

Quinton Township School District
Music
Grade 2

Pacing Chart/Curriculum MAP

Marking Period:	One	Unit Title:	Understanding music	Pacing:	Weekly
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Unit Summary: Students will review the concepts learned in first grade. They will revisit many of them with a deeper understanding. Students will use their voice more than in previous years, and pay more attention to head voice. This school year is in preparation for third grade, which will be their first experience in a choir and with an instrument.

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 phrases

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.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.1.3.2.A.1 - [Cumulative Progress Indicator] - Create and perform planned and improvised movement sequences using the

elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

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.CS3 - [Content Statement] - *The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.*

VPA.1.3.2.B.5 - [Cumulative Progress Indicator] - *Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.*

Interdisciplinary Connections/Including 21st Century Themes and Skills:

HPE.2.5.2.A.1 - [Cumulative Progress Indicator] - *Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).*

HPE.2.5.2.A.3 - [Cumulative Progress Indicator] - *Respond in movement to changes in tempo, beat, rhythm, or musical style.*

HPE.2.5.2.A.4 - [Cumulative Progress Indicator] - *Correct movement errors in response to feedback.*

LA.2.RL.2.1 - [Progress Indicator] - *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

LA.2.RL.2.4 - [Progress Indicator] - *Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.*

LA.2.RF.2.3 - [Progress Indicator] - *Know and apply grade-level phonics and word analysis skills in decoding words.*

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: Review rules and what we will learn this year. Play drmfs on piano and ask, “does that sound like a kite going upward or downward?” #Five Kites- Move upward and down ward to</p>	<p>Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, “Reaching the Special Learner</p>	<p>Icon magnets, staff note magnets, piano, solfege chart, flashlight, staff board,</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

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:

Echo rhythms waiting four beats of silence.

Listen to four recordings of Row Row Row Your Boat. They are to figure out which one has all the correct pitches and write down the number.

Strawberry Shortcake

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

- echo rhythms-

Lucy Locket

Stretching Song/

Review staff notes and spaces- play game for championship circle

Note mover race

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

Five Kites- Play ascending and descending bells on step ladder

#Jack In the Box-

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

- Garageband recordings
- Tutorial videos
- Youtube videos

Down, Down, Yellow and Brown Students will be swept up by wind
Climb up the stairs
Up to the Hilltop sally walks
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

Snail Snail
seat students with high and low
Five Kites

Week 3:

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

practice waiting four beats.

SGO pitch matching test

Solfège four-note Sol Mi La

Staff note review

#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

#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

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.

#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:

Flashlight Ghost- Head voice, upward/downward activity

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.

Major or minor scales- Black cat and pumpkin icons- I will play a scale. I choose a student raising his or her hand. If he identifies it correctly (major or minor) he may go up and touch the icons as the notes ascend.

After a few students have turns the class will be split into smaller groups. Each group is to come up with a plan. They are to first choose major or minor, then the scheme to arrange the icons. Each will become their own composition. They will then go up one group at a time and place them in the order they want. I will play the composition for

each group and record it into Garageband.

Down Down Yellow and Brown-

Students will descend to the floor- use minor scale on last example and see if some of them notice the difference on their own.

Teach body scale motions for ascending and descending triads. They will sing back and do motions after I play them.

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.

Week 5:

Review these from last week

Same different game- there are four envelopes, each below three bells.

Play a pattern for the student going. If he/she figures out which pattern is the same there will be a ticket for him/her in the envelope.

Flashlight Ghost- Head voice, upward/downward activity

Major or minor scales- Black cat and pumpkin icons- I will play a scale. I choose a student raising his or her hand. If he identifies it correctly (major or minor) he may go up and touch the icons as the notes ascend.

After a few students have turns the class will be split into smaller groups. Each group is to come up with a plan. They are to first choose major or minor, then the scheme to arrange the icons. Each will become their own composition. They will then

go up one group at a time and place them in the order they want. I will play the composition for each group and record it into Garageband.

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.

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 6:

Review staff sentences. Play note

naming game.

Flashlight Ghost- Head voice,
upward/downward activity

Write notes with sol-mi patterns

Students will listen to recordings of
compositions from last week. One group at a time
will go up and write the melody they hear with
magnets.

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

Assessment

Week 7:

Hello Ev'rybody- Respond to flute

Practice singing major and minor scales
Move magnets to patterns in major and minor. Class will sing these patterns from seeing the magnets.

