

**Quinton Township School District**  
**Music**  
**Grade 3**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	One	<b>Unit Title:</b>	Reading music	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will have more concentrated lessons on music reading. They will be expected to master counting rhythms with a quarter note subdivision. Students will be prepped for their instrument lessons and choir rehearsals. Students will begin a series of folk dances introducing movements from simple to complex.

**Objectives:**

Week 1: WBAT move to a steady beat, recognize and perform dynamic changes, show high and low and upward and downward through movement, write 2-note melodies, use inside voice, match pitch

Week 2: SWBAT move to a steady beat, recognize and perform dynamic changes, show high and low and upward and downward through movement, write 2-note melodies, count rhythms, write 3-note melodies, identify what makes a performance good

Week 3: SWBAT move to a steady beat, recognize and perform dynamic changes, show high and low and upward and downward through movement, write 3-note melodies, count rhythms, identify what makes a performance good

Week 4: SWBAT move to a steady beat 1.2.4.B.1, recognize and perform dynamic changes, show high and low and upward and downward through movement, write 3-note melodies, count rhythms, identify what makes a performance good

Week 5: SWBAT move to a steady beat 1.2.4.B.1, recognize and perform dynamic changes, show high and low and upward and downward through movement, write 3-note melodies, count rhythms, identify what makes a performance good

Week 6: SWBAT identify various notes of the scale, **count rhythms**, appropriately place measure bars in 4/4 time, match pitch, distinguish major from minor

Week 7: SWBAT move to a steady beat, count rhythms, identify what makes a performance good, add measure bars where

appropriate, subdivide eighth notes, recognize good choral pronunciation, identify staff notes

Week 8: SWBAT identify various notes of the scale, count and subdivide rhythms, perform folk dance moves

Week 9: SWBAT Count rhythms with eighth notes, echo various rhythms, apply measure bars to rhythms, sing independent parts, use proper choral pronunciation while singing, perform folk dance moves

Week 10: TSWBAT identify when instruments play out of tune, perform folk dance moves, identify various notes of the scale

### **Essential Questions:**

Week 1: How can we make a performance good?

Week 2: What characteristics make up a melody?

Week 3: How does movement connect with music?

Week 4: What makes a musical performance good?

Week 5: What makes a musical performance good?

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

Week 7: How can we notate music?

Week 8: How does reading music help a musician?

Week 9: What kinds of things are involved in reading music correctly?

Week 10: How do folk dances connect with music?

### **Standards/Learning Targets:**

*VPA.1.1.5.B.1 - [Cumulative Progress Indicator] - Identify the elements of music in response to aural prompts and printed music notational systems.*

*VPA.1.2.5.A.1 - [Cumulative Progress Indicator] - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.*

*VPA.1.2.5.A.CS1 - [Content Statement] - Art and culture reflect and affect each other.*

*VPA.1.1.5.B.CS1 - [Content Statement] - Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.*

*VPA.1.1.5.A.CS1 - [Content Statement] - Basic choreographed structures employ the elements of dance.*

*VPA.1.1.5.A.1 - [Cumulative Progress Indicator] - Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.*

*VPA.1.1.5.A.CS2 - [Content Statement] - Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.*

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

*LA.3.RL.3.1 - [Progress Indicator] - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.*

*LA.3.RL.3.3 - [Progress Indicator] - Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.*

*LA.3.RL.3.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.*

*MA.1.1.MD.A - Measure lengths indirectly and by iterating length units.*

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
<p>Week 1: <b>Seat students</b> in circle positions and go over rules with class. <b>Tell students</b> to think about the question, "What makes a musical performance good?" throughout the class. <b>Rocky Mountain-</b> Ask class if the word "do" does upward or downward. Review moves. <b>Change</b> dynamics and tempo in the third verse to fit words.</p>	<p><b>Songs and activities come from various resources, such as the Silver Burdett "World of Music" series, and "120 Singing Games and Dances" by Lois Choksy.</b></p>	<p><b>Magnet notes, solfege chart, note value chart</b></p>	<ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li><li>•</li></ul>

**Here Comes the Mailman-** pitch matching.  
**Review Staff Sentences-** Review the word “staff”.  
**Cookie Jar-** steady beat activity and exercise of independent performance.  
**What did you do this Summer-** Pitch matching.  
**Review so-mi** on lines  
**Strawberry Shortcake-** Steady beat game. inside voice.  
**Review the words** Dynamic and tempo.

