

## Long Beach Island Consolidated School District Curriculum Guide

**Grade: 6**

**Content Area: Music**

### Introduction

The grade 6 Music Arts curriculum provides a variety of integrated, interdependent learning opportunities for students to develop artistic literacy and fluency in the music arts discipline. Students are expected to engage in imagining, creating, and performing ways to express their ideas, and analyze and respond to the artistic works of others. Artistic processes, anchor standards, practices, and performance expectations assist in developing these skills along with grade level appropriate vocabulary, resources, and techniques.

**Original Adoption: October 23, 2018**

**Revised on: March 18, 2019**

**Revised by: C. McBride, C. Sheplin**

**Revised on: August 16, 2022**

**Revised by: Cathy McBride**

### Recommended Pacing Guide

Creating	10 days throughout
Performing	10 days throughout
Responding	10 days throughout
Connecting	10 days throughout

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<b>Unit 1: Creating</b>	<b>Duration: 10 days throughout</b>
<b>Standards/Learning Targets</b>	
<b>New Jersey Student Learning Standards:</b> 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).	
<b>Primary Interdisciplinary Connections:</b> <b>English Language Arts</b> W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>Social Emotional Learning <a href="#">SELARTS</a></b> <ul style="list-style-type: none"><li>○ Recognize one's feelings and thoughts</li><li>○ Recognize the impact of one's feelings and thoughts on one's own behavior</li><li>○ Recognize one's personal traits, strengths and limitations</li><li>○ Recognize the importance of self-confidence in handling daily tasks and challenges</li><li>○ Recognize and identify the thoughts, feelings and perspectives of others</li><li>○ Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds</li><li>○ Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>○ Demonstrate an awareness of the expectations for social interactions in a variety of settings</li><li>○ Establish and maintain healthy relationships</li><li>○ Utilize positive communication and social skills to interact effectively with others</li><li>○ Recognize the skills needed to establish and achieve personal and educational goals</li><li>○ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li><li>○ Evaluate personal, ethical, safety and civic impact of decisions</li><li>○ Develop, implement and model effective problem solving and critical thinking skills</li><li>○ Identify the consequences associated with one's actions in order to make constructive choices</li></ul>	
<b>Career Readiness, Life Literacies and Key Skills</b> 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	

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LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>  
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Holocaust Law N.J.S.A 18A:35-28  
 Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

### Evidence of Student Learning

**Formative Tasks:**

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart

**Alternative Assessments:**

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance

**Summative Assessments:**

- Listening Exam
- Performance
- Verbal feedback
- Student Critique
- Individual evaluation
- Observation

**Benchmark Assessments:**

- A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.
- Oral review of technique and vocabulary

### Knowledge & Skills

**Enduring Understandings:**

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources

**Essential Questions:**

- How do musicians generate creative ideas?

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<ul style="list-style-type: none"> <li>● Musicians’ creative choices are influenced by their expertise, context and expressive intent.</li> <li>● Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</li> </ul>	<ul style="list-style-type: none"> <li>● How do musicians make creative decisions?</li> <li>● How do musicians improve the quality of their creative work?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Music Educators Toolbox   Carnegie Hall</a></li> <li>● <a href="#">Music   PBS LearningMedia</a></li> <li>● Facility with open space and stage</li> <li>● Props as needed</li> <li>● <a href="https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/6-8/musical-poetry/">https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/6-8/musical-poetry/</a></li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">“Happy!” by Pharrell Williams</a></li> <li>● <a href="#">“He’s Got the Whole World in His Hands” by Kadir Nelson</a></li> <li>● <a href="#">“Sunshine on My Shoulders” by John Denver</a></li> <li>● <a href="#">“What a Wonderful World” as sung by Louis Armstrong</a></li> <li>● <a href="#">“Coat of Many Colors” by Dolly Parton</a></li> </ul>
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<b>Suggested Accommodations For All Units</b>
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<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Modified Assignments</li> <li>● Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul> <p><b>Special Education/504 Plans/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> </ul>
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- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Gifted and Talented:**

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **Students at Risk of Failure:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
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- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Economically Disadvantaged:**

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

### **Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

### **Gifted and Talented**

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

### *Presentation accommodations allow a student to:*

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

### *Response accommodations allow a student to:*

- Turn and Talk
- Reward risk taking while encouraging students to think "outside of the box"

