

**Quinton Township School District**  
**Music**  
**Grade 4**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	One	<b>Unit Title:</b>	Strengthening Musical Skills	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will be evaluated on rhythm reading with eight note subdivisions. They will be paired up so stronger students can give one-to-one training to those struggling with rhythms, cleaning up loose ends from third grade. They will continue progressing through folk dances with more difficult moves as they are introduced.

**Objectives:**

Week 1: SWBAT understand rules, show high and low through movement, move to a steady beat, count rhythms, identify staff notes

Week 2: SWBAT move to a steady beat, use inside voice, match pitch, identify staff notes, sing independent parts, count rhythms, write 3-note melodies, identify ascending and descending melodic passages.

Week 3: SWBAT move to a steady beat, use inside voice, match pitch, identify staff notes, sing independent parts, count rhythms, write 3-note melodies, identify ascending and descending melodic passages

Week 4: SWBAT identify aspects of good performances, count rhythms , identify staff notes, write four-note melodies, identify major, minor, and chromatic scales, read staff notes

Week 5: SWBAT identify aspects of good performances, count rhythms , identify staff notes, write four-note melodies, identify major, minor, and chromatic scales, read staff notes

Week 6: SWBAT identify various notes of the scale, distinguish major from minor, keep a steady beat , read notes from the staff

Week 7: SWBAT put together the components of the subdivisions of a four beat measure in eighths in different combinations,

count rhythms , identify various notes of the scale, perform circle folk dance

Week 8: TSWBAT identify when instruments play out of tune, perform folk dance moves, identify various notes of the scale

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 dnace moves.

Week 10: SWBAT count rhythms with eighth note subdivisions, accurately sing music for a performance

### **Essential Questions:**

Week 1: What makes a musical performance good?

Week 2: What makes a musical performance good?

Week 3: What makes a musical performance good?

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 intonation affect a song?

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

Week 10: What does it take to make a good performance?

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

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

*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.1.3.5.A.CS1 - [Content Statement] - Fundamental movement structures include a defined beginning, middle, and ending.*

*Planned choreographic and improvised movement sequences manipulate time, space, and energy. Kinesthetic transference of rhythm comes from auditory and visual stimuli.*

*VPA.1.3.5.A.5 - [Cumulative Progress Indicator] - Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.*

*VPA.1.3.5.A.4 - [Cumulative Progress Indicator] - Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.*

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

*MA.4.4.2 - [Critical Focus Area] - Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g.,  $15/9 = 5/3$ ), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.*

*HPE.2.5.4.A.3 - [Cumulative Progress Indicator] - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: *Tell students to think about the question, "What makes a musical performance good?" throughout the class. *Stretching to high and low notes.</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>Flash cards, staff board, magnet notes, piano</b></p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> <li>• Tutorial videos,pdf flash cards</li> </ul>

<p>*Strawberry Shortcake- jump in when birth month is spoken/clap steady beat, inside voice</p> <p>*Play Body Scale Simon</p> <p>*Discuss the pitches of the new school bells.</p> <p>*Review counting of quarter notes, eighth notes, half notes, and quarter rests. Put in patterns.</p> <p>*1234- change tempo and dynamics, inside voice.</p> <p>*Review all staff note sentences. Review the words staff, clef, and ledger lines.</p> <p>*What did you do this summer? Pitch matching.</p> <p>*Lucy Locket- chase game.</p> <p>Week 2:</p> <p>*<b>Tell students to</b> think about the question, “What makes a musical performance good?” throughout the class.</p> <p>*<b>Review body scale- Ebenezer Sneezer-</b> Review body scale.</p> <p>* <b>Body Scale simon</b></p> <p><b>review name songs-</b> student stands up when name is played.</p> <p>*<b>Review words</b> ascending and descending</p> <p>*<b>Review s-m</b> on lines. Add “la”.</p> <p>*<b>Advanced solfege-</b> s m l d d’ l t</p> <p>*<b>Count rhythm cards using whole note, half note,</b> eighth notes and quarter note</p> <p>*<b>Put this rhythm on the board-</b> Quarter eighth eighth quarter half eighth eighth eighth eighth eighth</p>			
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quarter quarter dotted half-

\* **Students** will clap and count three beats at a time and add the measure bars.

\***Review** time signature.

\***Bow Wow Wow-** review motions, perform as canon.

\***Read scale steps on board**

Week 3:

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

**Rhythm** evaluation sheet- test each student for SGO

\***Review body scale- Ebenezer Sneezer-** Review body scale.

\***Body Scale simon**

\***Review words** ascending and descending

\***Review** s-m on lines. Add “la”.

\***Advanced solfege-** s m l d d' l t

\***Count rhythm cards using whole note, half note,** eighth notes and quarter note

\***Put this rhythm on the board-** Quarter eighth eighth quarter half eighth eighth eighth eighth quarter quarter dotted half-

\***Students** will clap and count three beats at a time and add the measure bars.

\***Review** time signature.

\***Bow Wow Wow-** review motions, perform as canon.

\***Read scale steps on board**

Week 4:

\***Finish SGO test**

\***Students** will pair up and tutor each other on rhythms.

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

\***Review** name songs

\***Fill** in measure bars with eighth notes, quarter notes, quarter rests, eighth rests, and half notes  
\***Pumpkin Pumpkin** Charade game, canon.  
\***Great Big House in New Orleans** Review dance  
\***Scale icons** cats, pumpkins, and ghosts for scales. Students will identify as major, minor, and chromatic. Ask them why the ghosts are close together.  
\***Students** will write melodies utilizing solfege, progressing in difficulty to reach various levels of understanding.  
\***Advanced solfege-** s l d m r f s  
\***Class will practice saying names of combinations of E's and D's on staff.** Add C. Students will practice playing on hand bells.

#### Week 5:

\***Tell students to** think about the question, “What makes a musical performance good?” throughout the class.  
\***Review** rhythm patterns from sheet. Test each student for the SGO  
\***Pumpkin Pumpkin** Charade game, canon.  
\***Great Big House in New Orleans** Review dance  
\* **Scale icons** cats, pumpkins, and ghosts for scales. Students will identify as major, minor, and chromatic. Ask them why the ghosts are close together.  
\***Students** will write melodies utilizing solfege, progressing in difficulty to reach various levels of understanding.  
\***Advanced solfege-** s l d m r f s  
\***Class will practice saying names of combinations of E's and D's on staff.** Add C. Students will practice playing on hand bells.

#### Week 6:

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

\***Pumpkin Pumpkin** Charade game, canon.  
 \***Great Big House in New Orleans** Review dance  
 \***Solfege Tag**  
 \***introduce sixteenth notes**  
 \***Class will practice saying names of combinations of E's and D's on staff.** Add C.  
 Students will practice playing on hand bells.  
 Week 7:  
 \*Students strong on rhythms will teach the weaker ones.  
 Students will review dotted quarter notes and ties.  
 \*Class will put together puzzles of quarter, eighth, and dotted quarter notes that add up to 4 beats including subdivisions. They will clap and count each example.  
 \*Students will move magnets to solfege patterns played on the piano  
 s m l d' l l t  
 s l m d r r l,  
  
 Harmony  
 s l m m m m s  
 s l m m d d d  
 \*Review Bingo Dance  
 \*Fill in measure bars on board to rhythm.  
 \*Quarter, quarter, quarter rest,  
 eighth-eighth, eighth-eighth, eighth rest-eighth note, half, quarter rest,

eighth-eighth, eighth rest-eighth note, quarter, quarter, half, quarter.

**Week 8:**

\*Work on Grandparents' day songs

Ev'rytime I Feel the Spirit

Wabash Cannonball

Have students work in pairs on rhythm evaluation

\***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.

\***Review Bingo Circle Dance.** Cross curricular with gym due to movement

\***Solfege**

s s m s s l s

s m s d m l

s l m d' t t d'

Harmony

s s m d m m s

s s m d d d d

\***Review** rhythm puzzles with the numbers. Cross curricular with math

**Week 9:**

**Tell class the essential question:** what kinds of things are involved in reading music correctly  
They are to think about this during the class activities.

**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



<p><b>Write in measure bars to following rhythm</b>  <i>dotted half, quarter note, half note, half note, whole note, half note, quarter note, quarter note</i></p> <p><b>How</b> many turkeys per cage? Convert to eighth, quarter, and rests. <b>Clap and count</b> different combinations of eighths and quarters</p> <p><b>Show class</b> how that rhythm would be clapped and counted.</p> <p><b>Review counting</b> of single pair of eighth notes and quarter. Add quarter rest.</p> <p><b>Review Scalloped</b> Potatoes. Guide corners of mouth for proper vowel formation. Sing as a canon.</p> <p><b>Ask essential question again and ask them</b> to apply what they did today. <b>Review Solfege Simon</b> if time permits</p> <p><b>Introduce meter</b> clapping in 3 and 4 Jingle Bells and Christmas Waltz</p> <p>Week 10:</p> <p><b>Work on Grandparents' Day Songs-</b>  <b>"Wabash Cannonball" and</b>  <b>"Everytime I feel the Spirit"</b></p> <p>Count rhythms with eighth notes, eighth rests, half notes, and dotted quarter notes</p> <p>solfege including sol mi do re fa ti and high do</p> <p>some patterns with harmony</p>			
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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*Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.*

**Suggested activities to assess student progress:  
Students will be assessed on their rhythm reading in order to know who needs tutoring and who can be a tutor.**

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Final Assessment/Benchmark/Project:**

**Suggested skills to be assessed:**

*Counting of rhythms, accuracy of folk dance moves*

## 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</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> </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</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</li> </ul>

<p>instruction.</p> <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> </ul>	<ul style="list-style-type: none"> <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>	<p>and RS Plan.</p> <ul style="list-style-type: none"> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<p>knowledge and information and develop the attitude that 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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<ul style="list-style-type: none"><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 deemed necessary.</li><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  
Music grade 4**

## Pacing Chart/Curriculum MAP

<b>Marking Period:</b>	Two	<b>Unit Title:</b>	Let's Sing!	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will prepare a concert for the grandparents. They will learn about various meters, as well as songs that use those meters. They will practice proper abdominal breathing for singing. They will be introduced to the sixteenth note subdivision in rhythm reading.

### Objectives:

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

Week 2: SWBAT to work as teams on a steady beat activity

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 sixteenth

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, **perform folk dance moves**, breath properly for singing, create steady beat movements

Week 8: SWBAT identify subdivisions in notes and rests

Week 9: TSWBAT subdivide rhythms with sixteenth notes and rests.

Week 10: TSWBAT subdivide rhythms with sixteenth notes and rests

### Essential Questions:

Week 1: How do folk dances connect with music?

Week 2: How can working with a partner help steady beat?

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 are rhythms subdivided?

Week 9: Students will be assessed through observation of their performance in class.

Week 10: How are rhythms subdivided?

**Standards/Learning Targets:**

*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.*

*VPA.1.1.5.B.2 - [Cumulative Progress Indicator] - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.*

*PA.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.1.3.5.B.2 - [Cumulative Progress Indicator] - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.*

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

**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.*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1:  <b>Review 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>Solfège</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:</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>		<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> </ul>

Students will see a video demonstration of "Four White Horses."

Individuals will have turns trying the moves.

Leaders will pick teams and teach them the moves.

Assessment

Students will be assessed on their performance in this activity, as well as how well they work as a team.

Week 3:

Meter clapping to Jingle Bells, Most Wonderful time of the Year, Santa Claus is coming to town

Play solfege simon

Continue "Four White Horses"

Week 4:

Watch sixteenth note video

Meter clapping to Jingle Bells, Most Wonderful time of the Year, Santa Claus is coming to town

Play solfege simon

Week 5:

Review sixteenth note video. Pair students in teacher-student groups.

Week 6:

**Review video on sixteenth notes. Pair students up to teach those who need**



help.

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 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?

Meter Activity- Students will identify the meters and titles of "Merry Oldsmobile", "You're a Grand Old Flag", and "Sidewalks of New York".

Review Solfege- Students will raise hands when I play "do". Then, they will raise hands when I play "re".

Review Breathing

Did you Ever See a Lassie- Students will create three beat patterns

to this song. The class will imitate them on the second half of the song.

Great Big House in New Orleans- Review circle dance.

Assessment- Students will be assessed through observation of their performance in class.

Week 8:

\*Work with rhythmolympics video on sixteenth rests

\*Students will work in pairs with flash cards.

Week 9:

Continue working on Rhythmolympics- partner students to work together

Students will be tested at the end of class to see their progress.

Students will be assessed through their performance on music reading activities.

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.

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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>  <b>Students will be assessed on how accurate their pitch is when singing, and they will be lined up in a manner that those strong on pitch will help those who are struggling. Students will continually be evaluated on counting and subdividing rhythms.</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>  <i>Students will be evaluated on the following folk dance moves- grand right and left, allamande</i></p> <p><b>Suggested skills to be assessed:</b>  <i>working with dance partners, accuracy of motions</i></p>

**Differentiation**

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

assessments.

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

**Quinton Township School District  
Grade 4 Music**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	Three	<b>Unit Title:</b>	Let's Dance!	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will continue progressing through folk dances. Students will create tutorial videos for future classes, as well as for their own self-critique.

**Objectives:**

Week 1: TSWBAT perform folk dance moves, match pitches in harmony, count rhythms

Week 2: TSWBAT perform folk dance moves, match pitches in harmony, count rhythms.

