

Summit High School Chorus

Summit High School
Summit, NJ

Grade Level/Content Area:

9th-12th Grade Chorus
Concert Choir and Treble Chorus

Revised by
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Summit High School
Summer 2017

Concert Choir:

Length of Course.....Full Year

Credit.....5.0

Grade Level..... Male Voices 9-12; Female Voices 10-12

PrerequisiteNone

Treble Singers:

Length of Course.....Full Year

Credit.....5.0

Grade Level.....Female Voices 9-12

PrerequisiteNone

HIGH SCHOOL MUSIC DEPARTMENT PHILOSOPHY

The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively, while knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Through understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in a multicultural society. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

Chorus is a full year elective course that meets daily. Chorus is open to all students who wish to sing with a group. The ensemble performs at the highest level of proficiency. Small group lessons provide individualized attention for each student's personal growth. Opportunity and encouragement is provided to move all students to their highest level of singing ability. Instruction is based on performance literature, with emphasis on public performance. All performances are mandatory.

In Chorus, there are six levels of mastery; performance repertoire, vocal technique, vocal agility, diction, sight singing and musical and score literacy. Special emphasis is given to

timbre, intonation, style, musical symbols, and structure.

Note: Music performance, as implemented in the Chorus program, is unique in its individual, continuous progress approach. Each chorus member enters the program with differing levels of talent, ability and musical experiences. As their competency and readiness increase, they are brought to the next level of mastery at their own pace. This progressive method rewards the student for personal effort and for contribution to the accomplishments of the ensemble.

<p align="center">Standard 1.1 (The Creative Process)</p> <p>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.</p>	
<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> • Students will become acquainted with the elements of music, how those elements are manipulated to create various works of choral literature, and how those elements have a direct impact on a singer's/choir's performance. • Students will be able to use solfege to interpret and sight-read beginner to advanced musical literature, either in a large ensemble or individually. • Students will be able to understand the basics of vocal score reading. 	
<p align="center">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> 1. What are the tools that will help any singer sight-read a song or musical score? 2. What are the musical elements that will enable a composer to create a piece of music and an ensemble to perform it? 3. How can you draw on all of your knowledge of the essential elements of music to sight read a piece of music, either in a large ensemble or individually? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ❑ The foundation of fluent music reading is a working knowledge of key signatures, scales (major and the 3 forms of minor), rhythm, pulse and beat, as well as dynamic and musical symbols. ❑ Performing literature from a wide variety of genres and time periods is vital to having an advanced and complete lexicon of musical literacy. ❑ A basic understanding of musical clefs, key and time signatures, musical systems, measure numbers, articulations, tempo markings, and dynamic symbols is critical in order to effectively read a musical score. ❑ An authentic musical performance is a fine balance between properly interpreting the intent of a composer while performing the piece as one's own. ❑ Learning to expressively sight-sing various levels of melodies with chromatic inflections and various time signatures while using proper

	solfege is essential to developing critical music reading abilities.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: <ul style="list-style-type: none"> ▪ Students will be able to aurally identify intervals and scales. ▪ Students will examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. ▪ Students will have an understanding of clefs, key, and time signatures, systems and measure numbers, as well as a more in depth knowledge of score reading, articulation, and basic chord analysis. ▪ Students will work extensively with sight-singing and sight reading techniques. Sample Assessments: <ul style="list-style-type: none"> ▪ Singing tests: Students are required to perform in small group testing. ▪ Sight Singing examples. ▪ Perform compositions of various genres and degrees of difficulty. ▪ Diatonic major/minor scale test using solfege symbols and hand gestures. Instructional Strategies: <ul style="list-style-type: none"> □ Interdisciplinary Connections <ul style="list-style-type: none"> - Math (fractions in relation to time signatures) - Language Arts (tone, inflection, dialect) - Physical Education (students will learn the basic physiological
1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.	
1.1.12.B.2 Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.	