### Week 2:

**Tell students to** think about the question, “What makes a musical performance good?” throughout the class.  
**Students will move up and down to the slide whistle-** Ask students what it is called when the sound goes up, then down  
**Teach fingerings** for clarinet, Flute, saxophone, and trumpet  
**review name songs-** student stands up when name is played.  
**Echo Rhythms with** whole notes and half notes  
**Count rhythm** cards with whole, half, and quarter notes  
**Review staff** notes and lower ledger lines. Add upper if it seems feasible.  
**Practice saying** letters using E D C for Trumpet and Clarinet B A G for flute and saxophone  
**Andy Pandey-** move up or down, according to words- play on flute  
**Write s-m** melodies on lines- add “la” if the students seem ready.  
**How many pumpkins** per window? Convert to eighth and quarter notes.  
**Right hand, left hand-** convert to canon if ready.  
**Review dance to Amasee-** Lanier did not finish

last week.

**Cut the Cake-** students will perform movements suggested by words of song, as well as play the game

**Each student** will play a note on the bells from the staff- if time permits.

Week 3:

**Echo Rhythms with whole notes and half notes**

**Count rhythm cards with whole, half, and quarter notes**

**Four quarters vs. one whole vs. two halves**

**Review** name songs

Tell **students to** think about the question, “What makes a musical performance good?” throughout the class.

**Handy Spandy-** motions, canon

**#The Witch Rides** Students will repeat “ooh” pattern from the piano.

**Students will** act out characters as the song is played and sing “ooh” in head voice.

**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

**Doggie Doggie-** Pitch matching

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

**#Scalloped Potoatoes-** hand motions, sing with hand motions, canon if ready.

**Pitch matching-** single and patterns

**Ev’rybody’s Welcome-** review motions

**Sally Go ‘Round the Sun-** review motions

**Review dance to Amasee**

Week 4:

**Give** rhythm evaluation to find

various levels.

### Review **name** songs

**Tell students** to think about the question, “What makes a musical performance good?” throughout the class.

**Review Quarter, half, and whole notes.** Put this rhythm on board:  
quarter quarter half, half quarter quarter, whole, quarter half quarter. Students will clap and count, then put in measure bars

#### **Solfege on lines**

s s l l s m s

s s m m d d d

s l s m s m d

**Put up** cats, pumpkins, and ghosts for scales. Students will identify as major, minor, and chromatic. Ask them why the ghosts are close together. See if someone can find the cat that makes it minor (the third, also the sixth)

#### **Match spooky patterns from flute**

**Review dance to Lead Through the Sugar and Tea.**

**Review** dance to BINGO from last year.

**Review** the move “grand right and left.”

**Pumpkin Pumpkin** Charade game, canon.

**Cut the Cake:** Inside, canon

#MTA 1-8 Counting Acorns- Pitch matching

### Week 5:

**Students** will work in pairs on rhythms. One of each pair is the student, and the other is the teacher.

#### **Solfege on lines**

s s l l s m s

s s m m d d d

s l s m s m d

**Put up** cats, pumpkins, and ghosts for scales. Students will identify as major, minor, and chromatic. Ask them why the ghosts are close

together. See if someone can find the cat that makes it minor (the third, also the sixth)

**Match spooky patterns from flute**

**Pumpkin Pumpkin** Charade game, canon.

**Cut the Cake:** Inside, canon

**Review dance to** Lead Through the Sugar and Tea.

The tutorial videos will be shown on the smart board.

**Review** dance to BINGO from last year.

Review the move “grand right and left.”

