

**Quinton Township School District**  
**Music**  
**Grade 1**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	One	<b>Unit Title:</b>	Music in motion	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will review the concepts they learned in Kindergarten. They will perform many movement activities in order to internalize these elements. The students will begin doing simple folk-like dances.

**Objectives:**

Week 1: SWBAT move to a steady beat, show high and low and upward and downward through movement, match pitch

Week 2: SWBAT move to a steady beat, show high and low and upward and downward through movement, speak independent parts use soft, high and low voice, perform with inside voice, use head voice, identify syllables

Week 3: SWBAT move to a steady beat, show high and low and upward and downward through movement, speak independent parts, use soft, high and low voice, perform with inside voice, use head voice, recognize different timbres , identify Major and minor, match pitch with voices

Week 4: TSWBAT move to a steady beat, show high and low and upward and downward through movement, speak independent parts, use soft, high and low voice 1, perform with inside voice, use head voice, recognize different timbres, identify Major and minor, match pitch with voices, show change in phrase

Week 5: TSWBAT move to a steady beat, show high and low and upward and downward through movement, speak independent parts, use soft, high and low voice 1, perform with inside voice, use head voice, recognize different timbres, identify Major and minor, match pitch with voices, show change in phrase

Week 6: SWBAT move to a steady beat, show high and low and upward and downward through movement, use soft, high and low voice, perform with inside voice, use head voice, recognize different timbres, identify Major and minor, match pitch with voices,

show change in phrase

Week 7: SWBAT move to a steady beat, show high and low and upward and downward through movement, show phrases with movement, match pitch, recognize good choral pronunciation

Week 8: SWBAT move to a steady beat, show high and low and upward and downward through movement, show phrases with movement, match pitch, recognize good choral pronunciation.

Week 9: TSWBAT identify various brass instruments and see how they are related, read staff notes, distinguish high from low pitches.

Week 10:

TSWBAT identify various brass instruments and see how they are related, read staff notes, distinguish high from low pitches.

**Essential Questions:**

Week 1:

1. What is music?
2. What is the relationship between music and movement?
3. How can we respond to music together?

Week 2:

1. What is music?
2. What is the relationship between music and movement?
3. How can we respond to music together?

Week 3:

1. What is music?
2. What is the relationship between music and movement?
3. How can we respond to music together?

Week 4:

1. What is music?

2. What is the relationship between music and movement?
3. How can we respond to music together?

Week 5:

1. What is music?
2. What is the relationship between music and movement?
3. How can we respond to music together?

Week 6: How do major and minor affect the mood of a song?

Week 7: How can we improve the quality of the music we create?

Week 8:

1. What is music?
2. What is the relationship between music and movement?
3. How can we respond to music together?

Week 9: How can we respond to music?

Week 10: How can we respond to music?

**Standards/Learning Targets:**

*VPA.1.1.2.A.CS1 - [Content Statement] - Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance.*

*VPA.1.1.2.A.1 - [Cumulative Progress Indicator] - Identify the elements of dance in planned and improvised dance sequences.*

*VPA.1.1.2.B.CS1 - [Content Statement] - Ear training and listening skill are prerequisites for musical literacy.*

*VPA.1.1.2.B.CS2 - [Content Statement] - The elements of music are foundational to basic music literacy.*

*VPA.1.1.2.B.2 - [Cumulative Progress Indicator] - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.*

*VPA.1.1.2.B.CS3 - [Content Statement] - Music is often defined as organized sound that is dependent on predictable properties of*

tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.

**VPA.1.2.2.A.CS2** - [Content Statement] - The function and purpose of art-making across cultures is a reflection of societal values and beliefs.

**VPA.1.3.2.B.CS1** - [Content Statement] - The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.

**VPA.1.3.2.B.1** - [Cumulative Progress Indicator] - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.

**VPA.1.3.2.B.CS2** - [Content Statement] - Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.

**VPA.1.3.2.B.2** - [Cumulative Progress Indicator] - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

**VPA.1.4.2.B.CS2** - [Content Statement] - Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.

**VPA.1.4.2.A.3** - [Cumulative Progress Indicator] - Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

**LA.1.RL.1.1** - [Progress Indicator] - Ask and answer questions about key details in a text.

**LA.1.RL.1.4** - [Progress Indicator] - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Review rules and what we will learn this year.	<b>Songs and activities come from various resources, such as the Silver</b>	<b>Bean bag, hand percussion</b>	<ul style="list-style-type: none"><li>Smart Board Applications</li></ul>

**Play drms** on piano and ask, “does that sound like a kite going upward or downward?”

**#Five Kites-** Move upward and down ward to contour of melody, choose kite icons that go with beginning and ending phrases

**Up the Steps we will go-** motions to ascending and descending melody.

**What did you do this Summer-** Pitch matching.

**Circle Round the Zero-** steady beat activity.

**Shake them Simmons Down-** perform movements suggested by words, move downward on descending pattern.

**Lucy Locket-** chase game.

**Here Comes the Mailman-** pitch matching.

Week 2:

**review** name songs- student stands up when name is played.

- echo **rhythms-**

**Oliver Twist-** Soft, high, low voice, inside, canon, singing

**Five Kites-** Play ascending and descending bells on step ladder

**#Jack In the Box-**

**Down, Down, Yellow and Brown** Students will be swept up by wind

**Stretching Song/**

**Climb up the stairs**

**Up to the Hilltop** sally walks

**Lucy Locket**

**The Witch Rides** Raise hands on “ooh”. Students will sing “ooh”

**How many pumkins per window?**

**Which pumkin fell off the window sill?**

**1234/ Handy Spandy**

How many syllables

**Strawberry Shortcake**

**Burdett “World of Music” series, “Reaching the Special Learner Through Music” by Sona D. Nocera, “Juba This and Juba That” by Virginia A. Tashjian, “Leading Young Children to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy.**

**instruments, magnet icons, acorns and cup, flashlight, slide whistle**

- Google Applications
- Tutorial Videos
- Garageband recordings

**Snail Snail**

*seat students with high and low*

**Five Kites**

**Week 3:**

----- **practice echoing rhythms**-----

**#Handy Spandy**- Motions, Canon

**#The Witch Rides** Students will raise hands when they hear “ooh”.

*Students will name* characters from song.

**Students** will sing “ooh” each time in head voice.

**Students will pretend to be each character**

*Ask if happy or spooky*- Label as minor

**Same-different game**- Students will sit in a chair.

I will play a melody over and over again. When I change to a different melody they are all to move to the next chair.