	<p>principles that affect vocal technique and tone production)</p> <ul style="list-style-type: none"> □ Technology Integration <ul style="list-style-type: none"> - Students will use Chromebooks to record individual audio and video assessments to submit for teacher feedback and evaluation. - Students will utilize the teacher's website to access digitally created practice files. - Teacher will use Sight-Reading Factory, an online sight-reading software, to present sight-reading exercises of increasing difficulty to the class for group completion. - Use of MusicFirst, a cloud-based music technology suite, to address pertinent skills, as needed - Consistent use of Google Classroom or another Learning Management System □ Media Literacy Integration <ul style="list-style-type: none"> - Teacher will provide and utilize various tutorial and instructional videos to enhance student learning regarding the elements of music. □ Global Perspectives <ul style="list-style-type: none"> - Students will understand the diverse cultural and societal traditions that influenced the creative process of those works. - Learn and perform styles of music from a wide variety of cultures and countries. - Perform songs using a wide variety of foreign languages including French, Italian, Spanish, German, Latin, Hebrew, Creole, Russian, etc.
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>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p>

	<p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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<p>Standard 1.2 (The History of The Arts and Culture)</p> <p>All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> Students will learn how choral music has grown and developed throughout the ages and how choral music has both affected and been affected by culture/society. 	
<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>
<ol style="list-style-type: none"> Which time periods do the composers we study operate in and what are the characteristics of those eras? How does music from different cultures compare and contrast with Western music? Which composers were pivotal in the composition of choral music in each musical time period? What are the defining traits of the following musical styles and eras: Renaissance, Baroque, Classical, Romantic, 20th Century/Modern, and Vocal Jazz? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ❑ How to use our musical knowledge to recognize and perform different genres of music. ❑ Various factors influenced how composers of different musical time-periods composed their music (i.e. the influence of the Roman Catholic Church on sacred masterworks, influence of visual arts on music, such as French Impressionism). ❑ Music of the Renaissance tends to be more modal and contains longer phrases. Music from the Baroque and Classical periods tends to be

<p>5. How do the traits of different cultures influence the vocal music they produce?</p> <p>6. What is the influence of popular culture on the genre of music performed in each respective time period?</p>	<p>more melismatic and require a more coloratura vocal tone. Music from the Romantic to Modern periods tends to have more chromatic tones and be more secular. There is also a heightened level of dramatics in music of the Romantic to Modern periods.</p> <p>❑ Some music lends itself to more rhythmic music and complex harmonies depending on the importance of percussion or drums in the society, such as African countries or West Indian Music. There are also more subdued music of the West with longer phrases and more linear harmonies.</p> <p>❑ Music has always been intertwined with various cultures. In the Renaissance through the Classical time period, the Church was the major impetus in music production. However, in the Classical era, the music begins shift towards a more performance based. However religious music still continues to have a major impact on choral music.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ▪ Students will gain an understanding of the history and cultural effect of various styles of music. ▪ Students will identify how dance, music, and theatre can be brought together to create an effective and complete performance. ▪ Student will be able to understand choral and vocal music through the lenses of
<p>1.2.12.A.1 Cultural and historical events impact art-making as well as how audiences respond to works of art.</p>	
<p>1.2.12.A.2 Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.</p>	

	<p>various cultures and historical time periods.</p> <ul style="list-style-type: none"> ▪ Students will be able to perform songs in various vocal styles, imitating the most professional ensembles. ▪ Blend unison and harmonic parts and vocal timbers in response to the conductor's cues. <p>Sample Assessments:</p> <ul style="list-style-type: none"> ▪ Classroom discussion regarding a particular musical style or composer of a song. ▪ Preparing a musical performance of a composition in the style of a particular composer. ▪ Performance assessment of a choral work of a particular style. ▪ Authentic assessment at public choral concerts and festivals. <p>Instructional Strategies:</p> <p><input type="checkbox"/> Interdisciplinary Connections</p> <ul style="list-style-type: none"> - Social Studies (seeking out the connections between a culture's values and how those beliefs are reflected in the art that it creates) - Incorporate musical instruments into performance and rehearsal processes to demonstrate vocal characteristic desired. - Incorporate dance and movement into musical rehearsals and performances. <p><input type="checkbox"/> Technology Integration</p> <ul style="list-style-type: none"> - Use of YouTube, Spotify, and other audio/video technologies to show authentic examples of various multi-cultural works. - Use of YouTube to show musical dance and movement into the rehearsal and performance processes. <p><input type="checkbox"/> Global Perspectives</p>
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	<ul style="list-style-type: none"> - Learn and perform styles of music from a wide variety of cultures and countries. - Perform songs using a wide variety of foreign languages including French, Italian, Spanish, German, Latin, Hebrew, Creole, Russian, etc.
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>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

