



Grade 6

General Music Curriculum

Oradell Public School District

Oradell, NJ

2023

Oradell Public School District

Grade 6 General Music Curriculum Committee Credits:

Amy Brancato, Director of Curriculum and Instruction

Erin Riesebieter, Music Teacher

James Butcher, Music Teacher

Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District General Music Curriculum Grade 6

Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

Through our general music program at Oradell Public School, we will empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active,

contributing members of a global society. All students will have equitable access to a quality arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Taken from NJDOE Visual and Performing Arts Vision

This curriculum was developed to include a spiraling of the performance expectations throughout the year. Students are immersed in learning with different genres of music with the goal of full exposure and deeper levels of understanding at the culmination of the program.

Visual and Performing Arts

1.3A General Music

Grade 6

Grade 6 General Music Curriculum Scope and Sequence			
Month(s)	Topic/Skill	Description	Anchor Standards
September/ October	Rhythm	Review all known rhythms (quarter, eighth, dotted, syncopation, sixteenth)	Anchor Standard 1: Conceptualizing and generating ideas.
	Melody	Review notes on the staff	Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
	Singing	Review healthy singing technique, Ukulele	Anchor Standard 5: Selecting, analyzing, and interpreting work.
	Movement	Explore movement through boomwhackers.	Anchor Standard 6: Conveying meaning through art.
	Listening	Review instruments and various musical genres. Explore musical contributions from Latino artists	Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

			Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
November/ December	Rhythm	Continue work on previously learned rhythms through short rhythmic compositions.	Anchor Standard 1: Conceptualizing and generating ideas.
	Melody	Review solfege and notes on the staff, begin labeling through melodic dictation.	Anchor Standard 2: Organizing and developing ideas.
	Singing	Continue work on the Ukulele, Learn songs for winter sing along while review healthy singing techniques	Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
	Movement	Bucket drumming, Boomwhackers	Anchor Standard 5: Selecting, analyzing, and interpreting work.
	Listening	Explore music from various cultures and eras.	Anchor Standard 6: Conveying meaning through art. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
January/ February	Rhythm	Explore dotted rhythms, create personal raps using complex rhythm	Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
	Melody	Learn whole step vs. half step	

			Anchor Standard 6: Conveying meaning through art.
	Singing	Ukulele, compare and contrast rap styles	Anchor Standard 7: Perceiving and analyzing products.
	Movement	Bucket drumming, Boomwhackers	Anchor Standard 8: Applying criteria to evaluate products.
	Listening	Explore music from various black and African American cultures	Anchor Standard 9: Interpreting intent and meaning. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
March/ April	Rhythm	Identify rhythms in both simple and compound meters	Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
	Melody	Review whole and half steps, continue work on melodic dictation.	Anchor Standard 5: Selecting, analyzing, and interpreting work.
	Singing	Ukulele, Patriotic music	Anchor Standard 6: Conveying meaning through art.
	Movement	Work on choreography of previously learned dances	Anchor Standard 8: Applying criteria to evaluate products.
	Listening	Review Harmonic Progression of I, IV, & V and introduce the VI chord.	Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

			Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
May/June	Rhythm	Read, sing, and play with all known rhythms.	Anchor Standard 1: Conceptualizing and generating ideas.
	Melody	Review notes on the staff	Anchor Standard 3: Refining and completing products.
	Singing	Work on songs for Graduation, Review healthy singing techniques	Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
	Movement	Work on choreography of various types of dances previously learned.	Anchor Standard 5: Selecting, analyzing, and interpreting work.
	Listening	Study music chosen by students-explore background and why students chose specific works. Explore musical contributions from American Asian and Pacific Islander artists.	Anchor Standard 6: Conveying meaning through art. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, Asian American Pacific Islander Legislation related activities.

General Music: Grade 6

Anchor Standard 1	Generating and conceptualizing ideas.
Enduring Understanding	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
Essential Question	How do musicians generate creative ideas?
Practice	Imagine
Performance Expectations	
<ul style="list-style-type: none"> 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical). 	
Key Vocabulary	Rhythm

	<p>Whole Note Quarter Note Sixteenth Note Dotted Rhythms Form Binary Ternary Theme & Variations Crescendo Decrescendo Syncopation Dynamics Piano Forte Mezzo Tempo</p>
Student Learning Objectives	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Apply rhythmic, melodic and harmonic concepts in improvisation and composition of short musical forms (i.e. AB, ABA form, introduction, coda)
Suggested Tasks/Activities	<ul style="list-style-type: none"> Perform, write and improvise grade-appropriate rhythmic and melodic patterns, adding dynamics, form, and tempo markings where appropriate
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> Teacher Observation Performance Assessment Rubric (i.e. instrumental or vocal skill) Musical Writing Assessment (i.e. rhythm, melodic compositions)
Resources/Materials	<p><u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.)</p> <p><u>Books & Magazines</u> <i>Musicplay, GamePlan, Music K-8, Music for Children Vol. I, II, IV,</i></p> <p><u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: Google Apps, Flipgrid, Musicplay online, SmartMusic, Apple Music</p>
Interdisciplinary Connections	<p>6.NS.A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p>