#MTA 1-8 Counting Acorns- Pitch matching

Week 6:

**Review Quarter, half, and whole notes.** Put this rhythm on board:

quarter half quarter, whole, half quarter quarter, quarter quarter half. Students will clap and count, then put in measure bars

**Major or minor and Chromatic scales-**

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

**Find which note** of the scale I skip.

**Pumpkin Pumpkin** Charade game, canon.

#MTA 1-8 Counting Acorns- Pitch matching

**Solfege Tag**

**Solfege on spaces**

s s l s m s d

s m l s d d m

s m d m s m r

**Solfege in harmony**

s s m m s s s

s s m m s m d

Week 7:

Activities

Review name songs and have students identify them when played on piano.

Echo rhythms with sixteenth notes.

Count notes on the board and add measure lines.

Dotted Half quarter, quarter-rest half note quarter, Whole, quarter-rest dotted half, rhythm would be clapped and counted.

Introduce counting of single pair of eighth notes.

Review staff notes and lower ledger lines. Introduce sentence for upper ledger lines.

Down Down- students are to choose which is the proper pronunciation for “down” and “brown”.

Solfege

s s m l s m d

s l m d m m s

s m d m s m r

Harmony

s s m s m m m

s s m s m m d



Week 8:

Work on Grandparents' day songs  
work in pairs on note evaluation  
Move notes to solfege- three examples  
clap and count combinations of eighth  
notes, quarter notes, and quarter rests  
**Learn circle dance to BINGO and  
contradance to "Alabama Gal".**  
**Students will study the tutorial videos  
from the smartboard.**

Week 9:

**Work on Grandparents' Day Songs- Ev'rytime I  
feel the Spirit and Wabash Cannonball**

**Happy is the Miller-** Game using Skater's position.  
Smartboard will be used in teaching

**Echo rhythms with** sixteenth notes.

**Review flash** cards to following- quarter note, half  
note, whole note, dotted half

**Write in measure bars to following** rhythm  
*dotted half, quarter note, half note, half note, whole  
note, half note, quarter note, quarter note*

**How** many turkeys per cage? Convert to eighth,  
quarter, and rests. **Clap and count** different  
combinations of eighths and quarters

**Show class** how that rhythm would be clapped and  
counted.

**Review counting** of single pair of eighth notes and  
quarter. Add quarter rest.

**Review Scalloped** Potatoes. Guide corners of  
mouth for proper vowel formation. Sing as a  
canon.

Week 10:

**Work on Grandparents' Day Songs- "Wabash**

<p><b>"Cannonball" and "Everytime I feel the Spirit"</b></p> <p>Students will listen to eight recordings of Fly Eagles Fly played by two saxophones. They are to decide which tracks are out of tune. It will be explained to them that when one instrument is slightly higher or lower than the other it causes bad intonation. They</p> <p><b>Happy</b> is the Miller- teach game with skater's position. Cross curricular with gym due to movement. The Smartboard will be used in teaching this.</p> <p><b>Lead</b> through the Sugar and Tea- teach contradance. Cross curricular with gym due to movement</p> <p><b>Solfege</b>  s s m s s l s  s m s s d m l  s m d m s m r</p> <p>Harmony  s s s s s s s  s s m m d d d</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></p>

**Suggested activities to assess student progress:**  
**Students will be assessed on their skills of reading and writing music, and they will serve as one-to-one mentors for students who need more work in this area.**

**Suggested skills to be assessed:**  
*Note reading, partner swing, contradance formations, cooperation with dance partners*

### 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> </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> </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>• Utilize auditory reminders as</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>		<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>deemed necessary.</p> <ul style="list-style-type: none"> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Establish a consistent and daily routine.</li> </ul>			
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**Quinton Township School District  
Grade 3 music**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	Two	<b>Unit Title:</b>	Folk Dances coming to life	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will be introduced to more difficult contradance and circle dance moves than in the previous marking period. They will create tutorial videos for future third grade classes. They will be introduced to the eighth note subdivision, opening up many doors to higher-level rhythm reading. They will prepare a concert for their grandparents.

**Objectives:**

Week 1: TSWBAT identify when instruments play out of tune, perform folk dance moves, identify various notes of the scale.

Week 2: N/A

Week 3: SWBAT- Identify the meter of a song, identify various notes of the scale

Week 4: SWBAT- Identify the meter of a song, identify various notes of the scale

Week 5: SWBAT subdivide rhythms down to the eighth note, identify various meters.