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: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> ● Students will learn basic vocal technique, musicianship skills, and performance etiquette, resulting in the ability to create authentic performance experiences. ● Students will be able to sing expressively using proper posture, breath support, vocal diction, and tone production, as well as recognize both proper and improper vocal technique. ● Rehearse and perform in both large and small ensembles, thus demonstrating an advanced level of balance, blend, intonation, and listening skills. 	
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>

<ol style="list-style-type: none"> 1. What vocal and musical skills are necessary to perform choral music at an advanced level within an ensemble? 2. Can students listen well enough to be able to play at a high level in both large and small ensembles? 3. Can students understand the score well enough to play advanced music in various genres? 4. What constitutes an authentic performance? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> The importance of singing the 5 basic vowels correctly, as well as the proper singing of consonants and diphthongs. <input type="checkbox"/> Certain music literacy skills are necessary to perform choral works correctly and authentically. <input type="checkbox"/> The importance of being able to sing from head to chest voice, with minimum vocal break. <input type="checkbox"/> How to sing in any register while maintaining intonation. <input type="checkbox"/> The ability to listen is the key to effectively participating within an ensemble by not only being conscious of one's own part, but the other sections of the choir as well. In addition, students must also understand how their vocal line fits within the context of a particular chord and the general function of the ensemble. <input type="checkbox"/> In order to perform advanced choral music, students must understand the combined holistic concepts of rhythm, meter, and chromatic harmony.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ▪ Students will learn the basic and advanced nature of vocal training. ▪ Students will understand the 4 basic components of proper vocal production: posture, breathing, phonation & placement, and listening.
1.3.12.B.1 Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.	
1.3.12.B.2 The ability to read and interpret music impacts musical fluency.	
1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.	
1.3.12.B.4 Basic vocal and instrumental	

<p>arranging skills require theoretical understanding of music composition.</p>	<ul style="list-style-type: none"> ▪ Students will learn to perform an expansive and varied repertoire of solo and choral music with expression and technical accuracy, ranging in difficulty from moderate to advanced. ▪ Students will perform musical selections in two, three, four, five, six, seven, and eight part harmony. ▪ Students will learn the basics of vocal technique, including body posture, breathing habits, vowel modification, chest and head voice, tone, blend, control, etc. ▪ Students will recognize, use, and respond to dynamic symbols and cues. ▪ Students will master group and individual vocalize exercises focusing on range extension, ear training, agility exercises, section blend and balance, tone quality, long vowels, and breath control. ▪ Students will perform music from written scores as well as improvise under certain restraints. ▪ Students will master how to use and work with solfege as a choral learning technique and ear training methodology. ▪ Students will learn how to respond to a conductor and conducting cues in real time. ▪ Students will work extensively with sight-singing and sight reading techniques. <p>Sample Assessments:</p> <ul style="list-style-type: none"> ▪ Row-tests from memory of predetermined sections of music. ▪ Self-assessment using an audio or video recording of the ensemble to be compared
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	<p>with/against other ensemble's recordings.</p> <ul style="list-style-type: none"> ▪ Formative assessment during small-group vocal lesson periods. ▪ Group assessment during sectional rehearsals. ▪ Summative assessment via performance at choral concerts and festivals. ▪ Memorization test on certain sections of a song. ▪ Formative assessment via teacher evaluation of ensemble progress during rehearsals. <p>Instructional Strategies:</p> <p><input type="checkbox"/> Interdisciplinary Connections</p> <ul style="list-style-type: none"> - Use of choreography as well as movement to enhance performances and rehearsals. <p><input type="checkbox"/> Technology Integration</p> <ul style="list-style-type: none"> - Students will learn to rehearse with a metronome to improve rhythmic accuracy. - Use of YouTube, Spotify, and other audio/video technologies to show authentic examples of various choral works. - Use of YouTube to show musical dance ideas and incorporate movement into the rehearsal and performance processes. - Students will utilize the teacher's website to access digitally created practice files. - Teacher will utilize various audio and video recording technologies to allow for students' self and group assessment of prepared repertoire. <p><input type="checkbox"/> Global Perspectives</p> <ul style="list-style-type: none"> - Learn and perform styles of music from a wide variety of cultures and countries. - Perform songs which utilize a wide variety of foreign languages,
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	including French, Italian, Spanish, German, Latin, Hebrew, Creole, Russian, etc.
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>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