Career Readiness, Life Literacies and Key Skills	<p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.</p> <p>Practices</p> <p>CLKSP1 Act as a responsible and contributing community member and employee.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p> <p>CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CLKSP6 Model integrity, ethical leadership and effective management.</p>
Computer Science and Design Thinking	<p>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem</p> <p>8.2.8.ED.5: Explain the need for optimization in a design process</p>
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● <u>Self-Awareness</u>: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Self-check-ins ■ Teacher check-ins ■ Nonverbal signs for feelings ● <u>Self-Management</u>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Intentional movement with focus of stretching and moving at points of lesson as needed. ■ Allowing students to decide when additional breaks are needed. Students may walk to the back of the room, choose to stand, etc. ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Perspective song- stand up if you like/agree with the topic, sit down if you dislike/disagree with the topic. ■ Class discussion as follow up to song- understand and respect other peoples’ perspectives. ● <u>Relationship Skills</u>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussion ■ Lessons on teamwork (partner dancing, follow the student leader)

	<ul style="list-style-type: none"> ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal musical experiences
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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology ● Use of iPad for Translation Between English and Another Language ● Modified Workload 	<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Link for Video About a Musical Topic ● Modified Workload 	<ul style="list-style-type: none"> ● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible 	<ul style="list-style-type: none"> ● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related to Musical Elements ● Perform More Complex Pieces of Music 	<ul style="list-style-type: none"> ● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

General Music: Grade 6	
Anchor Standard 2	Organizing and developing ideas.
Enduring Understanding	Musicians' creative choices are influenced by their expertise, context and expressive intent.
Essential Question	How do musicians make creative decisions?
Practice	Plan, Make
Performance Expectations	
<ul style="list-style-type: none"> ● 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that 	

<p>demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p> <ul style="list-style-type: none"> 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences. 	
Key Vocabulary	<p>Rhythm Whole Note Quarter Note Sixteenth Note Dotted Rhythms Form Crescendo Decrescendo Syncopation Dynamics Piano Forte Mezzo Improvise Scale Harmony Chord Suspension Legato Staccato</p>
Student Learning Objectives	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Explain reasons to support the creation of musical pieces Use music notation to record musical ideas
Suggested Tasks/Activities	<ul style="list-style-type: none"> Notate musical phrases using rhythm values, melodic pitch and/or harmonic progressions (i.e. sixteenth notes, eighth notes, treble clef, I and V) Create music using grade appropriate pitches and rhythms Create music using grade appropriate dynamics and tempo.
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> Teacher Observation Music Writing Assessment (i.e. rhythm, melodic dictation and/or compositions) Performance Assessment Rubric (i.e. instrumental or vocal skill) Musical Writing Assessment (i.e. rhythm, melodic compositions) Playing/Singing Test
Resources/Materials	<p><u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.)</p>

	<p>Books & Magazines <i>Musicplay, GamePlan, Music K-8, Music for Children Vol. I, II, IV,</i></p> <p>Digital Resources Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: Google Apps, Flipgrid, Musicplay online, SmartMusic, Apple Music</p>
Interdisciplinary Connections	6.NS.A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.</p> <p>Practices CLKSP1 Act as a responsible and contributing community member and employee. CLKSP4 Demonstrate creativity and innovation. CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKSP6 Model integrity, ethical leadership and effective management.</p>
Computer Science and Design Thinking	8.2.8.ED.5: Explain the need for optimization in a design process
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● Self-Awareness: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Self-check-ins ■ Teacher check-ins ■ Nonverbal signs for feelings ● Self-Management: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Intentional movement with focus of stretching and moving at points of lesson as needed. ■ Allowing students to decide when additional breaks are needed. Students may walk to the back of the room, choose to stand, etc. ● Social Awareness: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections:

	<ul style="list-style-type: none"> ■ Opinion song- stand up if you like the topic, sit down if you don't like the topic. ■ Class discussion as follow up to song- understand and respect other peoples' perspectives. <ul style="list-style-type: none"> ● Relationship Skills: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussion ■ Lessons on teamwork (partner dancing) ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal musical experiences
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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology ● Use of iPad for Translation Between English and Another 	<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Link for Video About a Musical Topic ● Modified Workload 	<ul style="list-style-type: none"> ● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible 	<ul style="list-style-type: none"> ● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related to Musical Elements ● Perform More Complex Pieces of 	<ul style="list-style-type: none"> ● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

Language ● Modified Workload			Music	
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General Music: Grade 6

