and streaming services serve as wonderful resources to explore and research different instrumental techniques and musical genres.
- Listening to recordings reinforces that meter, rhythm, and tonality are determining factors in the categorization of musical genres.
- Video and audio recordings allow students to analyze the differences among various genres of music.
- Musical software programs are used for musical arranging, composition, performance and recording which is an essential component to enhance student learning (Chromebook Apps, Noteflight, Smart music)

Media Literacy Integration

- Analyze, compare and contrast the differences between print and

	<p>electronic texts that support an author's opinion</p> <ul style="list-style-type: none"> ● Evaluate various media messages for credibility ● Discern how various forms of media describe, compare and contrast composers and musical genres <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Various cultures, music and composers are assessed and studied. ● Students will be able to identify similarities and differences between cultures. ● Students will be able to identify the unique cultural characteristics, differences and similarities between musical genres.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>The instructor will use any or all of the following methods and techniques to help students accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with the challenges of the 21st century based on their own readiness level and learning style. The needs of diverse learners are met through the following:</p> <ul style="list-style-type: none"> ● Modeling the fundamentals of each member of the string family. ● Differentiation of expectations for performance based on student's individual readiness level. ● Encouraging musical independence and creativity through guided decision making and collaboration. ● Performing and analyzing music of diverse cultures and eras. ● Developing Critical Thinking and Problem Solving skills to aid in categorization of different genres. ● Composing using creativity and innovation in various styles of music. ● Honing skills in critical thinking and problem solving through listening and evaluating music. ● Performing supplemental exercises

geared toward the best string pedagogy and using assignments for technical issues such as bowing, tone, note-reading, fingering, articulation etc.

- Performing sight-reading challenges in the prescribed set of rules of certain styles of music.
- Communicating and Collaborating skills will be developed.
- Whether evaluating and assessing music or creating music students will find it is a team sport.
- Through the use of visual examples of musical concepts students will be able to identify music of diverse cultures.
- By producing written projects, including simple compositions in various styles.

Information Literacy

- Students will be asked to use the internet and/or library in order to find information about composers of Western music.
- Students will be asked to use the internet and/or library in order to find information about composers of non-Western music.

Media Literacy

- Students will read about the history and time periods of orchestral works using different types of media.
- Students will read about the history and time periods of genres (i.e., fiddling, jazz, etc.) using different types of media.

Life and Career Skills

- Musical studies aid students to develop organizational skills.
- Musical studies aid students to develop problem solving skills.
- Musical studies aid students to work collaboratively.

	<ul style="list-style-type: none"> ● Musical studies encourage independent thinking skills. ● While there are many life and career skills developed through the study of music, most significantly, music is a basis for an orderly and organized mind.
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Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
Big Ideas: The development and practice of string literature will foster a positive connection between critical thinking skills, lifelong learning, personal expression, and enhance contribution to community and global citizenship.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● How does music help us connect between different cultures? ● How does music connect different time periods? ● How does studying different genres help students better understand musical form? ● How does the study of different genres help students become authentic performers? ● How do technological changes influence the development and nature of the arts? 	Students will understand that... <ul style="list-style-type: none"> ● Music reflects the character and traditions of different cultures. ● Music reflects the different styles, forms and their evolution within a given time period. ● The study of genres and their evolution help them understand and perform the string music of today. ● The study of string music of diverse cultures and different historical eras assists in understanding specific cultures and eras. ● The arts reflect cultural mores and personal aesthetics throughout the ages. ● The impact of innovations in technology (availability of music online and music always at your fingertips, etc.) has affected societal norms and habits.
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments

(Cumulative Progress Indicators)	
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Assessment (individual, peer, ensemble, audience member) ● Modeling style and techniques specific to various musical eras and cultures ● Developing awareness of performance practices as they apply to various cultures, genres, and time periods <p>Sample Assessments: Students will...</p> <ul style="list-style-type: none"> ● Perform orchestral music of different forms, composers, and time periods which will provide insight into the lives of people and their values. ● Be able to identify the following forms of music of music (ABA, rondo, call and response, minuet, waltz, blues, etc...) ● Identify musical characteristics from different genres and cultures to make the music stylistically accurate. ● Make the connection regarding the correct use of the bow, including proper bow hold, posture and position, speed and weight of the bow work together for a more focused tone and to make the music stylistically accurate. ● Make the connection between finger placement and pitch in order to make the performance stylistically accurate. ● Music is a universal language that crosses cultural and language barriers throughout time. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Mathematical concepts are used to teach counting and compositional balance in music. ● History is used to make sense of the time and place in which the music is being created.
1.2.8.A.1- Map historical innovations in music that were caused by the creation of new technologies.	
1.2.8.A.2- Differentiate past and contemporary works of music that represent important ideas, issues and events that are chronicled in the histories of diverse cultures.	
1.2.8.A.3- Analyze the social, historical and political impact of artists on cultures and the impact of culture on the arts.	

