# 6th Grade Band
# Course Compendium

## UNITS OF STUDY*

Unit 1- *"Strike up the Band" (4 weeks, September)*
Unit 2- *"Practice,Practice,Practice" (4 weeks October)*
Unit 3- *"You Want Me to Play What?" (4 weeks November)*
Unit 4- *"Get it Off the Page" (3 weeks December)*
Unit 5- *"Digging Deeper" ( 3 weeks January)*
Unit 6- *"Play it Again" (4 weeks February)*
Unit 7- *"Speaking the Language" (4 Weeks March)*
Unit 8- *"Budding Artist" (3 weeks April)*
Unit 9- *"One More Once" (4 weeks May)*
Unit 10- *"Be the Artist" (3 weeks June)*

## 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.
**CRP 7**.  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 | | |
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| **English Language Learners** | **Students Receiving Special Education Services** | **Advanced Learners** |
| - Personal glossary<br>- Text-to-speech<br>- Extended time<br>- Simplified / verbal instructions<br>- Frequent breaks<br><br>WIDA Can Do Descriptors for Grade 6-8<br>WIDA Essential Actions Handbook<br>FABRIC Paradigm<br>Wall Township ESL Grading Protocol<br><br>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). | - Small group/One to one<br>- Additional time<br>- Review of directions<br>- Student restates information<br>- Space for movement or breaks<br>- Extra visual and verbal cues and prompts<br>- Preferential seating<br>- Follow a routine/schedule<br>- Rest breaks<br>- Verbal and visual cues regarding directions and staying on task<br>- Checklists<br>- Immediate feedback<br><br>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.<br><br>National Center on Universal Design for Learning - About UDL<br>UDL Checklist | - Use of high level academic vocabulary/texts<br>- Problem-based learning<br>- Preassess to condense curriculum<br>- Interest-based research<br>- Authentic problem-solving<br>- Homogeneous grouping opportunities<br>Knowledge and Skill Standards in Gifted Education for All Teachers<br>Pre-K-Grade 12 Gifted Programming Standards<br>Gifted Programming Glossary of Terms<br><br>**Students with 504 Plan** |

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| | UDL Key Terms | Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. |
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| **At Risk Learners / Differentiation Strategies** |
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| 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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