**#MTA 1-8** Counting Acorns- Pitch matching

**#Pumpkin Pumpkin**- Body scale

d m s s m d *Ask if happy or spooky*- Label as Major- Future canon

**How many Pumpkins** per window? Exercise of writing rhythms with eighth and quarter notes

**#Doggie Doggie**- Pitch Matching, timbre recognition.

**1234**- Steady Beat game, canon if ready

**#Scalloped Potatoes**- hand motions, future canon

**#Pitch matching off** flute- single, then patterns.

**#Ev’rybody’s Welcome**- teach movements that follow phrases

**#Sally Go ‘Round the Sun**- Teach movements.

**Week 4:**

**Review name** songs

**Find** out who matches simple pitch patterns including mrd smd mrd dms. Give each student a 1, 2, 3, or 4 reflecting how many they got correct. The students who do the best will do the pitch matching profile.

**Which pumpkin** fell out fo the window?  
High/low dictaion

**Ev'rybody's Welcome-** Switch movement on breath to show change in phrase.

**Sally go 'round the Sun-** switch directions on each phrase.

**Flashlight Ghost-** Head voice, upward/downward activity

**Major or minor scales-** Black cat and pumpkin icons- See if someone can find the cat that makes it minor (the third, also the sixth)

**The mailman:** pitch matching game

**Down Down Yellow and Brown-**  
Students will descend to the floor- use minor scale

**Jack O'Lantern:** Ask if major or minor

**Pumpkin Pumpkin-** Body scale  
d m s s m d *Ask if happy or spooky-* Label as Major-

Touch pumpkin icons on board.

Future canon- sing as canon if ready.

**Down on the Banks:** Teach motions

**#The Witch Rides** Students will raise hands when they hear "ooh".

*Students will name* characters from song.

**Students** will sing "ooh" each time in head voice. Sing if ready.

*Ask if happy or spooky-* Label as minor

**How many trick or treaters per house?**  
rhythmic dictation

Week 5:

**Have** individual students who matched pitch well match pitch patterns for the class and have them echo them.

**Flashlight Ghost-** Head voice, upward/downward activity

**Which pumkin** fell out fo the window?  
High/low dictaion

**Ev'rybody's Welcome-** Switch movement on breath to show change in phrase.

**Sally go 'round the Sun-** switch directions on each phrase.

**Major or minor scales-** Black cat and pumpkin icons- See if someone can find the cat that makes it minor (the third, also the sixth)

**The mailman:** pitch matching game

**Down Down Yellow and Brown-**

Students will descend to the floor- use minor scale

**Jack O'Lantern:** Ask if major or minor

**Pumpkin Pumpkin-** Body scale- play ascending and descending triads and ask if they go upward or downward. Teach the body movements for the ascending and descending triads.

d m s s m d *Ask if happy or spooky-* Label as Major-

Touch pumpkin icons on board.

Future canon- sing as canon if ready.

**Down on the Banks:** Teach motions

**#The Witch Rides** Students will raise hands when they hear "ooh".

*Students will name* characters from song.

**Students** will sing "ooh" each time in head voice. Sing if ready.

*Ask if happy or spooky-* Label as minor

**How many trick or treaters per house?**



rhythmic dictation

### Week 6:

**Flashlight Ghost-** Head voice, upward/downward activity

**Which pumpkin** fell out fo the window?

High/low dictaion

**#Do Not Bump** (bubble game) Game of spatial awareness and following directions, and waiting for a cue

**#Imitate** slide whistle

**Review** ascending and descending

**Review** major and minor scales with pumpkins and cats.

**Pumpkin Pumpkin-** Body scale

d m s s m d *Ask if happy or spooky-* Label as Major-

Touch pumpkin icons on board.

Future canon- sing as canon if ready.

**Down Down Yellow and Brown-**

Students will descend to the floor- use minor scale

**#What will** you be for Halloween?

Pitch matching with voices

**Oliver Twist-** Inside, canon

**Match pitches** to flute

**Ev'rybody's Welcome-** Switch movement on breath to show change in phrase. Sing **Oh Glory** with the record

**Handy Spandy** Review motions

**Down on the Banks:** Teach motions

Will play a video on the smartboard to demonstrate this.

### Week 7:

Work on Grandparents' Day songs  
move to a steady beat, show high and low and

upward and downward through movement, show phrases with movement, match pitch, recognize good choral pronunciation.

Activities

**Hello Ev'rybody-** Respond to flute

**#Name Name-** Pitch Matching

**Doggie Doggie-** Pitch Matching

**Sally go 'round the Sun-** switch directions on each phrase. Teacher sing phrases 1 and 3, class sing phrases 2 and 4.

**Match** pitch patterns to flute

**Ev'rybody's Welcome-** Switch movement on breath to show change in phrase. Sing **Oh Glory** with the record.

Record sing phrases 1 and 3, class sing phrases 2 and 4.

**Handy Spandy** Review motions. Two circles in canon.

**Down on the Banks:** Teach motions

**Down Down Yellow and Brown-**

Students will descend to the floor- float back up with the wind- **touch leaf** icons.

Class will choose good choral vowels.

Week 8:

**Work on Grandparents' Day songs- "Autumn Leaves" and "Every Morning"**

**Introduce** Brass Family

**Review** staff notes. Each student will have a turn playing a note on the bells.

**Write** rhythms by putting turkeys in cages.

**Andy Pandy-** High/Low activity

**Five Kites-** Move body to ascending and descending melody

**Chop Chop-** Clap beat, clap words, canon

**Name Name-** Pitch matching activity

Week 9:

Work on Grandparents' Day songs

move to a steady beat, show high and low and upward and downward through movement, show phrases with movement, match pitch, recognize good choral pronunciation.

Activities

**Hello Ev'rybody-** Respond to flute

**#Name Name-** Pitch Matching

**Doggie Doggie-** Pitch Matching

**Sally go 'round the Sun-** switch directions on each phrase. Teacher sing phrases 1 and 3, class sing phrases 2 and 4.

**Match** pitch patterns to flute

**Ev'rybody's Welcome-** Switch movement on breath to show change in phrase. Sing **Oh Glory** with the record.

Record sing phrases 1 and 3, class sing phrases 2 and 4.