Week 6: SWBAT recognize meters of three and four, sing Christmas standards, and count basic rhythms.

Week 7: SWBAT Identify the meter of a song and show with **movement**, sing independent parts, **perform folk dance moves**, breath properly for singing

Week 8: TSWBAT identify subdivisions of notes

Week 9: TSWBAT subdivide rhythms with eighth notes, quarter notes, and dotted quarter notes.

Week 10: TSWBAT subdivide rhythms with sixteenth notes and rests

**Essential Questions:**

Week 1: How do folk dances connect with music?

Week 2: N/A

Week 3: How does meter effect a song?

Week 4: How does meter effect a song?

Week 5: How are rhythms subdivided?

Week 6: What are the aspects of a good musical performance?

Week 7: What kind of things can we show in music with movement?

Week 8: How do we subdivide rhythms?

Week 9: How are rhythms subdivided?

Week 10: How are rhythms subdivided?

**State Standards/Learning Targets:**

*VPA.1.3.5.B.CS1 - [Content Statement] - Complex scores may include compound meters and the grand staff.*

*VPA.1.3.5.B.1 - [Cumulative Progress Indicator] - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.*

*VPA.1.3.5.B.4 - [Cumulative Progress Indicator] - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.*

*VPA.1.3.5.B.CS4 - [Content Statement] - Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.*

*VPA.1.4.5.A.CS1 - [Content Statement] - Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).*

*VPA.1.4.5.A.2 - [Cumulative Progress Indicator] - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.*

*VPA.1.4.5.B.CS1 - [Content Statement] - Identifying criteria for evaluating performances results in deeper understanding of art and art-making.*

*VPA.1.1.5.A.CS2 - [Content Statement] - Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.*

*VPA.1.1.5.A.3 - [Cumulative Progress Indicator] - Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.*

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

*MA.1.1.MD.A - Measure lengths indirectly and by iterating length units.*

*MA.1.1.MD.A.1 - [Standard] - Order three objects by length; compare the lengths of two objects indirectly by using a third object.*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1:  <b>Review</b> "Wabash Cannonball" and "Ev'rytime I Feel the Spirit" for Grandparents' Day  <b>Play</b> the "same different" game</p> <p><b>Students will</b> listen to eight recordings of Fly Eagles Fly played by two saxophones. They are to decide which tracks are out of tune. It will be explained to them that when one instrument is slightly higher or lower than the other it causes bad intonation. They</p> <p><b>Happy</b> is the Miller- teach game with skater's position. Cross curricular with gym due to movement</p> <p>Students will review the tutorial from the smart board</p> <p><b>Solfege</b>  s s m s s l s  s m s s d m l  s m d m s m r</p> <p>Harmony  s s s s s s s  s s m m d d d</p> <p>Week 2:  N/A</p>	<p><b>Songs and activities come from various resources, such as the Silver Burdett "World of Music" series, and "120 Singing Games and Dances" by Lois Choksy.</b></p>	<p><b>Magnet notes, sheet music, staff board, solfege chart</b></p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> </ul>



<p>Week 3: Meter clapping to Jingle Bells, Most Wonderful time of the Year, Santa Claus is coming to town Play solfege simon Assessment Students will be assessed on their performance in meter clapping activity</p> <p>Week 4: Meter clapping to Jingle Bells, Most Wonderful time of the Year, Santa Claus is coming to town Play solfege simon</p> <p>Week 5: Practice meter clapping in two, three, and four in groups. Review eighth note video. Pair students in teacher-student groups.</p> <p>Week 6: <b>review lesson on eighth, quarter, and dotted half notes. Pair students up with cards to teach students who need help.</b> Students are to identify the meters of the following songs- Most Wonderful Time, Jingle Bells, Sleigh Ride, The Christmas Waltz Students will have copies of "The Christmas Waltz" and sing it. They</p>			
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will do the same for "Sleigh Ride"  
Students will clap and count combinations of quarter notes, eighth notes, quarter rests, and eighth rests.

Week 7:

Begin working on rhythm reading for the Rhythmolympics

Tell class the essential question: What kind of things can we show in music with movement?

