

Intro To Guitar

Course Compendium

UNITS OF STUDY*

Unit 1- *Posture and Scales (4 weeks, September/January)*

Unit 2- *Building Chords (5 weeks, October/February)*

Unit 3- *Transposition and Barre Chords (4 weeks, November/March)*

Unit 4- *Notation and Fingerpicking(4 weeks, December/April)*

Unit 5- *Musical Expressions and Performances(3 weeks, January/May)*

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards Grades 6-8

VPA.1.1.8.B.1 VPA.1.2.8.A.2

VPA.1.2.8.A.3 VPA.1.3.8.B.1 VPA.1.3.8.B.2 VPA.1.4.8.A.3

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.

Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.

Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

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.

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

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"> - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks <p>WIDA Can Do Descriptors for Grade 6-8</p> <p>WIDA Essential Actions Handbook</p> <p>FABRIC Paradigm</p> <p>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</p> <p>UDL Checklist</p>	<ul style="list-style-type: none"> - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities <p>Knowledge and Skill Standards in Gifted Education for All Teachers</p> <p>Pre-K-Grade 12 Gifted Programming Standards</p> <p>Gifted Programming Glossary of Terms</p>
		Students with 504 Plan

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

	UDL Key Terms	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 Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning 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	Jigsaw Think-Tac-Toe Cubing 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

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