**Handy Spandy** Review motions. Two circles in canon.

**Down on the Banks:** Teach motions

**Down Down Yellow and Brown-**

Students will descend to the floor- float back up with the wind- **touch leaf** icons.

Class will choose good choral vowels.

Week 10:

Work on Grandparents' Day songs- "Autumn Leaves" and "Every Mornin'"

**Introduce** Brass Family

**Review** staff notes. Each student will have a turn playing a note on the bells.

**Write** rhythms by putting turkeys in cages.

**Andy Pandy-** High/Low activity

<p><b>Five Kites-</b> Move body to ascending and descending melody  <b>Chop Chop-</b> Clap beat, clap words, canon  <b>Name Name-</b> Pitch matching activity</p>			
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>  <b>Suggested activities to assess student progress: Students are observed to see how well they perform skills such as pitch matching, melodic recognition, and keeping a steady beat. These are notated in the grade book and used for future lessons by means of peer teaching.</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Suggested skills to be assessed:</b>  <i>Students will be assessed on melodic recognition, steady beat motions, and familiarity of movements to songs.</i></p>

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>

assessments.

- Allow students to utilize online books, when available, to listen to oral recorded reading.
- Provide individualized assistance as necessary.
- Allow for group work (strategically selected) and collaboration as necessary.
- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Utilize auditory reminders as deemed necessary.
- Provide breaks to allow for refocusing as necessary.
- Establish a consistent and daily routine.

**Quinton Township School District  
Grade 1 Music**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	Two	<b>Unit Title:</b>	Timbres and music	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will explore the various instruments of the brass family and learn to distinguish the timbre and pitch level of each. They will continue to explore the musical elements they learned in the previous marking period. They will prepare a concert for grandparents.

**Objectives:**

Week 1: TSWBAT identify various brass instruments and see how they are related, read staff notes, distinguish high from low pitches.

Week 2: TSWBAT move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions

Week 3: SWBAT move to a steady beat , match pitch, show high/low and upward/downward with movement, show fast and slow with movement , demonstrate inside voice, identify beats of silence , create motions

Week 4: TSWBAT move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions

Week 5: TSWBAT move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions

Week 6: TSWBAT move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions

Week 7: 1 MB 1:55-2:30

Objectives- SWBAT move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with **movement**, write two-note melodies, create motions, identify instruments from the woodwind family.

Week 8: Objectives- TSWBAT move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, write two-note melodies, create motions, identify instruments from the woodwind family..

Week 9: Objectives- TSWBAT move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, write two-note melodies, create motions, identify instruments from the woodwind family, distinguish simple duple from complex duple meters.

Week 10: Objectives- TSWBAT move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement , write two-note melodies, create motions, distinguish simple duple from complex duple meters

### **Essential Questions:**

Week 1: How can we respond to music?

Week 2: How can we respond to music?

Week 3: How can we respond to music?

Week 4: How do pitch and notes relate?

Week 5: How can we respond to music?

Week 6: How can we respond to music?

Week 7: How can we respond to music?



Week 8: How can we respond to music?

Week 9: How can we tell if a song has a stepping or skipping rhythm?

Week 10: How can we tell if a song has a stepping or skipping rhythm?

**Standards/Learning Targets:**

*VPA.1.1.2.B.CS3 - [Content Statement] - Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.*

*VPA.1.3.2.B.1 - [Cumulative Progress Indicator] - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.*

*VPA.1.3.2.B.CS5 - [Content Statement] - Improvisation is a foundational skill for music composition.*

*VPA.1.3.2.B.6 - [Cumulative Progress Indicator] - Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.*

*VPA.1.2.2.A.CS2 - [Content Statement] - The function and purpose of art-making across cultures is a reflection of societal values and beliefs.*

*VPA.1.1.2.B.CS1 - [Content Statement] - Ear training and listening skill are prerequisites for musical literacy.*

*VPA.1.1.2.B.2 - [Cumulative Progress Indicator] - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.*

*VPA.1.4.2.A.4 - [Cumulative Progress Indicator] - Distinguish patterns in nature found in works of dance, music, theatre, and visual art.*

*VPA.1.4.2.B.2 - [Cumulative Progress Indicator] - Apply the principles of positive critique in giving and receiving responses to performances.*

*VPA.1.4.2.B.CS3 - [Content Statement] - Contextual clues are embedded in works of art and provided insight into artistic intent.*

*VPA.1.4.2.B.3 - [Cumulative Progress Indicator] - Recognize the making subject or theme in works of dance, music, theatre, and visual art.*

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

*LA.1.RL.1.1 - [Progress Indicator] - Ask and answer questions about key details in a text.*

*LA.1.RL.1.4 - [Progress Indicator] - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1:  <b>Review</b> "Autumn Leaves" and "Every Morning" for Grandparents' Day  <b>Play</b> the "same different" game  <b>Introduce</b> Brass Family  <b>Review</b> staff notes. Each student will have a turn playing a note on the bells.  <b>Write</b> rhythms by putting turkeys in cages.  <b>Andy Pandy</b>- High/Low activity  <b>Five Kites</b>- Move body to ascending and descending melody  <b>Chop Chop</b>- Clap beat, clap words, canon  <b>Name Name</b>- Pitch matching activity</p> <p>Week 2:  <b>Hello Ev’rybody</b> on trumpet            Introduce the trumpet, trombone, baritone, french horn, and tuba. Discuss the pitch levels of these instruments.  <b>Which is like mine?</b>  <b>Review</b> staff note sentences.  <b>Andy Pandy</b>- High/Low activity</p>	<p><b>Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, “Reaching the Special Learner Through Music” by Sona D. Nocera, “Juba This and Juba That” by Virginia A. Tashjian, “Leading Young Children to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy.</b></p>	<p><b>Sheet music, brass instruments</b></p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Garageband recordings</li> <li>● Tutorial Videos</li> </ul>

**Five Kites-** Move body to ascending and descending melody  
**Chop Chop-** Clap beat, clap words, canon  
**Name Name-** Pitch matching activity  
**Pease Porridge-** Jump in on rests  
**Upstairs/Downstairs-** Movement to ascending and descending melody  
**Bee Bee-** Musical chairs  
**One or two** Christmas trees per house-rhythmic dictation  
**Lil' Liza Jane-** Teach motions  
**Long Steps-** fast/slow activity  
**MGA 71- Rise Sally Rise-** Student in center will model his or her own motion on the second verse. The class will join in the motion on the third verse.  
**Frosty Weather-** Teach motions  
**Patty Cake-** Teach motions

### Week 3:

**Hello Ev'rybody** on trumpet  
**Review** brass instruments (trumpet, trombone, tuba, and baritone)  
"What do they have in common?" (Valves, bells, mouthpieces, color- brass)  
Explain that each has a different name, but they're all from the brass family.  
**Discuss** size related to pitch of each one. Play "Jingle Bells" on each.  
**Which instrument** is more like your voice? (trumpet or tuba)  
**Andy Pandey-** High/Low activity  
**Write rhythms with** Christmas trees in houses  
**Chop Chop-** Clap beat, clap words, canon  
**Frosty Weather-** Teach motions  
Review circle dance to "Liza Jane"  
**MGA 71- Rise Sally Rise-** Student in center will model his or her own motion on the second verse. The class will join in the motion on the

third verse.

**Review** staff note sentences.

#### Week 4:

Students will listen to five different instruments and identify which is a different pitch.

**Review staff notes.** Each student will play a note from the board on bells.

**Students will watch a video of second grade note movers**

**They will then do the note moving and people moving, then play the patterns on bells.**

#### Week 5:

**Hello Ev'rybody** on trumpet

**Review** brass instruments (trumpet, trombone, French Horn, tuba, and baritone)  
"What do they have in common?" (Valves, bells, mouthpieces, color- brass)

Explain that each has a different name, but they're all from the brass family.

**Discuss** size related to pitch of each one. Play "Jingle Bells" on each.

**Which instrument** is more like your voice? (trumpet or tuba)

**Which is** like mine?

**Introduce** staff notes.

**Andy Pandy-** High/Low activity

**Five Kites-** Move body to ascending and descending melody

**Chop Chop-** Clap beat, clap words, canon

**Name Name-** Pitch matching activity

**Pease Porridge-** Jump in on rests

**Upstairs/Downstairs-** Movement to ascending and descending melody

**Bee Bee-** Musical chairs

**One or two** Christmas trees per house-  
rhythmic dictation

**Lil'Liza Jane-** Teach motions

**Long Steps-** fast/slow activity

**MGA 71- Rise Sally Rise-** Student in center  
will model his or her own motion on the second  
verse. The class will join in the motion on the  
third verse.

**Frosty Weather-** Teach motions

**Patty Cake-** Teach motions

Week 6:

**Hello Ev'rybody** on trumpet

**Lil'Liza Jane-** Teach motions

**Review** staff notes. Play game.

**Andy Pandy-** High/Low activity

**Five Kites-** Move body to ascending and  
descending melody

**Chop Chop-** Clap beat, clap words, canon

**Name Name-** Pitch matching activity

**Pease Porridge-** Jump in on rests

**Upstairs/Downstairs-** Movement to ascending  
and descending melody

**Bee Bee-** Musical chairs

**One or two** Christmas trees per house-  
rhythmic dictation

**Long Steps-** fast/slow activity

**MGA 71- Rise Sally Rise-** Student in center  
will model his or her own motion on the second  
verse. The class will join in the motion on the  
third verse.

**Frosty Weather-** Teach motions

**Patty Cake-** Teach motions

Week 7:

Introduce Woodwinds- Saxophone,  
Clarinet, and Flute

Echo clap rhythms- with

<p>stepping</p> <p>Muffin Man- Partner choosing activity.</p> <p>I have a Little snowman He is so fat and round I made him from a snowball I rolled upon the ground I put some buttons on his coat A nice warm scarf of red I gave him eyes, a nose, a mouth A hat upon his head. Watch him as he melts to the ground.</p> <p>Move snowman icons to make eighth and quarter notes.</p> <p>120-21 Take your feet out the sand- action song</p> <p>My rocket ship- touch rocket icons</p> <p>Move star icons on lines Review sol-mi</p> <p>Write “Starlight” with stars</p> <p>Frosty Weather- review motions</p> <p>Canon if ready.</p> <p>Bow Wow Wow- teach moves</p> <p>Rise Sally Rise- individual students will create steady beat motions, which the other students will</p>			
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imitate.

Hot Potato- steady beat and pitch matching game.

Week 8:

Review Woodwinds- Saxophone, Clarinet, and Flute

Bow Wow Wow- teach moves

Rise Sally Rise- individual students will create steady beat motions, which the other students will imitate.

Hot Potato- steady beat and pitch matching game.

Week 9:

Echo Rhythms using stepping patterns, then those with skipping patterns

Students will then listen to individual patterns and identify whether it sounds like stepping or skipping.

Rig a Jig Jig- Raise hands when it becomes a skipping song.

Show tutorial video

Students will play the game.

120-60 Charlie Over the Ocean: chase game. Show tutorial video, teaching skaters' position.

<p>Students will play the game. Ask the students if it is a stepping or skipping song. If time permits I will choose some of the following activities.</p> <p>Review Muffin man with tutorial video</p> <p>Scalloped potatoes: motions. Ask if it is stepping or skipping. Frosty Weather- Canon. Ask if it is stepping or skipping. Liza Jane: teach motions Repeat 4-note patterns with bells.</p> <p>Bow Wow Wow- review moves</p> <p>Hot Potato- review steady beat and pitch matching game for Shafer. Review stepping and skipping rhythms by clapping examples and having the class identify them.</p> <p>Week 10: Rig a Jig Jig- Raise hands when it becomes a skipping song. Review skaters position. Review hand clapping to Bingo</p>			
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<p>Department store activity-upward/downward activity</p> <p>Individuals will practice singing scales</p> <p>Write rhythms and solfege with four people at a time. Use arms for rhythm and squat for solfege.</p> <p>Identify song by Rhythm clapped by teacher- Bow Wow Wow, Hot Potato, Scalloped Potatoes, Frosty Weather, Rocky Mountain, Ev'rybody's Welcome.</p> <p>Write 7 note solfege on the board.</p> <p>120-60 Charlie Over the Ocean: chase game. Ask if it is stepping or skipping.</p>			
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>  <i>Students will match pitch on five note patterns</i></p>

**Suggested activities to assess student progress:**  
 Students are observed to see how well they perform skills such as pitch matching, melodic recognition, and keeping a steady beat. These are notated in the grade book and used for future lessons by means of peer teaching.

**Suggested skills to be assessed:**  
*pitch recognition, recognition of melodic contour*

### Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of</li> </ul>

<p>instructions</p> <ul style="list-style-type: none"> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for group work (strategically selected) and collaboration as necessary.</li> <li>● Utilize homework recorder within SIS.</li> <li>● Allow for copies of notes to be shared out.</li> <li>● Utilize assistive technology as appropriate.</li> <li>● Provide meaningful feedback and utilize teachable moments.</li> <li>● Utilize graphic organizers</li> <li>● Introduce/review study skills</li> <li>● Provide reading material at or slightly above students'</li> </ul>	<ul style="list-style-type: none"> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>		<p>appropriate and specialized resources.</p> <ul style="list-style-type: none"> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p>reading levels.</p> <ul style="list-style-type: none"><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District  
Music Grade 1**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	Three	<b>Unit Title:</b>	Music coming to life	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will perform more dances to music. These dances, as well as games are integral to the songs. They will continue working on independence, and they will do more audiation exercises in order for them to independently hear music.

**Objectives:**

Week 1: TSWBAT move to a steady beat, perform a winding dance, recognize melodies of songs for their concert, identify high and low, identify upward and downward, write two-note melodies, perform independent parts, identify phrases in music, identify dynamic changes

Week 2: TSWBAT move to a steady beat, perform a winding dance, recognize melodies of songs for their concert, identify high and low, identify upward and downward, write two-note melodies, perform independent parts, identify phrases in music, identify dynamic changes.

Week 3: TSWBAT move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, write two-note melodies, create motions, identify instruments from the woodwind family..

Week 4: TSWBAT move to a steady beat, perform a winding dance, recognize melodies of songs for their concert, identify high and low, identify upward and downward, write two-note melodies, perform independent parts.

Week 5: SWBAT distinguish pitch from timbre, identify brass instruments

Week 6: SWBAT identify various notes of the scale, sing songs for a performance.

Week 7: SWBAT sing songs for a performance, match pitch, identify various notes of the scale

Week 8: SWBAT sing songs for a performance, match pitch, identify various notes of the scale

Week 9: SWBAT identify upward and downward motion in scales, keep a steady beat, sing music with accurate pitch.

Week 10: TSWBAT move to a steady beat, recognize melodies of songs for their concert, identify high and low, identify upward and downward, write two-note melodies with rhythm, perform independent parts, identify “pitch” and distinguish it from timbre

**Essential Questions:**

- Week 1: How are phrases used in music?
- Week 2: How are phrases used in music?
- Week 3: How can we respond to music?
- Week 4: How does movement connect with music?
- Week 5: What is the difference between timbre and pitch?
- Week 6: How do pitches move up and down?
- Week 7: What does it take to prepare a performance?
- Week 8: What does it take to prepare a performance
- Week 9: How does music connect with beat?
- Week 10: How can we respond to music?

**Common Core State Standards/Learning Targets:**

- VPA.1.1.2.B.CS1 - [Content Statement] - Ear training and listening skill are prerequisites for musical literacy.*
- VPA.1.1.2.B.1 - [Cumulative Progress Indicator] - Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.*
- VPA.1.1.2.B.CS3 - [Content Statement] - Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.*
- VPA.1.1.2.B.CS4 - [Content Statement] - Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.*
- VPA.1.1.2.B.4 - [Cumulative Progress Indicator] - Categorize families of instruments and identify their associated musical properties.*
- VPA.1.2.2.A.2 - [Cumulative Progress Indicator] - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.*
- VPA.1.3.2.B.CS1 - [Content Statement] - The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.*
- VPA.1.3.2.B.4 - [Cumulative Progress Indicator] - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate*

*appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.*

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

*LA.1.RL.1.1 - [Progress Indicator] - Ask and answer questions about key details in a text.*

*LA.1.RL.1.10 - [Progress Indicator] - With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.*

*LA.1.RF.1.2.C - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.*

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: Review Moves to Ev’rybody’s Welcome. Write 7 note solfege on the board. Teach winding game for “The Alley Alley Oh” Teach Are you Sleeping-future canon. Students will point to animal chart with “Cindy”  Write rhythms and solfege with four people at a time. Use arms for rhythm and squat for solfege. Review hand clapping to</p>	<p><b>Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, “Reaching the Special Learner Through Music” by Sona D. Nocera, “Juba This and Juba That” bu Virginia A. Tashjian, “Leading Young Children to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy.</b></p>	<p><b>Tutorial charts for pitch and rhythm, recordings, sheet music, iconic magnets</b></p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Tutorial videos</li> <li>● Garageband recordings</li> </ul>

Bingo

Rocky Mountain- Perform moves to phrases. Which phrase is soft.

Introduce Great Big Stars- song for concert.

Week 2:

find the students in the book who match pitch the best. play pattern on piano, have them match, then class will match

Review Moves to Ev'rybody's Welcome.

Write 7 note solfege on the board.

Teach winding game for "The Alley Alley Oh"

Teach Are you Sleeping- future canon.

Students will point to animal chart with "Going Down to Cairo"

Introduce Oh Susanna- future partner song to "Going Down to Cairo"

Write rhythms and solfege with four people at a time. Use arms for rhythm and squat for solfege.

Review hand clapping to Bingo



Rocky Mountain- Perform moves to phrases. Which phrase is soft.

Introduce Great Big Stars- song for concert.

Week 3:

Introduce name songs. Students will then stand up when they hear their names.

Review moves to "Bingo"

Review Woodwinds- Saxophone, Clarinet, and Flute

Bow Wow Wow- teach moves

Rise Sally Rise- individual students will create steady beat motions, which the other students will imitate.

Hot Potato- steady beat and pitch matching game.

Play solfege tag

Week 4:

**Are You Sleeping-** future canon

Practice pitch matching off selected students.

**Here Comes a Bluebird-** Window game. Canon if ready.

**Match pitches** to the pitch pipe- review the word "pitch"

Play a song on the pitch pipe and stop on one pitch.

**Put** out five instruments- piano, pitch pipe,

voice, handbell, and trumpet- students are to surpass timbre and identify the instrument playing a different pitch.

**Review winding** game for “The Alley Alley Oh”

**Teach Moves** to Shoo Fly

**Review** Are you Sleeping- future canon.

**Here Comes a Bluebird-** Game, canon.

**Students will point to** animal chart with **She’ll**  
Be Comin’ Round the Mountain.

**Introduce** the instrument “Bass”

Ask the class how they think it will sound due to big size. Ask what family.

**Review** “Going Down to Cairo”

**Write 7 note** solfege on the board. Include eighth notes if the class is ready.

**Review hand** clapping to Bingo

**Rocky Mountain-** Perform moves to phrases. Which phrase is soft.

Week 5:

Introduce "Mr. Sun" with a tutorial video for reading the notes. The students are to listen and follow the notes on the board, then identify which word was played last.

Teach moves to "Rocky Mountain"- "doo doo doo" first, then whole song  
Review dance to "Ev'rybody's welcome.

Follow animal chart for "Going Down to Cairo" Stop on word, and they have to find the corresponding animal.

Review "Bingo"

Down on the Banks.

Students will listen to a CD of different instruments and figure out which are at a different pitch  
Students will listen to a CD of different brass instruments and name them  
Assessment- students will be assessed through oral responses.

Week 6:

Do icon scale magnets. Point at a passage of music notes, and the students are to name the icons that correspond.

Continue working on "Jubilee" for the primary concert.

Teach moves to "Rocky Mountain"- "doo doo doo" first, then whole song  
Review dance to "Ev'rybody's welcome.

Follow animal chart for "Going Down to Cairo" Stop on word, and they have to find the corresponding animal.

Review "Bingo" using grand right and left.

Down on the Banks.

Review staff notes and play on bells.

Line up four students- they will hear solfege patterns and show them by

squatting and standing  
a pair of "note movers" will move the notes on the board

Week 7:

Teach moves to "Rocky Mountain"-  
"doo doo doo" first, then whole song  
Review dance to "Ev'rybody's  
welcome.

Follow animal chart for "Going Down  
to Cairo" Stop on word, and they have  
to find the corresponding animal.

Review "Bingo" using grand right and  
left.

Put eight ascending icons (each one  
different) on the board. Students will  
listen to scale steps played upward,  
downward, and repeating, then select  
which icon was the final pitch.

Match pitches to the pitch  
pipe- review the word "pitch"

Short vs. long- "Red and  
Orange" (and song for Grandparents'  
Day).

"Shoo Fly" and "Here Comes a  
Bluebird" for grandparents' Day-  
have students raise hands on selected  
words.

Students will work in groups

of fours representing solfege and rhythm patterns- write each pattern on the board.

Here Comes a Bluebird- Window game. Canon if ready.  
Shoo Fly- review moves

Week 8:

Play same different rhythm game with papers on floor in circle.

Review following sheet music to "Mr. Sun" and "Sleep My Little Bird."

Put eight ascending icons (each one different) on the board. Students will listen to scale steps played upward, downward, and repeating, then select which icon was the final pitch.

Body Scale Simon

Match pitches to the pitch pipe- review the word "pitch"

Short vs. long- "Red and Orange"

"Ev'rybody's Welcome" - have students raise hands on selected words.

Students will work in groups

of fours representing solfege and rhythm patterns- write each pattern on the board.

Here Comes a Bluebird- Window game. Canon if ready.

Shoo Fly- review moves

Week 9:

Review scale step activity with magnet icons

Repeat four-beat patterns after four beat pause- inside voice

Follow animal chart for beats on Sleep My Little Bird

Sing "Sleep My Little Bird" with notes on the board

Review hand clapping to Bingo

Introduce counting of quarter, half, and whole notes.

Week 10:

Go over concert songs- Sleep My Little Bird, Mr. Sun, Cindy, and Bye'm Bye

Play same-different stepping game with rhythm.

Review motions to "Shoo Fly"

Review Motions to "Alley Alley O"

Echo Rhythms after four beats

Echo pitch patterns after four beats

<p><b>Teach</b> counting of quarter, half, and whole notes.</p> <p><b>Write 4 note</b> solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include “la”.</p> <p><b>Review</b> staff sentences. Each student will play a note on the board.</p> <p><b>Review hand</b> clapping to Bingo</p> <p><b>Sing</b> concert selections-</p> <p>Shoo Fly Comin Round the Mountain* Jubilee The Big Ship Sails Down the Alley Alley Oh</p> <p><b>Sing</b> Scalloped Potatoes as a canon.</p>			
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

**Suggested activities to assess student progress:**

Students are observed to see how well they perform skills such as pitch matching, melodic recognition, and keeping a steady beat. These are notated in the grade book and used for future lessons by means of peer teaching.

**Final Assessment/Benchmark/Project:**

**Suggested skills to be assessed:**

*Fine and gross motor skills, recognition of left and right in regards to the singing dances, accuracy of iconic notation*

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to,</li> </ul>



<ul style="list-style-type: none"> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for group work (strategically selected) and collaboration as necessary.</li> <li>● Utilize homework recorder within SIS.</li> <li>● Allow for copies of notes to be shared out.</li> <li>● Utilize assistive technology as appropriate.</li> <li>● Provide meaningful feedback and utilize teachable moments.</li> <li>● Utilize graphic organizers</li> <li>● Introduce/review study skills</li> <li>● Provide reading material at or slightly above students' reading levels.</li> </ul>	<ul style="list-style-type: none"> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>		<p>selection and use of appropriate and specialized resources.</p> <ul style="list-style-type: none"> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<ul style="list-style-type: none"> <li>• Utilize manipulatives as necessary.</li> <li>• Establish a consistent and daily routine</li> </ul>			
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**Quinton Township School District  
Music Grade 1**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	Four	<b>Unit Title:</b>	Music from the	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will prepare a concert. They will receive video tutorials on how to follow sheet music with lyrics. They will learn to identify the upward and downward motion of the notes. They will also learn how to follow their part in a two-part score. Students will become more familiar with the solfege labels of notes and how they are used. Students will also learn the letter names of staff notes and basic counting of rhythms.

**Objectives:**

Week 1: TSWBAT move to a steady beat, recognize melodies of songs for their concert, identify high and low, identify upward and downward, write two-note melodies with rhythm, perform independent parts, identify “pitch” and distinguish it from timbre.

Week 2: TSWBAT move to a steady beat, perform a winding dance, identify high and low, identify upward and downward and long vs. short, write two-note melodies, perform independent parts

Week 3: TSWBAT move to a steady beat, perform a winding dance, identify high and low, identify upward and downward and long vs. short, write two-note melodies, perform independent parts

Week 4:

Objectives- SWBAT identify various degrees of the scale, identify upward and downward movement in pitches, perform concert songs accurately

Week 5: SWBAT sing concert songs correctly

Week 6: SWBAT sing concert songs correctly

Week 7: SWBAT identify various percussion instruments, identify ascending and descending notes, sing concert songs

Week 8: SWBAT sing concert songs, identify staff notes, breath properly for singing, use proper vowel sounds for choral singing, write melodies with so-mi-la.

Week 9: SWBAT sing concert songs, identify staff notes, breath properly for singing, use proper vowel sounds for choral singing, write melodies with so-mi-la.

Week 10: SWBAT identify staff notes, breath properly for singing, use proper vowel sounds for choral singing, write melodies with so-mi-la.

**Essential Questions:**

- Week 1: How can we respond to music?
- Week 2: How can we respond to music?
- Week 3: What are the aspects of good singing?
- Week 4: What is involved in preparing a successful performance?
- Week 5: What does it take to prepare a performance?
- Week 6: What does it take to prepare a performance?
- Week 7: How are percussion instruments related?
- Week 8: What are the aspects of reading music?
- Week 9: What are the aspects of reading music?
- Week 10: What are the aspects of reading music?

**Standards/Learning Targets:**

*VPA.1.1.2.B.CS1 - [Content Statement] - Ear training and listening skill are prerequisites for musical literacy.*

*VPA.1.1.2.B.2 - [Cumulative Progress Indicator] - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.*

*VPA.1.2.2.A.CS2 - [Content Statement] - The function and purpose of art-making across cultures is a reflection of societal values and beliefs.*

*VPA.1.3.2.A.CS2 - [Content Statement] - The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.*

*VPA.1.3.2.A.3 - [Cumulative Progress Indicator] - Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.*

*VPA.1.3.2.A.4 - [Cumulative Progress Indicator] - Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.*

*VPA.1.3.2.B.1 - [Cumulative Progress Indicator] - Clap, sing, or play on pitch from basic notation in the treble clef, with*

consideration of pitch, rhythm, dynamics, and tempo.

**VPA.1.3.2.B.CS1** - [Content Statement] - The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

**LA.1.RI.1.3** - [Progress Indicator] - Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**LA.1.RL.1.1** - [Progress Indicator] - Ask and answer questions about key details in a text.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: Echo Rhythms after four beats Echo pitch patterns after four beats <b>Teach</b> counting of quarter, half, and whole notes.</p> <p><b>Songs for May Concert</b> Sleep My Little Bird Mr. Sun Bye'm Bye Cindy</p> <p><b>Write 4 note</b> solfege on the board (This week</p>			<ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li></ul>

use the five-line staff). Include eighth notes if the class is ready.

Include "la".

**Review** staff sentences. Each student will play a note on the board.

**Review hand** clapping to Bingo

Week 2:

Teach Body Scale simon

Ebenezer Sneezer- using body scale.

Review concert etiquette.

**Concert songs:**

Bye'm Bye

Cindy

Sleep My Little Bird

Mr. Sun

Jubilee- use magnets for beat

This Train- Use Animal chart

Here Comes the Mailman-  
pitch matching.

Review counting of quarter,  
half, and whole notes.

If time permits

Review staff sentences. Each

student will play a note on the board.  
Assessment: Students will be assessed through their oral responses and performance activities.

Week 3:

**Individual** students will improvise three-note patterns, and the class will echo.

Teach the simple form of Solfege with just three bells.

Review concert songs.

Shoo Fly

Comin Round the Mountain- start next week

Jubilee

This Train

Ebenezer Sneezer- teach body scale. Play body scale Simon.

Review counting of quarter, half, and whole notes.

Write 7 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready.

Include "la".

Review staff sentences. Each student will play a note on the board.

Review hand clapping to

Bingo

Sing Lullaby my jamie. Have students match in-tune students. Add counter melody.

Introduce "Oh Susanna".

Sing Are you sleeping as a canon.

Review partner song to The Alley Alley Oh. Sing together. Review proper "ooh" and "ah" singing formations. Apply to pitch matching. Apply to Great Big Stars. Add "oh" for the Alley Alley Oh.

Talk about concert audience etiquette- listening, not clapping or singing, etc.

Here Comes the Mailman- pitch matching.

Week 4:

**Review body scale simon**

Review concert songs:

Week 5:

Students will see the music to their concert songs and rehearse them.

Sleep My Little Bird

Bye'm Bye

Cindy



<p>Mr. Sun</p> <p>Review Breathing with tissue box</p> <p>Play body scale simon. Play solfege simon if time permits</p> <p>Week 6: Students will rehearse their concert songs: Cindy Sleep My Little Bird Bye'm Bye Mr. Sun</p> <p>practice sight singing "sol-mi" patterns. Week 7: SGO test for second grade on pitch Benchmark assessment for grades 1 and 2 Review the percussion family Play body scale simon Review- SHe'll Be Comin Round the Mountain Shoo Fly Jubilee This Train/When the Saints go Marching In Teach conducting patterns in Three and Four</p> <p>Week 8: Students will rehearse songs for the primary concert. <b>Review</b> staff sentences. Introduce ledger lines above and below <b>Review</b> counting of quarter, half, and whole</p>			
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notes.

**Review** proper breathing.

**Sing "Lovely Evening" as a canon.**

**practice matching pitches in harmony.**

**Oh Susanna**, Bye'm Bye, Going Down to Cairo, The Alley Alley Oh, Are you Sleeping

**Write 7 note** solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready.

**Include "la".**

Week 9:

**Musical** chairs using solfege

**Review** staff sentences. Introduce ledger lines above and below

**Review** counting of quarter, half, and whole notes.

**Review** proper breathing.

**Sing "Lovely Evening" as a canon.**

**practice matching pitches in harmony.**

**Oh Susanna**, Bye'm Bye, Going Down to Cairo, The Alley Alley Oh, Are you Sleeping

**Write 7 note** solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready.

**Include "la".**

Week 10:

**Students will** follow scale with envelopes on the board. A ticket prize will be inside one of the envelopes. They are to figure out which envelope I stop on when hearing me play the notes.

**Review** staff sentences. Introduce ledger lines above and below

**Review** counting of quarter, half, and whole notes.

<p>Review proper breathing.  <b>Sing "Lovely Evening" as a canon.</b>  <b>practice matching pitches in harmony.</b>  <b>Oh Susanna, Bye'm Bye, Going Down to Cairo, The Alley Alley Oh, Are you Sleeping</b>  <b>Write 7 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready.</b>  <b>Include "la".</b></p>			
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>  <b>Students will be assessed on how well they learn to follow music, count rhythms, and match pitch. They will act as mentors to the others students in order to pull the entire level of the class up.</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>  <i>Students will sight-sing patterns using "sol" and "mi."</i></p> <p><b>Suggested skills to be assessed:</b>  <i>recognition of melodic contour, labeling of notes with solfege, high and low</i></p>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>

<p>to assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none"><li>● Create modified assessments.</li><li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>		<b>Unit Title:</b>		<b>Pacing:</b>	
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**Unit Summary:**

**Objectives:**

**Essential Questions:**

**Common Core State Standards/Learning Targets:**

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
			<ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li></ul>

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Suggested skills to be assessed:</b></p>

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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people,</li> </ul>



<p>instructional texts.</p> <ul style="list-style-type: none"> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for group work (strategically selected) and collaboration as necessary.</li> <li>● Utilize homework recorder within SIS.</li> <li>● Allow for copies of notes to be shared out.</li> <li>● Utilize assistive technology as appropriate.</li> <li>● Provide meaningful feedback and utilize teachable moments.</li> <li>● Utilize graphic organizers</li> <li>● Introduce/review study skills</li> <li>● Provide reading material at or slightly above students' reading levels.</li> <li>● Utilize manipulatives as necessary.</li> <li>● Establish a consistent and daily routine</li> </ul>			<p>societal institutions, nature and culture.</p> <ul style="list-style-type: none"> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>		<b>Unit Title:</b>		<b>Pacing:</b>	
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**Unit Summary:**

**Objectives:**

**Essential Questions:**

**Common Core State Standards/Learning Targets:**

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
			<ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li></ul>

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

<p><b>Suggested activities to assess student progress:</b></p>	<p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Suggested skills to be assessed:</b></p>
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and</li> </ul>

<p>reduce amount of items given for homework, quizzes, and tests.</p> <ul style="list-style-type: none"> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Establish a consistent and</li> </ul>	<p>resources/recommendations</p> <ul style="list-style-type: none"> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>		<p>self-directed learning and growth.</p> <ul style="list-style-type: none"> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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daily routine			
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>		<b>Unit Title:</b>		<b>Pacing:</b>	
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**Unit Summary:**

**Objectives:**

**Essential Questions:**

**Common Core State Standards/Learning Targets:**

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
			<ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li></ul>

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

*the high expectations of standards.*

**Suggested activities to assess student progress:**

**Final Assessment/Benchmark/Project:**

**Suggested skills to be assessed:**

### Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized</li> </ul>



<ul style="list-style-type: none"> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>		<p>resources.</p> <ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<ul style="list-style-type: none"> <li>Establish a consistent and daily routine</li> </ul>			
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>		<b>Unit Title:</b>		<b>Pacing:</b>	
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**Unit Summary:**

**Objectives:**

**Essential Questions:**

**Common Core State Standards/Learning Targets:**

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
			<ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li></ul>

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

*the high expectations of standards.*

**Suggested activities to assess student progress:**

**Final Assessment/Benchmark/Project:**

**Suggested skills to be assessed:**

### Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized</li> </ul>

<ul style="list-style-type: none"> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>		<p>resources.</p> <ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<ul style="list-style-type: none"> <li>Establish a consistent and daily routine</li> </ul>			
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>		<b>Unit Title:</b>		<b>Pacing:</b>	
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**Unit Summary:**

**Objectives:**

**Essential Questions:**

**Common Core State Standards/Learning Targets:**

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
			<ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li></ul>

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

*the high expectations of standards.*

**Suggested activities to assess student progress:**

**Final Assessment/Benchmark/Project:**

**Suggested skills to be assessed:**

### Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized</li> </ul>



<ul style="list-style-type: none"> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>		<p>resources.</p> <ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>		<b>Unit Title:</b>		<b>Pacing:</b>	
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**Unit Summary:**

**Objectives:**

**Essential Questions:**

**Common Core State Standards/Learning Targets:**

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
			<ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li></ul>

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

<p><b>Suggested activities to assess student progress:</b></p>	<p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Suggested skills to be assessed:</b></p>
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and</li> </ul>

<p>reduce amount of items given for homework, quizzes, and tests.</p> <ul style="list-style-type: none"> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Establish a consistent and</li> </ul>	<p>resources/recommendations</p> <ul style="list-style-type: none"> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>		<p>self-directed learning and growth.</p> <ul style="list-style-type: none"> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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daily routine			
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>		<b>Unit Title:</b>		<b>Pacing:</b>	
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**Unit Summary:**

**Objectives:**

**Essential Questions:**

**Common Core State Standards/Learning Targets:**

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
			<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul>

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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*Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.*

**Suggested activities to assess student progress:**

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**Final Assessment/Benchmark/Project:**

**Suggested skills to be assessed:**

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to,</li> </ul>



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<p>reading levels.</p> <ul style="list-style-type: none"><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>		<b>Unit Title:</b>		<b>Pacing:</b>	
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**Unit Summary:**

**Objectives:**

**Essential Questions:**

**Common Core State Standards/Learning Targets:**

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
			<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul>

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Suggested activities to assess student progress:**

**Final Assessment/Benchmark/Project:**

**Suggested skills to be assessed:**

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<p>reading levels.</p> <ul style="list-style-type: none"><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District**  
**English Language Arts-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

### Pacing Chart/Curriculum MAP

<b>Marking Period:</b>		<b>Unit Title:</b>		<b>Pacing:</b>	
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**Unit Summary:**

**Objectives:**

**Essential Questions:**

**Common Core State Standards/Learning Targets:**

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
			<ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li></ul>

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Suggested skills to be assessed:</b></p>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that</li> </ul>



<ul style="list-style-type: none"> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> </ul>	<p>to drive instruction</p> <ul style="list-style-type: none"> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<p>encourage good behavior and completion of work.</p> <ul style="list-style-type: none"> <li>• Establish a consistent and daily routine.</li> </ul>	<p>knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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**Quinton Township School District**  
**English Language Arts-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

### Pacing Chart/Curriculum MAP

<b>Marking Period:</b>		<b>Unit Title:</b>		<b>Pacing:</b>	
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**Unit Summary:**

**Objectives:**

**Essential Questions:**

**Common Core State Standards/Learning Targets:**

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
			<ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li></ul>

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Suggested skills to be assessed:</b></p>

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