	<ul style="list-style-type: none"> ● School wide multicultural programs such as A Night for the Soul. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Video and audio recordings help model various string techniques such as characteristic tone, literature and analysis (i.e. Method book listening examples) ● Metronomes used in rehearsals and individual and small group practice sessions help students establish and consistent, internal beat and allows for the development of an internal subdivision of the beat. ● Electronic tuners used in rehearsals, as well as in individual and small group practice sessions help students understand the concept of intonation and establish a discerning inner ear. ● Internet and streaming services serve as wonderful resources for students to explore and research different musical genres (i.e. YouTube) ● Musical software programs (used for musical arranging, composition, performance, recording, etc) are an essential component to enhance student learning. (i.e. Chromebook apps, Noteflight, Smart music) ● Video recordings help students analyze their own strengths and weaknesses. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Develop criteria/rubric to judge the effectiveness of visual and verbal presentations. <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Introducing different cultures, genres, composers, time periods and forms and tracing the history of music in world cultures.
<p>The following skills and themes listed to the right should be reflected in the design of</p>	<p>The instructor will use any or all of the following methods and techniques to help</p>

<p>units and lessons for this course or content area.</p>	<p>he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following:</p> <ul style="list-style-type: none"> ● Modeling examples of forms/genres as they apply to each instrument ● Visual examples of musical concepts ● Assignments and sight-reading of discipline-specific string terminology. ● Ear training and listening skills which will develop sensitivity to pitch, rhythm, tempo, timbre, dynamics, form, melody and the application of playing techniques. ● Assigning written projects, including simple compositions which stress stylistic markers of different cultures and genres of music. ● Assigning playing assignments that match the concepts being presented in the lesson book and ensemble repertoire. ● Differentiation of expectations for performance based on student's readiness ● Individual or small group performances on violin, viola, cello or bass ● Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials ● Demonstrating the prescribed rules and forms used to create music, such as melodic line and chordal structures.
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Standard 1.3

Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Big Ideas: In order to create an authentic musical performance, the musician must be able to sleuth out the intentions of a composer as presented on the printed page through a variety of notations and symbols. In addition, the performer must have a formal knowledge of and thereby, be able to accurately express, the music of a variety of genres, cultures and historical eras.

<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How does the composer convey information to the performer how to play a piece? (e.g., loudly or quietly, fast or slow) ● Where would you go to find out more about an unfamiliar notation system? ● How does learning music make one culturally aware? ● How can I modify a piece of music so that the listener can make the connection between the original and my variation? ● How does the time and place in which a piece is composed affect how I perform it? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Interpreting music is a responsibility. The performer must use a variety of “clues” to help create an authentic performance. ● There are differences between the music and performance techniques of different cultures, eras, and genres. A skilled performer knows whether these differences are substantial or subtle. ● Through good technique, posture and structured practice the student will learn the control to bring nuance and subtle differences into his/her performance. ● By understanding the structure of a piece of music the student can improvise on a piece (harmonically or rhythmically) while preserving its original integrity
<p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.3.8.B.1- Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western and avant-garde notation.</p> <p>1.3.8.B.2- Perform independently and in groups with expressive qualities</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Modeling style and techniques specific to various musical eras and cultures. ● Developing awareness of performance practices as it applies to

<p>appropriately aligned with stylistic characteristics of the genre.</p>	<p>different cultures, genres, and time periods</p> <ul style="list-style-type: none"> ● Teaching necessary vocabulary ● Reinforcing appropriate note reading, symbols and terms. ● Assessment (Individual, peer, ensemble, audience member) ● Providing appropriate music theory instruction.
<p>1.3.8.B.3- Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p>	
<p>1.3.8.B.4- Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre of style.</p>	<p>Sample Assessments: students will...</p> <ul style="list-style-type: none"> ● Perform (i.e. concerts, informal peer performance, videotaping and recording/analysis of performances.) ● Critique performances (peer performance, YouTube performances) with an eye toward the accurate interpretation of the composers' intentions.
	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● School wide multicultural programs ● Science is used to teach the physics of sound. ● Mathematical concepts are used to teach counting and compositional balance in music. ● History is used to make sense of the time and place in which the music is being created. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Video and audio recordings model various instrumental techniques, instrumental tone, literature and analysis (i.e. Method book listening examples) ● Metronomes used in rehearsals and individual and small group practice sessions help students establish and consistent, internal beat and allows for the development of an internal subdivision of the beat. ● Electronic tuners used in rehearsals, as well as in individual and small group practice sessions help students

	<p>understand the concept of intonation and establish a discerning inner ear.</p> <ul style="list-style-type: none"> ● Internet and streaming services serve as wonderful resources for students to explore and research different musical genres (i.e. YouTube) ● Musical software programs (used for musical arranging, composition, performance, recording, etc) are an essential component to enhance student learning. (i.e., Chromebook Apps, Noteflight, Smart music) ● Video recordings help students analyze their own strengths and weaknesses. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Make inferences based on the content of media about composers and musical forms and be able to draw sound musical conclusions. <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Enhancing the understanding of different cultures through the study of various genres, composers, time periods and forms.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>The instructor will use any or all of the following methods and techniques to help he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following:</p> <ul style="list-style-type: none"> A. Modeling the elements of style B. Introducing vocabulary and relating it to aural examples C. Assigning improvisational projects, including devising a simple variation on a theme D. Creating playing assignments that match the concepts being presented in the lesson book and ensemble.