Review Breathing

Introduce woodwinds

Review dance to Paw Paw

Patch

Solfege:

ssmmssl

ssmmdms

smsdsl'

smdmsmr

Review Meter Activity-

Students will identify the meters and titles of "Bicycle Built for Two", "Give My Regards to Broadway".

Review counting of quarter note, eighth-eighth, quarter rest, and half note.

Teddy Bear- Motions, canon

Frosty Weather- Motions,

canon

Sing back solfege patterns to

flute

Week 8:

Work with rhythmolympics video

Students will work with partners on flashcards.

Week 9:

Students will work in pairs on rhythm reading for the rhythmolympics. Each pair will be tested at the end of class to show their progress.

Week 10:

\*Students will work in pairs on rhythm reading for the rhythmolympics. Each pair will work on different levels of advancement, depending on the level of partners.

\*At the end of class test all students on the rhythmolympics to see how many patterns they are able to clap and count correctly in a minute.

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 their skills of reading and writing music, and they will serve as one-to-one mentors for students who need more work in this area. They will also be assessed on folk dance moves in order to tutor other students.</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>Midterm Assessment/Benchmark/Project:</b>  <i>Students will be evaluated on the following folk dance moves- skater's position, and reel</i></p> <p><b>Suggested skills to be assessed:</b>  <i>Note reading, partner swing, contradance formations, cooperation with dance partners</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> </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</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> </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</li> </ul>

<ul style="list-style-type: none"> <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 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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>• 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>• 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>
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<p>within SIS.</p> <ul style="list-style-type: none"><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  
Grade 3 Music**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	Three	<b>Unit Title:</b>	Advancing in Rhythm Reading	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will get an in-depth education on how rhythms are subdivided into eighth notes with a series of tutorial videos. They will prepare for their first rhythmolympics where they will compete on their level.

**Objectives:**

Week 1: TSWBAT count eighth notes and eighth rests, distinguish beat from rhythm, identify various notes of the scale , identify staff notes, perform folk dance moves, write a scale in staff notes, identify flat sign and function

Week 2: TSWBAT count eighth notes and eighth rests, distinguish beat from rhythm, identify various notes of the scale , identify staff notes, perform folk dance moves, write a scale in staff notes, identify flat sign and function

Week 3: TSWBAT Identify the meter of a song and show with movement, sing independent parts, **perform folk dance moves**, breath properly for singing.

Week 4: TSWBAT count eighth notes and eighth rests, distinguish beat from rhythm, identify various notes of the scale, identify staff notes

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

Activities

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

Week 7: SWBAT identify melodies of songs, perform movements to music, ing independent parts

Week 8: SWBAT perform folk dance moves, identify various notes of the scale

Week 9: SWBAT sing songs for a performance, read music notes, move to a steady beat

Week 10: TSWBAT identify various notes of the scale and their placement on the staff, identify staff notes, perform circle dance moves, count rhythms, identify various rhythms, identify piano notes

**Essential Questions:**

Week 1: How are scales affected by key signatures?

Week 2: How are scales affected by key signatures?

Week 3: What kind of things can we show in music with movement?

Week 4: What kind of things can we show in music with movement?

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

Week 6: What does it take to perform well?

Week 7: What does it take to perform well?

Week 8: What does it take to perform well?

Week 9: What does it take to perform well?

Week 10: What kind of things can we show in music with movement?

**Standards/Learning Targets:**

*VPA.1.1.5.B.CS2 - [Content Statement] - The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.*

*VPA.1.1.5.B.1 - [Cumulative Progress Indicator] - Identify the elements of music in response to aural prompts and printed music notational systems.*

*VPA.1.3.5.A.2 - [Cumulative Progress Indicator] - Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.*

*VPA.1.3.5.B.CS2 - [Content Statement] - Proper vocal production and vocal placement improve vocal quality. Harmonizing*



*requires singing ability and active listening skills. Individual voice ranges change with time.*