Anchor Standard 3	Refining and completing products
Enduring Understanding	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question	How do musicians improve the quality of their creative work?
Practice	Evaluate, Refine
Performance Expectations	<ul style="list-style-type: none"> 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources. 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
Key Vocabulary	Revise Suspension Form Time Signature Key Signature
Student Learning Objectives	<i>Students will be able to:</i> <ul style="list-style-type: none"> Demonstrate rehearsal techniques in order to increase musicality Create and notate original music
Suggested Tasks/Activities	<ul style="list-style-type: none"> Practice rehearsal techniques (i.e. practice small sections, practice difficult sections) Compose and notate short musical phrases in various forms (i.e. 12 bar blues)
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> Teacher Observation Musical Writing Assessment (i.e. rhythm, melodic compositions)
Resources/Materials	<p><u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.)</p> <p><u>Books & Magazines</u> <i>Musicplay, GamePlan, Music K-8, Music for Children Vol. I, II, IV,</i></p> <p><u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: Google Apps, Flipgrid, Musicplay online, SmartMusic, Apple Music</p>

Interdisciplinary Connections	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</p> <p>Practices</p> <p>CLKSP1 Act as a responsible and contributing community member and employee.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p> <p>CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CLKSP6 Model integrity, ethical leadership and effective management.</p>
Computer Science and Design Thinking	<p>8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.</p>
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Self-check-ins ■ Teacher check-ins ■ Nonverbal signs for feelings ● <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Intentional movement with focus of stretching and moving at points of lesson as needed. ■ Allowing students to decide when additional breaks are needed. Students may walk to the back of the room, choose to stand, etc. ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Perspective song- stand up if you like/agree with the topic, sit down if you dislike/disagree

	<p>with the topic.</p> <ul style="list-style-type: none"> ■ Class discussion as follow up to song- understand and respect other peoples’ perspectives. <ul style="list-style-type: none"> ● Relationship Skills: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussion ■ Lessons on teamwork (partner dancing, follow the student leader) ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions <ul style="list-style-type: none"> ○ Following directions ○ Reflecting on lessons and transferring them to personal musical experiences
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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology ● Use of iPad for Translation Between English and Another 	<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Link for Video About a Musical Topic ● Modified Workload 	<ul style="list-style-type: none"> ● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible 	<ul style="list-style-type: none"> ● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related to Musical Elements ● Perform More Complex Pieces of 	<ul style="list-style-type: none"> ● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

Language			Music	
● Modified Workload				

General Music: Grade 6

Anchor Standard 4	Selecting, analyzing, and interpreting work.
Enduring Understanding	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
Essential Question	How do performers select repertoire?
Practice	Select, Analyze, Interpret
Performance Expectations	<ul style="list-style-type: none"> ● 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices. ● 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. ● 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation. ● 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects. ● 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
Key Vocabulary	Rhythm Sixteenth Note Tempo Dynamics Improvise Scale Harmony Chord
Student Learning Objectives	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Perform and label music in varying levels of difficulty and from a variety of genres ● Label individual elements of music in a piece of music (i.e. pitch, melody, rhythm, form, harmony) ● Read and perform music from notation (i.e. treble clef, ukulele tabs, rhythm notation) ● Identify and perform music in varied styles (i.e. classical, jazz, world music) ● Interpret the expressive elements in contrasting pieces or music excerpts (i.e. major or minor key, varying instrumental timbres, tempo and dynamic markings)
Suggested Tasks/Activities	<ul style="list-style-type: none"> ● Perform Music reading from notated music. ● Perform a piece of music using appropriate dynamics and tempo ● Perform music using various classroom instruments
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> ● Teacher Observation ● Performance Assessment Rubric (i.e. instrumental or vocal skill)

	<ul style="list-style-type: none"> • Musical Writing Assessment (i.e. rhythm, melodic compositions) • Playing/Singing Test
Resources/Materials	<p>Core Instructional Materials Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.)</p> <p>Books & Magazines <i>Musicplay, GamePlan, Music K-8, Music for Children Vol. I, II, IV,</i></p> <p>Digital Resources Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: Google Apps, Flipgrid, Musicplay online, SmartMusic, Apple Music</p>
Interdisciplinary Connections	6.NS.A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
Career Readiness, Life Literacies and Key Skills	<p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p>Practices CLKSP1 Act as a responsible and contributing community member and employee. CLKSP4 Demonstrate creativity and innovation. CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKSP6 Model integrity, ethical leadership and effective management.</p>
Computer Science and Design Thinking	8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> • Self-Awareness: ability to recognize one's emotions and know one's strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Self-check-ins ■ Teacher check-ins ■ Nonverbal signs for feelings • Self-Management: ability to regulate and control one's emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Intentional movement with focus of stretching and moving at points of lesson as needed.

