6th Grade Music
Course Compendium

UNITS OF STUDY*

Unit 1- *Music Literacy* (4 weeks, September/February)

Unit 2- *Music of Many Cultures* (4 weeks, October/March)

Unit 3- *Structure and Form* (4 weeks, November/April)

Unit 4- *Music Through History* (5 weeks, December/May)

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards Grades 6-8

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

 NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR‑PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

9.3.12.AR‑PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR‑PRF.4 Demonstrate knowledge of music theory.

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

Technology

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

MODIFICATIONS / ACCOMMODATIONS

<table>
<tr>
<td colspan="3">GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS</td>
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<tr>
<td>English Language Learners</td>
<td>Students Receiving Special Education Services</td>
<td>Advanced Learners</td>
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<tr>
<td>
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks

WIDA Can Do Descriptors for Grade 6-8
WIDA Essential Actions Handbook
FABRIC Paradigm
Wall Township ESL Grading Protocol

*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).
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<td>
- 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

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.

National Center on Universal Design for Learning - About UDL
UDL Checklist
UDL Key Terms
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<td>
- Use of high level academic vocabulary/texts
- Problem-based learning
- Preassess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
Knowledge and Skill Standards in Gifted Education for All Teachers
Pre-K-Grade 12 Gifted Programming Standards
Gifted Programming Glossary of Terms

Students with 504 Plan

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
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See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments

At Risk Learners / Differentiation Strategies		
Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

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