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:

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 9:

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 Pandly- 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 10:

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

<p>Mornin''</p> <p>Introduce Brass Family</p> <p>Review staff notes. Each student will have a turn playing a note on the bells.</p> <p>Write rhythms by putting turkeys in cages.</p> <p>Andy Pandy- High/Low activity</p> <p>Five Kites- Move body to ascending and descending melody</p> <p>Chop Chop- Clap beat, clap words, canon</p> <p>Name Name- Pitch matching activity</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>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. They will also be assessed on taking melodic dictations. These are notated in the grade book and used for future lessons by means of peer teaching.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Suggested skills to be assessed: <i>Notation of solfege, movement in activities and dances, pitch matching</i></p>

Differentiation

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

<p>instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified 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.			<p>Algebra 1 (8th grade).</p>
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**Quinton Township School District
Grade 2 Music**

Pacing Chart/Curriculum MAP

Marking Period:	Two	Unit Title:	Performance in action	Pacing:	Weekly
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Unit Summary: Students will prepare a performance for their grandparents. They will continue learning to read notes and lyrics from sheet music. Students will continue to develop the musical skills they learned in the past year in preparation for third grade.

Objectives:

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

Week 2: N/A

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: 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: 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.

Week 9: 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: 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: N/A

Week 3: How can we respond to music?

Week 4: How can we respond to music?

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.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.A.2 - [Cumulative Progress Indicator] - Use improvisation to discover new movement to fulfill the intent of the choreography.

VPA.1.1.2.A.3 - [Cumulative Progress Indicator] - Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.

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

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.CS1 - [Content Statement] - Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.

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.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

HPE.2.5.2.A.1 - [Cumulative Progress Indicator] - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

HPE.2.5.2.A.3 - [Cumulative Progress Indicator] - Respond in movement to changes in tempo, beat, rhythm, or musical style.

HPE.2.5.2.A.4 - [Cumulative Progress Indicator] - Correct movement errors in response to feedback.

LA.2.RF.2.3 - [Progress Indicator] - Know and apply grade-level phonics and word analysis skills in decoding words.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: Review Review "Autumn Leaves" and "Every Morning" for Grandparents' Day Play the "same different" game Introduce Brass Family Write rhythms by putting Christmas trees in houses Andy Pandy- High/Low activity Five Kites- Move body to ascending and descending melody Review staff notes. Each student will have a turn playing a note on the bells. Chop Chop- Clap beat, clap words, canon Name Name- Pitch matching activity</p> <p>Week 2: N/A</p> <p>Week 3: Pitch vs. Timbre activity I will play the same pitch on five different instruments- hand bell,</p>	<p>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.</p>	<p>Sheet music, brass instruments, resonator bells, magnet notes, staff board</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Garageband recordings ● Tutorial videos ● mp3 recordings

piano, trumpet, pitch pipe, and clarinet. They are to figure out which is on a different pitch.

Review brass instruments (trumpet, trombone, tuba, and baritone)

“What do they have in common?” (Valves, bells, mouthpieces, color- brass)

Explain tha 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 Pandy- 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:

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 tha 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

Assessment

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 tha 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 Pandey- 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
stepping

Muffin Man- Partner choosing
activity.

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.

Move snowman icons to make
eighth and quarter notes.

120-21 Take your feet out the
sand- action song

My rocket ship- touch rocket
icons

Move star icons on lines

Review sol-mi

Write "Starlight" with stars

Frosty Weather- review
motions

Canon if ready.

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 8:

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.

Students will do note movers and people movers if time permits.

Week 9:

Review Muffin man

Echo Rhythms: Students will identify whether it sounds like stepping or skipping.

Sing various songs for the students, and they will identify them as stepping or skipping.

120-60 Charlie Over the Ocean: chase game. Ask if it is stepping or skipping.

Rig a Jig Jig- Raise hands

when it becomes a skipping song.
Teach skaters position.

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.

Bow Wow Wow- review
moves

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.

Week 10:

Review hand clapping to Bingo
120-60 Charlie Over the Ocean:
chase game. Ask if it is stepping or
skipping.

Individuals will practice
singing scales

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

Identify song by Rhythm

<p>clapped by teacher- Bow Wow Wow, Hot Potato, Rig a Jig Jig, Bingo. Rig a Jig Jig- Raise hands when it becomes a skipping song. Review skaters position.</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>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. They will also be assessed on how well they take melodic notations. These are notated in the grade book and used for future lessons by means of peer teaching.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Students will match pitch on five note patterns</i></p> <p>Suggested skills to be assessed: <i>Melodic contour recognition, pitch matching</i></p>

Differentiation

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

<ul style="list-style-type: none">• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified 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.• Establish a consistent and daily routine			
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**Quinton Township School District
Grade 2 Music**

Pacing Chart/Curriculum MAP

Marking Period:	Three	Unit Title:	Details in music	Pacing:	Weekly
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Unit Summary: Students will pay stronger attention to accuracy in pitch and tuning. Students will experience same/different activities with rhythm in order to strengthen their rhythmic skills. They will perform more intricate folk dances than in previous marking periods.

