

# 6 Grade Orchestra

## Course Compendium

### **UNITS OF STUDY\***

Unit 1- *Introduction to the Orchestra* (4 weeks, September)

Unit 2- *Building Technical Skills* (3 weeks, October)

Unit 3- *Developing Technical Skills* (4 weeks, October)

Unit 4- *Concert Preparation* (4 Weeks, November)

Unit 5- *Refining Skills* (4 weeks, December)

Unit 6- *Intro to Spring Repertoire* (4 weeks, January)

Unit 7- *Development of Musicianship* (4 weeks, February)

Unit 8- *Developing Artistry* (4 weeks, March)

Unit 9- *Artistry* (3 weeks, April)

Unit 10- *Preparation for a public concert* (3 weeks, 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.

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**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.

## 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

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>• <a href="#">WIDA Can Do Descriptors for Grades 6-8*</a></li> <li>• <a href="#">WIDA Essential Actions Handbook</a></li> <li>• <a href="#">FABRIC Paradigm</a></li> <li>• <a href="#">Wall Township ESL Grading Protocol</a></li> </ul> <p>*Use WIDA Can Do Descriptors in coordination with <a href="#">Student Language Portraits (SLPs)</a>.</p> <p><b>Potential Accommodations for ELLs</b></p> <ul style="list-style-type: none"> <li>• Personal glossary</li> <li>• Text-to-speech</li> <li>• Extended time</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Tiered System of Supports</a></li> <li>• <a href="#">National Center on Universal Design for Learning - About UDL</a></li> <li>• <a href="#">UDL Checklist</a></li> <li>• <a href="#">UDL Key Terms</a></li> </ul> <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Mathematical Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified</p>	<ul style="list-style-type: none"> <li>• <a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers</a></li> <li>• <a href="#">Pre-K-Grade 12 Gifted Programming Standards</a></li> <li>• <a href="#">Gifted Programming Glossary of Terms</a></li> </ul> <p><b>Potential Accommodations for Advanced Learners</b></p> <ul style="list-style-type: none"> <li>• Use of high level academic vocabulary/texts</li> <li>• Problem-based learning</li> <li>• Pre-assess to condense curriculum</li> <li>• Interest-based research</li> </ul>

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<ul style="list-style-type: none"> <li>● Simplified / verbal instructions</li> <li>● Frequent breaks</li> <li>● Small group/One to one</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Preferential seating</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>	<p>disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;"><b>Potential Accommodations for Special Education</b></p> <p><b>Presentation accommodations:</b></p> <ul style="list-style-type: none"> <li>● Listen to audio recordings instead of reading text</li> <li>● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge</li> <li>● Work with fewer items per page and/or materials in a larger print size</li> <li>● Use a visual blocker</li> <li>● Use visual presentations of verbal material, such as word webs and visual organizers</li> <li>● Be given a written list of instructions/picture cues</li> </ul> <p><b>Response accommodations:</b></p> <ul style="list-style-type: none"> <li>● Give responses in a form (oral or written) that's easier for him/her</li> <li>● Dictate answers to a scribe</li> <li>● Capture responses on an audio recorder</li> <li>● Use a spelling dictionary or electronic spell-checker</li> <li>● Use a word processor to give responses in class</li> </ul> <p><b>Setting accommodations:</b></p> <ul style="list-style-type: none"> <li>● Work or take a test in a different setting, such as a quiet room with few distractions</li> <li>● Sit where he/she learns best (for example, near the teacher)</li> <li>● Take a test in small group setting</li> </ul> <p><b>Timing accommodations:</b></p> <ul style="list-style-type: none"> <li>● Take more time to complete a task or a test</li> <li>● Have extra time to process oral information and directions</li> </ul>	<ul style="list-style-type: none"> <li>● Authentic problem-solving</li> <li>● Homogeneous grouping opportunities</li> </ul> <hr/> <p style="text-align: center;"><b>Students with 504 Plans</b></p> <hr/> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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	<ul style="list-style-type: none"> <li>• Take frequent breaks, such as after completing a task</li> </ul> <p><b>Assignment modifications:</b></p> <ul style="list-style-type: none"> <li>• Complete fewer or different homework problems than peers</li> <li>• Shorten assignment</li> <li>• Answer fewer or different test questions</li> <li>• Create alternate projects or assignments</li> </ul>	
<b>At Risk Learners / Differentiation Strategies</b>		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Multiple Texts Personal Agendas</p>	<p>Independent Research &amp; Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Tiered Activities/Assignments Tiered Products Choice of Songs/Activities Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Varied Product Choices Stations/Centers Work Alone/Together</p>

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