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Allowing students to decide when additional breaks are needed. Students may walk to the back of the room, choose to stand, etc. ● Social Awareness: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Perspective song- stand up if you like/agree with the topic, sit down if you dislike/disagree with the topic. ■ Class discussion as follow up to song- understand and respect other peoples’ perspectives. ● Relationship Skills: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussion ■ Lessons on teamwork (partner dancing, follow the student leader) ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal musical experiences
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Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups 	<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups 	<ul style="list-style-type: none"> ● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal 	<ul style="list-style-type: none"> ● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain 	<ul style="list-style-type: none"> ● Check for Understanding ● Extended Time ● Use Short, Simple

<ul style="list-style-type: none"> • Positive Reinforcement • Restated Directions • Preferential Seating • Use of Cue Words • Use of Consistent Terminology • Use of iPad for Translation Between English and Another Language • Modified Workload 	<ul style="list-style-type: none"> • Choice in Work Area • 1:1 Assistance When Noted in IEP • Positive Reinforcement • Restated Directions • Preferential Seating • Link for Video About a Musical Topic • Modified Workload 	<ul style="list-style-type: none"> • Feedback • Choice for Activities When Possible 	<ul style="list-style-type: none"> • Skills During Instruction or Activity (i.e. demonstrating on an instrument) • Engage in Higher-Level Questioning Related to Musical Elements • Perform More Complex Pieces of Music 	<ul style="list-style-type: none"> • Directions • Give Time for Breaks • Preferential Seating • Modified Workload
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General Music: Grade 6

Anchor Standard 5	Developing and refining techniques and models or steps needed to create products.
Enduring Understanding	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
Essential Question	How do musicians improve the quality of their performance?
Practice	Rehearse, Evaluate, Refine
Performance Expectations	<ul style="list-style-type: none"> • 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
Key Vocabulary	Performance Listen Evaluate Practice/Rehearse Dynamics Tempo
Student Learning Objectives	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Evaluate and refine individual and group performances according to a rubric
Suggested Tasks/Activities	<ul style="list-style-type: none"> • Practice rehearsal techniques (i.e. practice small sections, practice difficult sections) • Practice giving feedback according to established criteria (i.e. rubric) • Read notation from music to accurately perform a rhythmic or melodic pattern.
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> • Teacher Observation • Performance Rehearsal Assessment Rubric (i.e. instrumental or vocal skill) • Playing/Singing Test
Resources/Materials	Core Instructional Materials Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands,

	<p>respective band instruments and correlating accessories (i.e. reeds, straps, etc.)</p> <p>Books & Magazines <i>Musicplay, GamePlan, Music K-8, Music for Children Vol. I, II, IV,</i></p> <p>Digital Resources Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: Google Apps, Flipgrid, Musicplay online, SmartMusic, Apple Music</p>
<p>Interdisciplinary Connections</p>	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<p>Career Readiness, Life Literacies and Key Skills</p>	<p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual’s earning power.</p> <p>Practices CLKSP1 Act as a responsible and contributing community member and employee. CLKSP4 Demonstrate creativity and innovation. CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKSP6 Model integrity, ethical leadership and effective management.</p>
<p>Computer Science and Design Thinking</p>	<p>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem</p> <p>8.2.8.ED.5: Explain the need for optimization in a design process</p>
<p>Social-Emotional Learning Competencies</p>	<ul style="list-style-type: none"> ● Self-Awareness: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Self-check-ins ■ Teacher check-ins ■ Nonverbal signs for feelings ● Self-Management: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations

	<ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Intentional movement with focus of stretching and moving at points of lesson as needed. ■ Allowing students to decide when additional breaks are needed. Students may walk to the back of the room, choose to stand, etc. ● Social Awareness: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Perspective song- stand up if you like/agree with the topic, sit down if you dislike/disagree with the topic. ■ Class discussion as follow up to song- understand and respect other peoples’ perspectives. ● Relationship Skills: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussion ■ Lessons on teamwork (partner dancing, follow the student leader) ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal musical experiences
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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Visual Cues and Modeling 	<ul style="list-style-type: none"> ● Visual Cues and Modeling 	<ul style="list-style-type: none"> ● Preferential Seating ● Behavior Chart to 	<ul style="list-style-type: none"> ● Assign Role as Peer Leader 	<ul style="list-style-type: none"> ● Check for Understanding

<ul style="list-style-type: none"> Partners Small Groups Positive Reinforcement Restated Directions Preferential Seating Use of Cue Words Use of Consistent Terminology Use of iPad for Translation Between English and Another Language Modified Workload 	<ul style="list-style-type: none"> Partners Small Groups Choice in Work Area 1:1 Assistance When Noted in IEP Positive Reinforcement Restated Directions Preferential Seating Link for Video About a Musical Topic Modified Workload 	<p>Increase Focus</p> <ul style="list-style-type: none"> Positive Verbal Feedback Choice for Activities When Possible 	<ul style="list-style-type: none"> Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) Engage in Higher-Level Questioning Related to Musical Elements Perform More Complex Pieces of Music 	<ul style="list-style-type: none"> Extended Time Use Short, Simple Directions Give Time for Breaks Preferential Seating Modified Workload
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General Music: Grade 6

Anchor Standard 6	Conveying meaning through art
Enduring Understanding	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
Essential Question	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Practice	Present
Performance Expectations	<ul style="list-style-type: none"> 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent. 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
Key Vocabulary	Multiculturalism Culture History Inclusion Multicultural Music Concert Etiquette Concert Attire
Student Learning Objectives	<i>Students will be able to:</i> <ul style="list-style-type: none"> Demonstrate rhythmic and melodic accuracy, and appropriate expression, while singing or playing Describe appropriate behavior when attending or performing in a concert
Suggested Tasks/Activities	<ul style="list-style-type: none"> Perform musical selections from a variety of cultures and time periods Demonstrate appropriate conduct while performing

	<ul style="list-style-type: none"> Discuss and practice appropriate concert etiquette during a performance both as a performer and audience member
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> Teacher Observation Oral Assessment (i.e. self and class critiques, concert etiquette summary) Student Performance (i.e. seasonal, cultural repertoire, national anthem etiquette)
Resources/Materials	<p><u>CCore Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.)</p> <p><u>Books & Magazines</u> <i>Musicplay, GamePlan, Music K-8, Music for Children Vol. I, II, IV,</i></p> <p><u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: Google Apps, Flipgrid, Musicplay online, SmartMusic, Apple Music</p>
Interdisciplinary Connections	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). •</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.</p> <p>Practices</p> <p>CLKSP1 Act as a responsible and contributing community member and employee.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p> <p>CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CLKSP6 Model integrity, ethical leadership and effective management.</p>
Computer Science and Design Thinking	<p>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem</p> <p>8.2.8.ED.5: Explain the need for optimization in a design process</p>

Social-Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Self-check-ins
 - Teacher check-ins
 - Nonverbal signs for feelings
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Intentional movement with focus of stretching and moving at points of lesson as needed.
 - Allowing students to decide when additional breaks are needed. Students may walk to the back of the room, choose to stand, etc.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Perspective song- stand up if you like/agree with the topic, sit down if you dislike/disagree with the topic.
 - Class discussion as follow up to song- understand and respect other peoples' perspectives.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Class discussion
 - Lessons on teamwork (partner dancing, follow the student leader)
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules and routines
 - Class discussions
 - Following directions

	<ul style="list-style-type: none"> Reflecting on lessons and transferring them to personal musical experiences 			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> Visual Cues and Modeling Partners Small Groups Positive Reinforcement Restated Directions Preferential Seating Use of Cue Words Use of Consistent Terminology Use of iPad for Translation Between English and Another Language Modified Workload 	<ul style="list-style-type: none"> Visual Cues and Modeling Partners Small Groups Choice in Work Area 1:1 Assistance When Noted in IEP Positive Reinforcement Restated Directions Preferential Seating Link for Video About a Musical Topic Modified Workload 	<ul style="list-style-type: none"> Preferential Seating Behavior Chart to Increase Focus Positive Verbal Feedback Choice for Activities When Possible 	<ul style="list-style-type: none"> Assign Role as Peer Leader Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) Engage in Higher-Level Questioning Related to Musical Elements Perform More Complex Pieces of Music 	<ul style="list-style-type: none"> Check for Understanding Extended Time Use Short, Simple Directions Give Time for Breaks Preferential Seating Modified Workload

General Music: Grade 6

Anchor Standard 7	Perceiving and analyzing products.
Enduring Understanding	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
Essential Question	How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
Practice	Select, Analyze
Performance Expectations	<ul style="list-style-type: none"> 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose. 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance). 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

Key Vocabulary	Multiculturalism Culture History Inclusion Dynamics Tempo Minor, Major
Student Learning Objectives	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Create a playlist or compilation for a specific occasion (i.e. Patriotic music, holiday songs, music soundtrack) ● <i>Put this in Tasks? - Perform music in different tonalities to imply music for specific occasions (i.e. How Halloween songs have a minor, spooky feel where patriotic songs have a major prideful sound)</i> ● (6th grade - exploration first?) Explore and identify the elements of music ● Classify music into categories, such as the 5 historical time periods, or music genres
Suggested Tasks/Activities	<ul style="list-style-type: none"> ● Experience different cultures through watching videos and reading about them ● Perform historical and cultural music (i.e. patriotic songs, singing games and folk dances from world cultures) ● Listening to cultural music and discuss why it is cultural ● Analyze a piece of music for individual elements (such as melody, rhythm, timbre, form, harmony, expression) ● Explore music genres through listening, performing, and moving to music
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> ● Teacher Observation ● Oral Assessment (i.e. self and class critiques) ● Student Performance (i.e. seasonal, cultural repertoire)
Resources/Materials	<p><u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.)</p> <p><u>Books & Magazines</u> <i>Musicplay, GamePlan, Music K-8, Music for Children Vol. I, II, IV,</i></p> <p><u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: Google Apps, Flipgrid, Musicplay online, SmartMusic, Apple Music</p>
Interdisciplinary Connections	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>

	D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>Practices</p> <p>CLKSP1 Act as a responsible and contributing community member and employee.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p> <p>CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CLKSP6 Model integrity, ethical leadership and effective management.</p>
Computer Science and Design Thinking	<p>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem</p> <p>8.2.8.ED.5: Explain the need for optimization in a design process</p>
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● <u>Self-Awareness</u>: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Self-check-ins ■ Teacher check-ins ■ Nonverbal signs for feelings ● <u>Self-Management</u>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Intentional movement with focus of stretching and moving at points of lesson as needed. ■ Allowing students to decide when additional breaks are needed. Students may walk to the back of the room, choose to stand, etc. ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Perspective song- stand up if you like/agree with the topic, sit down if you dislike/disagree with the topic. ■ Class discussion as follow up to song- understand and respect other peoples’ perspectives.

	<ul style="list-style-type: none"> ● Relationship Skills: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussion ■ Lessons on teamwork (partner dancing, follow the student leader) ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal musical experiences
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Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology ● Use of iPad for Translation Between English and Another Language ● Modified Workload 	<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Link for Video About a Musical Topic ● Modified Workload 	<ul style="list-style-type: none"> ● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible 	<ul style="list-style-type: none"> ● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related to Musical Elements ● Perform More Complex Pieces of Music 	<ul style="list-style-type: none"> ● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

General Music: Grade 6

Anchor Standard 8	Interpreting intent and meaning.
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Enduring Understanding	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
Essential Question	How do we discern the musical creators' and performers' expressive intent?
Practice	Interpret
Performance Expectations	<ul style="list-style-type: none"> 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
Key Vocabulary	Dynamics Tempo Pitch Rhythm Timbre Intonation Compare and Contrast
Student Learning Objectives	<i>Students will be able to:</i> <ul style="list-style-type: none"> Listen to music and make judgments on what the composer or performer was trying to convey
Suggested Tasks/Activities	<ul style="list-style-type: none"> Listen to and analyze music, and perform short instrumental selections in different tonalities Perform and analyze music in different tempos Perform and analyze music featuring different dynamics
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> Teacher Observation Oral Assessment (i.e. self and class critiques) Student Performance (i.e. seasonal, cultural repertoire) Playing Assessments
Resources/Materials	<p><u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.)</p> <p><u>Books & Magazines</u> <i>Musicplay, GamePlan, Music K-8, Music for Children Vol. I, II, IV,</i></p> <p><u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: Google Apps, Flipgrid, Musicplay online, SmartMusic, Apple Music</p>
Interdisciplinary Connections	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

	<p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<p>Career Readiness, Life Literacies and Key Skills</p>	<p>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</p> <p>Practices</p> <p>CLKSP1 Act as a responsible and contributing community member and employee.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p> <p>CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CLKSP6 Model integrity, ethical leadership and effective management.</p>
<p>Computer Science and Design Thinking</p>	<p>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem</p> <p>8.2.8.ED.5: Explain the need for optimization in a design process</p>
<p>Social-Emotional Learning Competencies</p>	<ul style="list-style-type: none"> ● <u>Self-Awareness</u>: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Self-check-ins ■ Teacher check-ins ■ Nonverbal signs for feelings ● <u>Self-Management</u>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Intentional movement with focus of stretching and moving at points of lesson as needed. ■ Allowing students to decide when additional breaks are needed. Students may walk to the back of the room, choose to stand, etc. ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Perspective song- stand up if you like/agree with the topic, sit down if you dislike/disagree with the topic. ■ Class discussion as follow up to song- understand and respect other peoples’ perspectives.

	<ul style="list-style-type: none"> ● Relationship Skills: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussion ■ Lessons on teamwork (partner dancing, follow the student leader) ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal musical experiences
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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology ● Use of iPad for Translation Between English and Another 	<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Link for Video About a Musical Topic ● Modified Workload 	<ul style="list-style-type: none"> ● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible 	<ul style="list-style-type: none"> ● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related to Musical Elements ● Perform More Complex Pieces of 	<ul style="list-style-type: none"> ● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

Language			Music	
● Modified Workload				

General Music: Grade 6

Anchor Standard 9	Applying criteria to evaluate products.
Enduring Understanding	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria
Essential Question	How do we judge the quality of musical work(s) and performance(s)?
Practice	Evaluate
Performance Expectations	<ul style="list-style-type: none"> 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
Key Vocabulary	Performance Listen Evaluate Dynamics Tempo Pitch Rhythm Compare and contrast Historical Time Periods (i.e. Medieval, Renaissance, Baroque, Classical, Romantic and Modern) Nationalism Program Music Symphony
Student Learning Objectives	<i>Students will be able to:</i> <ul style="list-style-type: none"> Determine the expressive intent of a composer by analyzing elements of the music/the music's lyrics
Suggested Tasks/Activities	<ul style="list-style-type: none"> Write a summary or discuss the stylistic choices made by the composer. (i.e. how did the composer use music of their own culture in their music?)
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> Teacher Observation Oral Assessment (i.e. class discussion) Student Performance (i.e. seasonal, cultural repertoire)
Resources/Materials	<p><u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.)</p> <p><u>Books & Magazines</u> <i>Musicplay, GamePlan, Music K-8, Music for Children Vol. I, II, IV,</i></p>

	<p>Digital Resources Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: Google Apps, Flipgrid, Musicplay online, SmartMusic, Apple Music</p>
Interdisciplinary Connections	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose Practices CLKSP1 Act as a responsible and contributing community member and employee. CLKSP4 Demonstrate creativity and innovation. CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKSP6 Model integrity, ethical leadership and effective management.</p>
Computer Science and Design Thinking	<p>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem 8.2.8.ED.5: Explain the need for optimization in a design process</p>
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● Self-Awareness: ability to recognize one's emotions and know one's strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Self-check-ins ■ Teacher check-ins ■ Nonverbal signs for feelings ● Self-Management: ability to regulate and control one's emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Intentional movement with focus of stretching and moving at points of lesson as needed. ■ Allowing students to decide when additional breaks are needed. Students may walk to the back of the room, choose to stand, etc. ● Social Awareness: ability to take the perspective of others, demonstrate empathy, acknowledge and

	<p>appreciate similarities and differences, and understand how one’s actions influence and are influenced by others</p> <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Perspective song- stand up if you like/agree with the topic, sit down if you dislike/disagree with the topic. ■ Class discussion as follow up to song- understand and respect other peoples’ perspectives. ● Relationship Skills: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussion ■ Lessons on teamwork (partner dancing, follow the student leader) ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal musical experiences
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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology 	<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating 	<ul style="list-style-type: none"> ● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible 	<ul style="list-style-type: none"> ● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related 	<ul style="list-style-type: none"> ● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

<ul style="list-style-type: none"> • Use of iPad for Translation Between English and Another Language • Modified Workload 	<ul style="list-style-type: none"> • Link for Video About a Musical Topic • Modified Workload 		<ul style="list-style-type: none"> • to Musical Elements • Perform More Complex Pieces of Music 	
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General Music: Grade 6

Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.
Enduring Understanding	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question	How do musicians make meaningful connections to creating, performing, and responding?
Practice	Interconnection
Performance Expectations	
<ul style="list-style-type: none"> • 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. 	
Key Vocabulary	Performance Listen Evaluate Compare and contrast
Student Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Appreciate music due to their ability to listen to and analyze music
Suggested Tasks/Activities	<ul style="list-style-type: none"> • Analyze music of different cultures, time periods and genres (ie for dynamics, tempo, and intonation) • Perform music in the styles of different cultures, time periods and genres
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> • Teacher Observation • Oral Assessment (i.e. critique of cultural, historical music) • Student Performance
Resources/Materials	<p><u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.)</p> <p><u>Books & Magazines</u> <i>Musicplay, GamePlan, Music K-8, Music for Children Vol. I, II, IV,</i></p> <p><u>Digital Resources</u> Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: Google Apps, Flipgrid, Musicplay online, SmartMusic, Apple Music</p>
Interdisciplinary	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

Connections	<p>with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</p> <p>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information</p> <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently</p> <p>Practices</p> <p>CLKSP1 Act as a responsible and contributing community member and employee.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p> <p>CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CLKSP6 Model integrity, ethical leadership and effective management.</p>
Computer Science and Design Thinking	<p>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem</p> <p>8.2.8.ED.5: Explain the need for optimization in a design process</p>
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ■ Self-Awareness: ability to recognize one's emotions and know one's strengths and limitations <ul style="list-style-type: none"> ● Connections: <ul style="list-style-type: none"> ○ Self-check-ins ○ Teacher check-ins ○ Nonverbal signs for feelings ■ Self-Management: ability to regulate and control one's emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ● Connections: <ul style="list-style-type: none"> ○ Intentional movement with focus of stretching and moving at points of lesson as needed. ○ Allowing students to decide when additional breaks are needed. Students may walk to the back of the room, choose to stand, etc. ■ Social Awareness: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others