	<p>E. Providing supplemental exercises and assignments for technical issues such as: bow control, using “bow lanes” to vary volume and intensity, spiccato, etc).</p> <p>F. Encouraging and provide sight-reading challenges.</p> <p>G. Differentiation of expectations for performance based on student’s readiness level</p> <p>H. Final culminating public performances with full orchestra twice per year</p> <p>I. Individual or small group performances</p> <p>K. Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials</p>
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<p>Standard 1.4</p> <p>Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
<p>Big Ideas: Music has been used by all cultures for centuries in a wide variety of purposes. It is incumbent upon the interpreter to understand the original purpose of a piece of music and create an authentic and culturally sensitive experience for the listener.</p>	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>

<ul style="list-style-type: none"> ● How can I, as a performer, convey a variety of emotions to the listener? ● What are the clues I can use to discern the original purpose of a piece of music? ● How have the accepted societal norms in music changed over the centuries? ● How does culture affect the way I perform music? ● What awareness do I need to uncover hidden or implied meanings in music and then convey them to the listener? ● What makes a piece of music traditional or non-traditional? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● One's perspectives influence historical interpretation of music. ● Great music addresses universal themes of human existence. ● Music can communicate ideas and emotions. ● By assessing their performances and using critical problem solving skills they can enhance future performances as both a performer and audience member.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p>	<p>Instructional Focus:</p>
<p>1.4.8.A.1- Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p>	<ul style="list-style-type: none"> ● Model style and techniques specific to various musical eras and cultures. ● Develop awareness of performance practices as it applies to different cultures, genres, and time periods.
<p>1.4.8.A.2- Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p>	<ul style="list-style-type: none"> ● Assessment (Individual, peer, ensemble, audience member)
<p>1.4.8.A.3- Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual arts within diverse cultures and historical eras.</p>	<p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Students will critique personal, peer and ensemble performances using appropriate terminology and constructive comments.
<p>1.4.8.A.4- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p>	<ul style="list-style-type: none"> ● Students will create a narrative that demonstrates their emotional understanding of a piece of music.
<p>1.4.8.A.5- Interpret symbolism and metaphors embedded in works of dances, music, theatre, and visual arts.</p>	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● School wide multicultural programs ● Science is used to teach the physics of sound.

<p>1.4.8.A.6- Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p>	<ul style="list-style-type: none"> ● Math is used to teach counting in music and is broken down into numerals and fractions. ● History is used to make sense of the time and place in which the music is being created.
<p>1.4.8.A.7- Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p>	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Videos and audio recordings model various instrumental techniques, instrumental tone, literature and analysis (i.e. Method book listening examples, YouTube) ● Metronomes used in rehearsals and individual and small group practice sessions help students establish and consistent, internal beat and allows for the development of an internal subdivision of the beat. ● Electronic tuners used in rehearsals, as well as in individual and small group practice sessions help students understand the concept of intonation and establish a discerning inner ear. ● Internet and streaming services serve as wonderful resources for students to explore and research different musical genres (i.e. YouTube) ● Musical software programs (used for musical arranging, composition, performance, recording, etc) are an essential component to enhance student learning. (i.e., Chromebook apps, Noteflight, Smart music) ● Video recordings help students analyze their own strengths and weaknesses.
	<p>Media Literacy integration</p> <ul style="list-style-type: none"> ● Create media presentations and written reports using multimedia resources such as Google Slides, video or other technology to inform other students about the various cultures and periods of time studied. <p>Global Perspectives</p>

	<ul style="list-style-type: none"> ● Differentiating between cultures, genres, composers, time periods and forms.
	<p>The instructor will use any or all of the following methods and techniques to help he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following:</p> <ul style="list-style-type: none"> ● Providing supplemental exercises and assignments for technical issues such as: breathing, tone, note-reading, fingering, range, etc. ● Assess Individual, small group, and public performances ● Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials

Texts and Resources:

Essential Elements for Strings

Essential Techniques for Strings

Fiddlers Philharmonic

New Directions for Strings

Suzuki String Method Books

CDs and DVDs which accompany methods books

Noteflight

Smart Music

Practice First

Sight Reading Factory

Orchestra pieces by masters of string pedagogy for young string players such as Richard Meyer, Doug Spata and Soon Hee Newbold.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Instructional Strategies:

Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading

Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

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CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading