

# 6th Grade Choir

## Course Compendium

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

- Unit 1- *Vocal Production* (4 weeks, September)
- Unit 2- *Sight Singing* (4 weeks, October)
- Unit 3- *Rehearsal Techniques* (4 weeks, November)
- Unit 4- *Concert Repertoire Preparation* (4 weeks, December)
- Unit 5- *Refining Skills* (4 weeks, January)
- Unit 6- *Intro to Spring Repertoire* (4 weeks, February)
- Unit 7- *Building Technical Skills* (4 weeks, March)
- Unit 8- *Artistry Skills* (4 weeks, April)
- Unit 9- *Performance Skills Refinement* (5 weeks, May)
- Unit 10- *Development of Musicianship* (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.

**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.

## 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>- Personal glossary</li><li>- Text-to-speech</li><li>- Extended time</li><li>- Simplified / verbal instructions</li><li>- Frequent breaks</li></ul> <p><a href="#">WIDA Can Do Descriptors for Grade 6-8</a> <a href="#">WIDA Essential Actions</a></p>	<ul style="list-style-type: none"><li>- Small group/One to one</li><li>- Additional time</li><li>- Review of directions</li><li>- Student restates information</li><li>- Space for movement or breaks</li><li>- Extra visual and verbal cues and prompts</li><li>- Preferential seating</li><li>- Follow a routine/schedule</li><li>- Rest breaks</li><li>- Verbal and visual cues regarding directions and staying on task</li></ul>	<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><li>- Authentic problem-solving</li><li>- Homogeneous grouping</li></ul>

<p><a href="#">Handbook</a>  <a href="#">FABRIC Paradigm</a>  <a href="#">Wall Township ESL Grading Protocol</a></p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Immediate feedback</li> </ul> <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><a href="#">National Center on Universal Design for Learning - About UDL</a>  <a href="#">UDL Checklist</a>  <a href="#">UDL Key Terms</a></p>	<p>opportunities  <a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers</a>  <a href="#">Pre-K-Grade 12 Gifted Programming Standards</a>  <a href="#">Gifted Programming Glossary of Terms</a></p> <hr/> <p><b>Students with 504 Plan</b></p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
<p><b>At Risk Learners / Differentiation Strategies</b></p>		
<p>Alternative Assessments  Choice Boards  Games and Tournaments  Group Investigations  Guided Reading  Learning Contracts  Leveled Rubrics  Literature Circles  Multiple Texts  Personal Agendas</p>	<p>Independent Research &amp; 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</p>	<p>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</p>