

5th Grade Music

Course Compendium

UNITS OF STUDY*

Unit I: *Building Blocks in Music Theory* (4 Weeks, September)

Unit 2- *Expressive elements in Music Theory* (4 Weeks, October)

Unit 3- *Performance Preparation* (8 Weeks, November)

Unit 4- *Performance Critique* (8 Weeks, January)

Unit 5- *Music of Cultural Significance* (12 weeks, March)

INTERDISCIPLINARY CONNECTIONS

Social Studies

SOC.6.1.8.D.1.a - [Cumulative Progress Indicator] - Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

SOC.6.2.8.D.3.e - [Cumulative Progress Indicator] - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Language Arts

LA.5.RL.5.2 - [Progress Indicator] - Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

LA.5.RL.5.5 - [Progress Indicator] - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

LA.5.RI.5.6 - [Progress Indicator] - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

LA.5.W.5.9 - [Progress Indicator] - Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.5.L.5.5.B - Recognize and explain the meaning of common idioms, adages, and proverbs.

LA.5.L.5.5.C - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

21st Century Life and Careers

CAEP.9.2.8.B.1 - [Standard] - Research careers within the 16 Career Clusters ® and determine attributes of career success.

CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CAEP.9.2.8.B.4 - [Standard] - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CAEP.9.2.8.B.7 - [Standard] - Evaluate the impact of online activities and social media on employer decisions.

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

Technology

TECH.8.1.5.B.CS2 - [Content Statement] - Create original works as a means of personal or group expression.

TECH.8.1.5.C.CS1 - [Content Statement] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media

TECH.8.2.5.A.CS3 - [Content Statement] - The relationships among technologies and the connections between technology and other fields of study.

TECH.8.2.5.D.CS1 - [Content Statement] - Apply the design process.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks <p>WIDA Can Do Descriptors for Grade2 WIDA Essential Actions Handbook FABRIC Paradigm Wall Township ESL Grading Protocol</p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p>National Center on Universal Design for Learning - About UDL UDL Checklist UDL Key Terms</p>	<ul style="list-style-type: none"> - Use of high level academic vocabulary/texts - Problem-based learning - Preassess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities <p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms</p>
		Students with 504 Plan
		Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
At Risk Learners / Differentiation Strategies		
Alternative Assessments Choice Boards Games and Tournaments	Independent Research & Projects Multiple Intelligence Options Project-Based Learning	Jigsaw Think-Tac-Toe Cubing Activities

**See individual units for Pacing Guide, NJSL Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

Group Investigations
Guided Reading
Learning Contracts
Leveled Rubrics
Literature Circles
Multiple Texts
Personal Agendas

Varied Supplemental Activities
Varied Journal Prompts or RAFT Writing
Tiered Activities/Assignments
Tiered Products
Graphic Organizers
Choice of Books/Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities

Exploration by Interest
Flexible Grouping
Goal-Setting with Students
Homework Options
Open-Ended Activities
Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together