### *Setting accommodations allow a student to:*

- Use flexible seating
- Have choice in seating/grouping

### *Timing accommodations allow a student to:*

- Have flexible pacing in terms of content, assignments, and assessments

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<ul style="list-style-type: none"> <li>● Explore extended activities</li> </ul> <p><i>Scheduling accommodations allow a student to:</i></p> <ul style="list-style-type: none"> <li>● Establish a timeline for completing a project</li> <li>● Have rigorous Pacing</li> </ul> <p><i>Organization skills accommodations allow a student to:</i></p> <ul style="list-style-type: none"> <li>● Model executive functioning</li> <li>● Utilize independent skills practices</li> </ul> <p><i>Assignment modifications allow a student to:</i></p> <ul style="list-style-type: none"> <li>● Complete enrichment tasks</li> <li>● Write longer passages on essays and open ended responses including academic vocabulary</li> <li>● Answer higher order thinking questions</li> <li>● Cite text evidence</li> <li>● Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs</li> </ul> <p><i>Curriculum modifications provide:</i></p> <ul style="list-style-type: none"> <li>● Topics of interest to the student and/or relevant to how the world works</li> <li>● Students access to supplemental reading materials matched to individual student lexiles</li> <li>● Opportunities for open-ended, self-directed activities</li> <li>● Opportunities to get graded or assessed using a different standard than the one for classmates</li> </ul>
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<b>Unit 2: Performing</b>	<b>Duration:</b> 10 days throughout
<b>Standards/Learning Targets</b>	
<p><b>New Jersey Student Learning Standards:</b></p> <p>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.</p> <p>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).</p> <p>1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent.</p>	
<b>Primary Interdisciplinary Connections:</b>	

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W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## **Social Emotional Learning [SELARTS](#)**

Recognize one's feelings and thoughts

Recognize the impact of one's feelings and thoughts on one's own behavior

Recognize one's personal traits, strengths and limitations

Recognize the importance of self-confidence in handling daily tasks and challenges

Recognize and identify the thoughts, feelings and perspectives of others

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

Demonstrate an understanding of the need for mutual respect when viewpoints differ

Demonstrate an awareness of the expectations for social interactions in a variety of settings

Utilize positive communication and social skills to interact effectively with others

Identify the consequences associated with one's actions in order to make constructive choices

Develop, implement and model effective problem solving and critical thinking skills

## **Career Readiness, Life Literacies, and Key Skills Practices:**

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

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Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens

## **Evidence of Student Learning**

**Formative Tasks:**

**Alternative Assessments:**



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<ul style="list-style-type: none"> <li>● Class participation</li> <li>● Teacher observation</li> <li>● Questioning</li> <li>● Discussion</li> <li>● Demonstration</li> <li>● Composition</li> <li>● Think-Pair-Share</li> <li>● Peer/Self-Assessment</li> <li>● Thumbs Up/Thumbs Down</li> <li>● Emoji Self-assessment Door Chart</li> </ul>	<ul style="list-style-type: none"> <li>● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance</li> <li>● Student self-reflection or discussion while planning their performance</li> <li>● Conversation/presentation rubric to score student work and presentation of final project or performance</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Listening Exam</li> <li>● Performance</li> <li>● Verbal feedback</li> <li>● Student Critique</li> <li>● Individual evaluation</li> <li>● Observation</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.</li> <li>● Oral review of technique and vocabulary</li> </ul>
<b>Knowledge &amp; Skills</b>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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.</li> <li>● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do performers select repertoire?</li> <li>● How do musicians improve the quality of their performance?</li> <li>● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> </ul>
<b>Core Instructional &amp; Supplemental Materials</b>	
<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Music Educators Toolbox   Carnegie Hall</a></li> </ul>	<p><b>Varied Levels of Text:</b></p>

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- [Music | PBS LearningMedia](#)
- Facility with open space and stage
- Props as needed

## Suggested Accommodations For All Units

### English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
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- Extra textbooks for home.
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- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
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### Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities

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- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **Students at Risk of Failure:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
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### **Economically Disadvantaged:**

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
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### **Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
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### **Gifted and Talented**

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

#### *Presentation accommodations allow a student to:*

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

#### *Response accommodations allow a student to:*

- Turn and Talk
- Reward risk taking while encouraging students to think “outside of the box”

#### *Setting accommodations allow a student to:*

- Use flexible seating
- Have choice in seating/grouping

#### *Timing accommodations allow a student to:*

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

#### *Scheduling accommodations allow a student to:*

- Establish a timeline for completing a project
- Have rigorous Pacing

#### *Organization skills accommodations allow a student to:*

- Model executive functioning
- Utilize independent skills practices

#### *Assignment modifications allow a student to:*

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
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- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

#### *Curriculum modifications provide:*

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities

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- Opportunities to get graded or assessed using a different standard than the one for classmates