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.

Practice pitch matching off selected students.

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 is music produced?

Week 4: How is music produced?

Week 5: What is the difference between timbre and pitch?

Week 6: How do we hear contour in music?

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?

Standards/Learning Targets:

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

VPA.1.1.2.A.4 - [Cumulative Progress Indicator] - Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

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.3 - [Cumulative Progress Indicator] - Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.

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.CS4 - [Content Statement] - Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.

VPA.1.2.2.A.1 - [Cumulative Progress Indicator] - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

VPA.1.3.2.A.CS3 - [Content Statement] - The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.

VPA.1.3.2.B.CS3 - [Content Statement] - Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.

VPA.1.3.2.B.3 - [Cumulative Progress Indicator] - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

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.

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.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

LA.2.RL.2.3 - [Progress Indicator] - Describe how characters in a story respond to major events and challenges using key details.

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 Bingo Rocky Mountain- Perform</p>	<p>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.</p>	<p>Magnet notes, staff board, woodwind instruments, sheet music</p>	<ul style="list-style-type: none">● Smart Board Applications● Google Applications● Garageband recordings● mp3 recordings● youtube videos● tutorial videos

moves to phrases. Which phrase is soft.

Introduce Great Big Stars-song for concert.

Week 2:

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 Bingo

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

Introduce Great Big Stars-song for concert.

Week 3:

Introduce the woodwind family using

the saxophone. Start off with the wooden reed.

Play student names on the saxophone and have them identify them.

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

Place various icons on the board. Have students follow them up and down to the playing of the saxophone and identify the pitch level where I stopped playing.

Week 4:

Practice pitch matching off selected students.

Are You Sleeping- canon

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.
Review Great Big Stars- song for concert

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.

Review woodwinds- clarinet and saxophone.

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.

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. Add skips.

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

Continues working on "Jubilee" for
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" 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 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

Teach counting of quarter, half,

<p>and whole notes.</p> <p>Write 4 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include “la”.</p> <p>Review staff sentences. Each student will play a note on the board.</p> <p>Review hand clapping to Bingo</p> <p>Sing concert selections-</p> <p>Shoo Fly Comin Round the Mountain* Jubilee The Big Ship Sails Down the Alley Alley Oh</p> <p>Sing Scalloped Potatoes as a canon.</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><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

<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.</p>	<p>Final Assessment/Benchmark/Project:</p> <p>Suggested skills to be assessed: <i>Folk dance moves, timbre recognition, pitch matching</i></p>
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Differentiation

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

<p>components</p> <ul style="list-style-type: none"> ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified 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 	<ul style="list-style-type: none"> ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<p>completion of work.</p> <ul style="list-style-type: none"> ● Establish a consistent and daily routine. 	<p>in an open world.</p> <ul style="list-style-type: none"> ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none">• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Quinton Township School District
Grade 2 Music**

Pacing Chart/Curriculum MAP

Marking Period:	Four	Unit Title:	Performance time	Pacing:	Weekly
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Unit Summary: Students will prepare to sing a concert. They will continue building on the skills they learned in first grade to follow a two-part score. They will be more adept at singing two-part music than they were in first grade. They will act as mentors to the first graders in rehearsals for the concert.

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: 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 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 do we prepare a successful concert?
- Week 3: What are the aspects of good singing?
- Week 4: What are the aspects of good singing?
- 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.1.3.2.B.CS7 - [Content Statement] - Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.

VPA.1.3.2.B.7 - [Cumulative Progress Indicator] - Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

VPA.1.4.2.A.2 - [Cumulative Progress Indicator] - Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

VPA.1.4.2.A.1 - [Cumulative Progress Indicator] - Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

VPA.1.4.2.B.1 - [Cumulative Progress Indicator] - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in 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.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

LA.2.RL.2.1 - [Progress Indicator] - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of 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 Teach counting of quarter, half, and whole notes.</p> <p>Songs for May Concert Sleep My Little Bird Mr. Sun Bye'm Bye Cindy</p> <p>Write 4 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include "la".</p> <p>Write 4 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include "la".</p> <p>Review staff sentences. Each student will play a note on the board.</p>	<p>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.</p>	<p>Sheet music, staff board, magnet notes, note value chart</p>	<ul style="list-style-type: none">• Smart Board Applications• Google Applications

Review hand clapping to Bingo
Sing Scalloped Potatoes as a canon.

Week 2:
Review Body Scale simon

Ebenezer Sneezer- using body scale.

Review concert etiquette.

Concert songs:

Jubilee

When the Saints Go Marching In
This Train

This Train- use magnets for beat
Sleep My Little Bird- Use Animal chart

Here Comes the Mailman-
pitch matching.

Review counting of quarter,
half, and whole notes.

Week 3:

Individual students will improvise
three-note patterns with their voices,
and the class will echo.

Students will practice abdominal
breathing with a tissue box on their

stomach

Teach the simple form of Solfege
simon 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
countermelody.

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:

Cindy

Bye'm Bye

Sleep My Little Bird

Mr. Sun

Week 5:

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

Sleep My Little Bird

Bye'm Bye

Cindy

Mr. Sun

Review Breathing with tissue box

Play body scale simon.
Play solfege simon if time permits.

Week 6:

Students will rehearse their concert songs:

Cindy

Sleep My Little Bird

Bye'm Bye

Mr. Sun

Grade 2 will do their pitch matching assessment for the SGO

Grade 1 will practice sight singing "sol-mi" patterns.

Week 7:

SGO test for second grade on pitch

Benchmark assessment

Review the percussion family

Play body scale simon

This Train/When the Saints go Marching In

Teach conducting patterns in Three and Four

Week 8:

Students will rehearse songs for the primary concert.

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 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.

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

<p>use the five-line staff). Include eighth notes if the class is ready. Include "la".</p>			
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
<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>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. They will also be assessed on note reading and dictation skills. These are notated in the grade book and used for future lessons by means of peer teaching.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Students will sight-sing patterns using "sol" and "mi."</i></p> <p>Suggested skills to be assessed: <i>Note reading, pitch recognition, contour recognition</i></p>

Differentiation

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

<p>to assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none">● Create modified 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.● Establish a consistent and daily routine			
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Quinton Township School District
English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling
Grade ?

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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Unit Summary:

Objectives:

Essential Questions:

Common Core State Standards/Learning Targets:

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

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>Suggested activities to assess student progress:</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Suggested skills to be assessed:</p>

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Differentiation

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

<p>instructional texts.</p> <ul style="list-style-type: none">• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified 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.• Establish a consistent and daily routine			<p>societal institutions, nature and culture.</p> <ul style="list-style-type: none">• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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**Quinton Township School District
English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling
Grade ?**

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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Unit Summary:

Objectives:

Essential Questions:

Common Core State Standards/Learning Targets:

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

Formative Assessment Plan	Summative Assessment Plan
<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>Suggested activities to assess student progress:</p>	<p>Final Assessment/Benchmark/Project:</p> <p>Suggested skills to be assessed:</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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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

Marking Period:		Unit Title:		Pacing:	
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Unit Summary:

Objectives:

Essential Questions:

Common Core State Standards/Learning Targets:

Interdisciplinary Connections/Including 21st Century Themes and Skills:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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Formative Assessment Plan	Summative Assessment Plan
<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
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Quinton Township School District
English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling
Grade ?

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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Unit Summary:

Objectives:

Essential Questions:

Common Core State Standards/Learning Targets:

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Suggested activities to assess student progress:

Final Assessment/Benchmark/Project:

Suggested skills to be assessed:

Differentiation

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Quinton Township School District
English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling
Grade ?

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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Unit Summary:

Objectives:

Essential Questions:

Common Core State Standards/Learning Targets:

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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Formative Assessment Plan	Summative Assessment Plan
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Suggested activities to assess student progress:

Final Assessment/Benchmark/Project:

Suggested skills to be assessed:

Differentiation

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Quinton Township School District
English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling
Grade ?

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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Unit Summary:

Objectives:

Essential Questions:

Common Core State Standards/Learning Targets:

Interdisciplinary Connections/Including 21st Century Themes and Skills:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<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>Suggested activities to assess student progress:</p>	<p>Final Assessment/Benchmark/Project:</p> <p>Suggested skills to be assessed:</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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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

Marking Period:		Unit Title:		Pacing:	
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Unit Summary:

Objectives:

Essential Questions:

Common Core State Standards/Learning Targets:

Interdisciplinary Connections/Including 21st Century Themes and Skills:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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Formative Assessment Plan	Summative Assessment Plan
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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.

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:

Differentiation

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

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Quinton Township School District
English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling
Grade ?

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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Unit Summary:

Objectives:

Essential Questions:

Common Core State Standards/Learning Targets:

Interdisciplinary Connections/Including 21st Century Themes and Skills:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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Quinton Township School District
English Language Arts-Reading/Writing/Language/Phonics/Spelling
Grade ?

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Marking Period:		Unit Title:		Pacing:	
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Quinton Township School District
English Language Arts-Reading/Writing/Language/Phonics/Spelling
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Pacing Chart/Curriculum MAP

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