Standard 1.4 (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.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> Students will learn how to understand, evaluate, critique, and analyze choral music and choral performances of choirs from various styles and genres. Students will learn how to self-assess the performance of both an individual and an ensemble. 	
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>
1. What makes a good performance? 2. How can an ensemble self-assess and improve upon a prior performance?	Students will understand that... <input type="checkbox"/> By applying, pre-existing musical knowledge, students may determine what makes a quality performance.

<p>3. Using musical cues and text, how can an ensemble discern a composer's intent?</p>	<ul style="list-style-type: none"> ❑ By listening critically, students can give constructive criticism to each other and to themselves to improve an ensemble's performance. ❑ By interpreting the text and chordal structure of a choral work, students can gain valuable insight on a composer's intent. ❑ Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ▪ Students will learn how to effectively evaluate, analyze, critique, and listen to a choral performance. ▪ Students will learn how to use vocal text to interpret musical works and discover the intent of the composer and/or poet. ▪ Students will learn how musical traits are used to convey abstract themes and ideas and how to identify them. ▪ Students will learn how to use proper musical terminology when describing choral works (blend, diction, tone, balance, etc.). ▪ Students will learn how to determine the artistic intent regarding a choral work. ▪ Students will learn how to identify certain musical traits within a choral work, including verse, chorus, bridge, intro, coda, solo, motif, theme, variation, augmentation, diminution, etc.).
<p>1.4.12.A.1 Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.</p>	
<p>1.4.12.A.2 Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.</p>	
<p>1.4.12.A.3 Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p>	
<p>1.4.12.A.4 Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.</p>	
<p>1.4.12.B.1 Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.</p>	
<p>1.4.12.B.2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.</p>	

<p>1.4.12.B.3 Art and art-making reflect and affect the role of technology in a global society.</p>	<ul style="list-style-type: none"> ▪ Students will learn how musical traits are used to convey abstract themes and ideas and how to identify them. ▪ Compare and contrast their selected repertoire as well as identify contrasting sections within each piece. <p>Sample Assessments:</p> <ul style="list-style-type: none"> ▪ Classroom discussions regarding an audio or video recording of an ensemble. ▪ Students will provide written responses to listening activities, requiring the student to identify musical characteristics as well evaluate, critique, and accurately describe a work of music while using proper musical terminology. ▪ Written critique of a choral performance. <p>Instructional Strategies:</p> <ul style="list-style-type: none"> □ Interdisciplinary Connections <ul style="list-style-type: none"> - Language Arts (theme, symbolism, metaphor, discussing various poetic and literary works that have received choral settings.) - Language Arts (interpret the text to a choral work using literary skills, vocabulary, and knowledge of poetic devices). □ Technology Integration <ul style="list-style-type: none"> - Physics/Acoustics (students will learn the basics of acoustics when using digital recorders/chromebooks to capture their own performances for self-critique and peer evaluation.) - Students will use chromebooks, iMac computers, and other recording software to capture their own performances for self-critique and peer evaluation.
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	<ul style="list-style-type: none"> - Using YouTube recordings, students will critique other choral performances of shared choral works. □ Global Perspectives <ul style="list-style-type: none"> - Students will view YouTube videos of choral performances from around the United States and the world at large.
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>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content</p> <p>ial, Economic, Business, and</p> <p>Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

Texts and Resources:

- The New Jersey Core Curriculum Content Standards for Visual and Performing Arts
- The National Association for Music Education - <http://www.nafme.org/>
- The New Jersey Music Educators Association - <http://www.njmea.org/>
- The National Core Arts Standards - <http://www.nationalartsstandards.org>
- The Summit High School Choral Library - Wide variety of scores and vocal literature collections

- “The Complete Choral Warm-Up Book: a Sourcebook for Choral Directors” - Russell Robinson and Jay Althouse
- “Building Beautiful Voices” (Warm ups and technique exercises) - Paul Newsheim and Weston Noble
- “Music for Sight Singing” - Seventh Edition, Robert W. Ottman and Nancy Rogers

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.

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.

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