<b>Unit 3: Responding</b>	<b>Duration: 10 days throughout</b>
<b>Standards/Learning Targets</b>	
<p><b>New Jersey Student Learning Standards:</b></p> <p>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.</p> <p>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).</p> <p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p>	
<p><b>Social Emotional Learning <a href="#">SELARTS</a></b></p> <p>Recognize one’s feelings and thoughts</p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges</p> <p>Recognize the impact of one’s feelings and thoughts on one’s own behavior</p> <p>Utilize positive communication and social skills to interact effectively with others</p> <p>Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p>	
<p><b>Career Readiness, Life Literacies and Key Skills Practices</b></p> <p>9.4.8.Cl.4: Explore the role of creativity and innovation in career pathways and industries.</p> <p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>	
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Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

### Evidence of Student Learning

**Formative Tasks:**

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**Summative Assessments:**

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- Performance
- Verbal feedback
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- Individual evaluation
- Observation

**Benchmark Assessments:**

- A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.
- Oral review of technique and vocabulary

### Knowledge & Skills

**Enduring Understandings:**

- 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.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is

**Essential Questions:**

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?

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informed by analysis, interpretation, and established criteria.	
<b>Core Instructional &amp; Supplemental Materials</b>	
<b>Suggested Activities/Resources:</b> <ul style="list-style-type: none"> <li>● Scripted works as needed</li> <li>● Facility with open space and stage</li> <li>● Props as needed</li> </ul>	<b>Varied Levels of Text:</b>

<b>Suggested Accommodations For All Units</b>
<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Modified Assignments</li> <li>● Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul> <p><b>Special Education/504 Plans/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Students may request to use a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments.</li> <li>● Extra textbooks for home.</li> <li>● Students may request books on tape / CD / digital media, as available and appropriate.</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/ school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Gifted and Talented:</b></p> <ul style="list-style-type: none"> <li>● Extension Activities</li> </ul>

## Long Beach Island Consolidated School District Curriculum Guide

**Grade: 6**

**Content Area: Music**

- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **Students at Risk of Failure:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
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### **Economically Disadvantaged:**

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

### **Culturally Diverse:**



## Long Beach Island Consolidated School District Curriculum Guide

**Grade: 6**

**Content Area: Music**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

### **Gifted and Talented**

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

#### *Presentation accommodations allow a student to:*

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

#### *Response accommodations allow a student to:*

- Turn and Talk
- Reward risk taking while encouraging students to think “outside of the box”

#### *Setting accommodations allow a student to:*

- Use flexible seating
- Have choice in seating/grouping

#### *Timing accommodations allow a student to:*

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

#### *Scheduling accommodations allow a student to:*

- Establish a timeline for completing a project
- Have rigorous Pacing

#### *Organization skills accommodations allow a student to:*

- Model executive functioning
- Utilize independent skills practices

#### *Assignment modifications allow a student to:*

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence

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<b>Grade: 6</b>	<b>Content Area: Music</b>
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- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs
- Curriculum modifications provide:*
- Topics of interest to the student and/or relevant to how the world works
  - Students access to supplemental reading materials matched to individual student lexiles
  - Opportunities for open-ended, self-directed activities
  - Opportunities to get graded or assessed using a different standard than the one for classmates

<b>Unit 4: Connecting</b>	<b>Duration:</b> 10 days throughout
<b>Standards/Learning Targets</b>	
<p><b>New Jersey Student Learning Standards:</b>            1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.            1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
<p><b>Primary Interdisciplinary Connections:</b>  <b>English Language Arts:</b></p> <ul style="list-style-type: none"> <li>○ R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>○ R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> </ul>	
<p><b>Career Readiness, Life Literacies, and Key Skills</b>            9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.            9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective            9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>	
<p>LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum</p>	

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Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>  
<http://www.njamistadcurriculum.net/>

Holocaust Law N.J.S.A 18A:35-28  
 Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

### Evidence of Student Learning

**Formative Tasks:**

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart

**Alternative Assessments:**

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance

**Summative Assessments:**

- Listening Exam
- Performance
- Verbal feedback
- Student Critique
- Individual evaluation
- Observation

**Benchmark Assessments:**

- A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.
- Oral review of technique and vocabulary

### Knowledge & Skills

**Enduring Understandings:**

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Musicians connect their personal interests, experiences, ideas, and

**Essential Questions:**

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life

## Long Beach Island Consolidated School District Curriculum Guide

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knowledge to creating, performing, and responding	inform creating, performing, and responding to music?
<b>Core Instructional &amp; Supplemental Materials</b>	
<b>Suggested Activities/Resources:</b> <ul style="list-style-type: none"> <li>● <a href="#">Music Educators Toolbox   Carnegie Hall</a></li> <li>● <a href="#">Music   PBS LearningMedia</a></li> <li>● Scripted works as needed</li> <li>● Facility with open space and stage</li> <li>● Props as needed</li> </ul>	<b>Varied Levels of Text:</b>

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## Long Beach Island Consolidated School District Curriculum Guide

**Grade: 6**

**Content Area: Music**

- Student requires use of other assistive technology device

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vocabulary

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