***VPA.1.3.5.B.3 - [Cumulative Progress Indicator] - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.***

***VPA.1.1.5.A.CS2 - [Content Statement] - Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.***

***VPA.1.1.5.A.2 - [Cumulative Progress Indicator] - Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.***

***VPA.1.1.5.A.CS4 - [Content Statement] - Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).***

***VPA.1.1.5.B.CS1 - [Content Statement] - Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.***

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

***MA.1.1.MD.A.1 - [Standard] - Order three objects by length; compare the lengths of two objects indirectly by using a third object.***

***MA.1.1.MD.A - Measure lengths indirectly and by iterating length units.***

<b>Overview of Activities</b>	<b>Teacher’s Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
<p>Week 1: Individual students will audition for the Rhythmolympics semifinals by seeing how many rhythms they can clap correctly in one minute. The other students are to practice clapping silently with two fingers while each student goes.</p>	<p><b>Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, and “120 Singing Games and Dances” by Lois Choksy.</b></p>	<p><b>Rhythm flash cards, teacher-made youtube tutorial videos</b></p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● youtube videos</li> <li>● tutorial videos</li> <li>● pdf flash cards</li> </ul>

If time permits, sing solfege  
back to piano  
Teach Jubilate Deo  
Review moves to “Roll that  
brown Jug Down to Town”  
Review staff sentences  
Review breathing with books.  
Everyone will have a book.  
Build an “F” scale. Find the  
notes that sound wrong. Add the flats.  
Play with one note missing. Identify  
the missing note.

#### Solfege

s m s m s s l  
s m s d s l d'  
s l s m s s d'  
s m s d s m r

Week 2:

Sing solfege back to piano  
Teach Jubilate Deo  
Count rhythms with eighth notes,  
quarter, quarter rest, half notes.  
Review moves to “Roll that  
brown Jug Down to Town”  
Review staff sentences  
Review breathing with books.  
Everyone will have a book.

Build a “B flat” scale. Find the notes that sound wrong. Add the flats. Play with one note missing. Identify the missing note.

Introduce Grand Old Flag and Yankee Doodle Boy  
Play Let Us Chase the Squirrel- Sing as Canon.

### Solfege

s m s m s s l

s m s d s l d'

s l s m s s d'

s m s d s m r

Week 3:

Tell class the essential question: What kind of things can we show in music with movement?

Roll that Brown Jug Down to Town- review circle Dance.

ssmmml

ssmml

smsdssl

ssmsddm

Scalloped Canon

review eighth, eighth rest

Teach Reel

Teach Great Big House

Tell class the essential question: What kind of things can we show in music with movement?

Review woodwinds

Scalloped potatoes- motions, perform as canon

Teddy Bear- motions, clap beat, clap rhythm, Step beat and clap rhythm, canon

Students will identify songs by their rhythms.

Count rhythms with eighth notes, quarter, quarter rest, half notes.

Introduce pair of eighth notes with flags and eighth rest combinations.

Review Meter Activity-

Students will identify the meters and titles of “Bicycle Built for Two”, “Give My Regards to Broadway”.

Review counting of quarter note, eighth-eighth, quarter rest, and half note.

Week 4:

Let Us Chase the Squirrel- game and canon.

Review Jubilate Deo

Sing as canon.

Count rhythms with eighth notes, quarter,

quarter rest, half notes. Review Dotted Quarter note and eighth rest.

**Review** Grand Old Flag and Yankee Doodle Boy

**Teach countermelody** to Yankee Doodle Boy  
**Introduce** 1890's songs.

**Play Solfege on** bells in groups. Each student will have one of the bells to be repeated back in the pattern

Week 5:

Students will clap to meters of three or two to 1890s songs, then practice naming the tunes.

Students will move notes to solfege patterns on the board.

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

Week 6:

Work on Old Fashioned songs.

Finish working on "Alabama Gal."

Students will move notes on board to solfege.

Dona Nobis Pacem

Ev'rytime I feel the spirit

They will then sing them

Week 7:

Do a "name that tune" with the 1890s songs, then sing through them.

Review Jubilate Deo

Sing as canon.

Introduce moves to "Frog in the Bucket".

Week 8:

Review Old fashioned songs

Review dance to Alabama Gal

Review Jubilate Deo

Sing as canon

Introduce moves to "Frog in the Bucket".

Play solfege simon.

Week 9:

Review old fashioned songs

Review piano notes- each student will come to the piano and read a line of music.

Review "Four White Horses" if time permits

Week 10:

**Review** Alabama Gal and Paw Paw Patch singing dances

**Count** rhythms with dotted quarter notes and eighth notes

<p><b>Class</b> will sign solfege patterns and move magnets on board:  s s l l s m l  s l d l s l m  s d s m s m r  s l d l s l t</p> <p><b>Teach</b> Going Down to Cairo contradance  <b>Review</b> "Frog in the Bucket".  Sing as a canon.  <b>Introduce</b> piano notes.  <b>Review</b> meter clapping in 2, 3, and 4</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 in rhythm reading in order to tutor others.</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>Rhythmolympics will be their final rhythmic assessment in this unit</i></p> <p><b>Suggested skills to be assessed:</b>  <i>rhythm reading, mathematical subdivisions</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**

**Grade 3 Music**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	Four	<b>Unit Title:</b>	Reading through Solfege	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will have a concentrated marking period on sight-singing and taking melodic notations with solfege as the basis. They will do this on the staff board, as well as with bingo chips. Attention will be paid to melodic intervals. They will receive tutorials on the Solfege Simon game and aim to score well.

**Objectives:**

**Week 1:** TSWBAT identify various notes of the scale and their placement on the staff, identify staff notes, perform circle dance moves, count rhythms, identify various rhythms, identify piano notes.

**Week 2:** TSWBAT identify piano notes, perform folk dance moves. identify various notes of the scale and their relative placement

on the staff

Week 3: TSWBAT identify piano notes, perform folk dance moves. identify various notes of the scale and their relative placement on the staff

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

Week 4: SWBAT identify various notes of the scale, identify notes on the piano, identify staff notes

Week 5: SWBAT identify various notes of the scale

Week 6: SWBAT identify various notes of the scale

Week 7: SWBAT identify various notes of the scale

Week 8: SWBAT count various rhythms, identify notes of the scale and their placement on the staff, identify piano notes and play piano by reading staff notes.

Week 9: SWBAT count various rhythms, identify notes of the scale and their placement on the staff, identify piano notes and play piano by reading staff notes

Week 10: SWBAT count various rhythms, identify notes of the scale and their placement on the staff, identify piano notes and play piano by reading staff notes.

**Essential Questions:**

Week 1: What kind of things can we show in music with movement?

Week 2: What kind of things can we show in music with movement?

Week 3: What kind of things can we show in music with movement?

Week 4: How are the various notes of the scale related?

Week 5: How are notes of the scale related?

Week 6: How are notes of the scale related?

Week 7: How are the various notes of the scale related?

Week 8: How does reading music help a musician?

Week 9: How does reading music help a musician?

Week 10: How does reading music help a musician?



**Standards/Learning Targets:**  
*VPA.1.3.5.B.1 - [Cumulative Progress Indicator] - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.*  
*VPA.1.3.5.B.3 - [Cumulative Progress Indicator] - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.*  
*VPA.1.3.5.B.4 - [Cumulative Progress Indicator] - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.*  
*VPA.1.1.5.A.1 - [Cumulative Progress Indicator] - Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.*  
*VPA.1.1.5.A.2 - [Cumulative Progress Indicator] - Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.*  
*VPA.1.1.5.A.CS4 - [Content Statement] - Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).*  
*VPA.1.2.5.A.CS1 - [Content Statement] - Art and culture reflect and affect each other.*

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**  
*LA.3.RL.3.1 - [Progress Indicator] - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.*

<b>Overview of Activities</b>	<b>Teacher’s Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
Week 1:	<b>Songs and activities come from</b>	<b>Resonator Bells, bingo</b>	• Smart Board

<p><b>Review</b> Alabama Gal and "Paw Paw Patch" dances. rhythms with dotted quarter notes and eighth notes  <b>Class</b> will sign solfege patterns and move magnets on board:  s s l l s m l  s l d l s l m  s d s m s m r  s l d l s l t</p> <p><b>Teach</b> Going Down to Cairo contradance  <b>Review</b> "Frog in the Bucket".  Sing as a canon.</p> <p><b>Introduce</b> piano notes.  <b>Review</b> meter clapping in 2, 3, and 4</p> <p>Week 2:  Play Body Scale Simon  Review circle dance for Going To to Cairo  Teach circle dance to Old Dan Tucker 120-107  Class will sign solfege patterns and move magnets on board. Give everyone a turn on his or her level.  Review "Frog in the Bucket".  Sing as a canon.</p> <p>Week 3:  <b>Individual students</b> will improvise three-note patterns with their voices, and the class will echo.  Play Body Scale Simon  Play solfege simon</p>	<p><b>various resources, such as the Silver Burdett "World of Music" series, and "120 Singing Games and Dances" by Lois Choksy.</b></p>	<p><b>chips, staff paper</b></p>	<p>Applications</p> <ul style="list-style-type: none"> <li>● Google Applications</li> <li>● tutorial videos</li> <li>● youtube videos</li> </ul>
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Review circle dance for Going To to Cairo

Teach circle dance to Old Dan Tucker 120-107

Class will sign solfege patterns and move magnets on board. Give everyone a turn on his or her level.

Review "Frog in the Bucket". Sing as a canon.

Week 4:

Play body scale simon.

Sight-sing notes from the board using body part names.

Students will play solfege siimon

Assessment

Students will be assessed on their performance in the game

Week 5:

play notes on the piano and have students sing back in solfege

Students will work in pairs with a staff paper and bingo chips, putting them on the correct lines according to the solfege played on the piano. For each example a pair of students will go to the board and move the magnets.

<p>Students will play solfege simon</p> <p>if time permits- frog in the bucket</p> <p>Week 6: Students will be asked to identify solfege patterns using "sol" "mi" "do" "la" play notes on the piano and have students sing back in solfege Students will play solfege simon if time permits- frog in the bucket</p> <p>Week 7: Teach conducting patterns in three and four Teach intervals of fourth and fifth Students will play solfege siimon Assessment Students will be assessed on their performance in the game</p> <p>Week 8: <b>Students</b> will work in pairs with bingo chips. They will listen to examples and move the chips to the appropriate notes. <b>Review</b> piano notes. Each student will play a line of music. <b>Review</b> meter clapping in 2, 3, and 4 <b>Ask class the essential question:</b> How does reading music help a musician?</p> <p>Week 9:</p>			
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<p><b>Count</b> rhythms with dotted quarter notes and eighth notes. <b>Add ties.</b></p> <p><b>Class</b> will sign solfege patterns and move magnets on board. Add pairs of eighth notes. Give everyone a turn on his or her level.</p> <p><b>Review</b> piano notes. Each student will play a line of music.</p> <p><b>Review</b> meter clapping in 2, 3, and 4</p> <p><b>Week 10:</b></p> <p><b>Count</b> rhythms with dotted quarter notes and eighth notes. <b>Add ties.</b></p> <p><b>Class</b> will sign solfege patterns and move magnets on board. Add pairs of eighth notes. Give everyone a turn on his or her level.</p> <p><b>Review</b> piano notes. Each student will play a line of music.</p> <p><b>Review</b> meter clapping in 2, 3, and 4</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:**  
**Solfège Simon will be played to continually assess their understanding of solfège.**

**Final Assessment/Benchmark/Project:**

*Students will be asked to identify solfège patterns using sol, mi, do, and la*

**Suggested skills to be assessed:**

*melodic contour, pitch recognition, note labeling, staff line recognition*

**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>

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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- **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**

<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:**

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



			Applications
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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></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</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> </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> </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</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:**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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			Applications
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## 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**

<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>
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			Applications
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## Differentiation

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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>
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			Applications
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## Differentiation

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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:**

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



Formative Assessment Plan	Summative Assessment Plan
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## Differentiation

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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:**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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			Applications
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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:**

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 ?**

**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:**

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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:**

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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> </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> </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> </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> </ul>

<ul style="list-style-type: none"> <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 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> </ul>	<ul style="list-style-type: none"> <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>• 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>• 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>
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- **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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