	<ul style="list-style-type: none"> ● Connections: <ul style="list-style-type: none"> ○ Perspective song- stand up if you like/agree with the topic, sit down if you dislike/disagree with the topic. ○ Class discussion as follow up to song- understand and respect other peoples' perspectives. ■ Relationship Skills: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ● Connections: <ul style="list-style-type: none"> ○ Class discussion ○ Lessons on teamwork (partner dancing, follow the student leader) ■ Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ● Connections: <ul style="list-style-type: none"> ○ Class rules and routines ○ Class discussions ○ Following directions ○ Reflecting on lessons and transferring them to personal musical experiences
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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology 	<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When Noted in IEP ● Positive Reinforcement ● Restated Directions ● Preferential Seating 	<ul style="list-style-type: none"> ● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities When Possible 	<ul style="list-style-type: none"> ● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. demonstrating on an instrument) ● Engage in Higher-Level Questioning Related 	<ul style="list-style-type: none"> ● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks ● Preferential Seating ● Modified Workload

<ul style="list-style-type: none"> • Use of iPad for Translation Between English and Another Language • Modified Workload 	<ul style="list-style-type: none"> • Link for Video About a Musical Topic • Modified Workload 		<ul style="list-style-type: none"> • to Musical Elements • Perform More Complex Pieces of Music 	
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General Music: Grade 6

Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Enduring Understanding	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Practice	Interconnection
Performance Expectations	
<ul style="list-style-type: none"> • 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 	
Key Vocabulary	Multiculturalism Culture History Inclusion Cross Curricular (i.e. how art historical time periods align with the music time periods)
Student Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Draw connections with other school subjects (i.e. calling upon math skills when students have to use fractions to count rhythms.)
Suggested Tasks/Activities	<ul style="list-style-type: none"> • Sing and play a repertoire of songs with different historical and cultural backgrounds • After hearing a piece of music, share observations as to where the music is from, or when it was composed • Share observations on how music can help illustrate what was going on in a piece of art. (i.e. During the Romantic Period composers used program music about nature. Scenic paintings were used in art to show the period's fascination with nature.)
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> • Teacher Observation • Music Critique (i.e. cultural and historical music) • Oral Assessment (i.e. self and class critiques) • Student Performance (i.e. seasonal, cultural repertoire,) • Playing Assessments
Resources/Materials	<p><u>Core Instructional Materials</u> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), ukuleles, piano, music stands, respective band instruments and correlating accessories (i.e. reeds, straps, etc.)</p> <p><u>Books & Magazines</u></p>

	<p><i>Musicplay, GamePlan, Music K-8, Music for Children Vol. I, II, IV,</i></p> <p>Digital Resources Sound system, iTunes, SmartBoard, YouTube, Student Laptops, Photo Booth, Website: Google Apps, Flipgrid, Musicplay online, SmartMusic, Apple Music</p>
Interdisciplinary Connections	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>Practices</p> <p>CLKSP1 Act as a responsible and contributing community member and employee.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p> <p>CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CLKSP6 Model integrity, ethical leadership and effective management.</p>
Computer Science and Design Thinking	<p>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem</p> <p>8.2.8.ED.5: Explain the need for optimization in a design process</p>
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● Self-Awareness: ability to recognize one's emotions and know one's strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Self-check-ins ■ Teacher check-ins ■ Nonverbal signs for feelings ● Self-Management: ability to regulate and control one's emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Intentional movement with focus of stretching and moving at points of lesson as needed.

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Allowing students to decide when additional breaks are needed. Students may walk to the back of the room, choose to stand, etc. ● Social Awareness: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Perspective song- stand up if you like/agree with the topic, sit down if you dislike/disagree with the topic. ■ Class discussion as follow up to song- understand and respect other peoples’ perspectives. ● Relationship Skills: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussion ■ Lessons on teamwork (partner dancing, follow the student leader) ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal musical experiences
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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Positive Reinforcement 	<ul style="list-style-type: none"> ● Visual Cues and Modeling ● Partners ● Small Groups ● Choice in Work Area ● 1:1 Assistance When 	<ul style="list-style-type: none"> ● Preferential Seating ● Behavior Chart to Increase Focus ● Positive Verbal Feedback ● Choice for Activities 	<ul style="list-style-type: none"> ● Assign Role as Peer Leader ● Allow Students to Demonstrate Certain Skills During Instruction or Activity 	<ul style="list-style-type: none"> ● Check for Understanding ● Extended Time ● Use Short, Simple Directions ● Give Time for Breaks

<ul style="list-style-type: none"> ● Restated Directions ● Preferential Seating ● Use of Cue Words ● Use of Consistent Terminology ● Use of iPad for Translation Between English and Another Language ● Modified Workload 	<p>Noted in IEP</p> <ul style="list-style-type: none"> ● Positive Reinforcement ● Restated Directions ● Preferential Seating ● Link for Video About a Musical Topic ● Modified Workload 	<p>When Possible</p>	<p>(i.e. demonstrating on an instrument)</p> <ul style="list-style-type: none"> ● Engage in Higher-Level Questioning Related to Musical Elements ● Perform More Complex Pieces of Music 	<ul style="list-style-type: none"> ● Preferential Seating ● Modified Workload
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