Week 3: SWBAT Identify the meter of a song and show with movement, **perform folk dance moves**, breath properly for singing, create steady beat movements

Week 4: TSWBAT perform folk dance moves, match pitches in harmony, sing independant parts

Week 5: TSWBAT perform folk dance moves, match pitches in harmony, count rhythms, read staff notes

Week 6: SWBAT sing songs for a performance

Week 7: SWBAT sing songs for a performance, read music notes, move to a steady beat

Week 8: SWBAT sing songs for a performance, read music notes, move to a steady beat.

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

Week 10: TSWBAT Perform contradance moves, identify notes on the staff and piano, read music, identify various notes of the scale and their relative placement on the staff

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

Week 5: **What are the differences 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.1.3.5.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.1.3.5.A.CS1** - [Content Statement] - Fundamental movement structures include a defined beginning, middle, and ending. Planned choreographic and improvised movement sequences manipulate time, space, and energy. Kinesthetic transference of rhythm comes from auditory and visual stimuli.

**VPA.1.3.5.A.CS2** - [Content Statement] - The creation of an original dance composition is often reliant on improvisation as a choreographic tool. The essence/character of a movement sequence is also transformed when performed at varying spatial levels (i.e., low, middle, and high), at different tempos, along different spatial pathways, or with different movement qualities.

**VPA.1.3.5.A.CS3** - [Content Statement] - Works of art, props, and other creative stimuli can be used to inform the thematic content of dances.

**VPA.1.3.5.A.CS4** - [Content Statement] - Dance requires a fundamental understanding of body alignment and applied kinesthetic principles. Age-appropriate conditioning of the body enhances flexibility, balance, strength, focus, concentration, and performance technique.

**VPA.1.3.5.A.CS5** - [Content Statement] - Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement.

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

**MA.4.4.2** - [Critical Focus Area] - Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g.,  $15/9 = 5/3$ ), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

**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.



Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1:            If time permits, review breathing with books. Everyone will have a book.                Review Jubilate Deo from third grade. Sing as a canon if ready.                Introduce Grand Old Flag and Yankee Doodle Boy                Teach Shake them Simmons            Down- Circle Dance                Review Four White Horses.            Competition of groups with singing.                Review rhythms with ties                Sing back solfege to piano                Pitch match high/low from intervals.                Review staff sentences                Build a "D" scale.                Play Solfege Simon.</p> <p>Week 2:            If time permits, review breathing with books. Everyone will have a book.                Review Jubilate Deo from third grade. Sing as a canon if ready.                Introduce Grand Old Flag and Yankee Doodle Boy                Teach Shake them Simmons</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>Resonator Bells, magnet notes, staff board</b></p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● tutorial videos</li> </ul>

Down- Circle Dance

Review Four White Horses.

Competition of groups with singing.

Review rhythms with ties

Sing back solfege to piano

Pitch match high/low from intervals.

Review staff sentences

Build a “D” scale.

Play Solfege Simon.

Week 3:

Students will work in small groups.

They will circle up and clap the meters of the following 1890s songs: Bicycle

Build for Two, The Band Played On,

Give My Regards to Broadway, The

Sidewalks of New York, In My Merry Oldsmobile, and Yankee Doodle Boy .

After going through the songs they will hear them again and try to name them.

Individual Students will practice abdominal breathing using a tissue box. The other students are to critique as to whether or not the student is breathing properly.

If time permits, teach dance to

"Going Down to Cairo."

Week 4:

**Play** musical "Cut the Cake". Sing and play.

Use inside voice. Sing as a canon.

Clap your hands together s m s m l s

give yourself a shake d' s s s s

make a happy circle s m s m l s

and then you cut the cake s s f m r d

**Review** Jubilate Deo. Sing as Canon.

**Write** rhythms with magnet notes.

**Chair game-** writing rhythms in eight-beat patterns.

**Play** solfege simon

Week 5:

**Review** piano notes

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

**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** staff sentences. Practice saying notes from flash cards.

**Demonstrate** tympani.

**Teach** Jubilate Deo. Sing as a canon if ready.

**Review Shake them** SimmonsDown- Circle Dance

**Pitch match high/low** from intervals.

**Review staff sentences**

**Play Solfege** Simon

Week 6:

Sing "Jubilate Deo" as canon.  
Continue working on old fashioned songs.  
Teach circle dance to "Shake them Simmons Down"- review the dance on Thursday  
Dona Nobis Pacem  
Ev'rytime I feel the spirit  
Week 7:  
Review 1890's songs  
Review "Four White Horses"  
Review piano notes- each student will come to the piano and read a line of music.  
Week 8:  
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 9:  
Review old fashioned songs  
  
Review piano notes- each student will come to the piano and read a line of music.

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<p>Review "Four White Horses" if time permits  Week 10:  <b>Play Solfege Tag</b>  Teach dance to "Noble Duke of York"</p>			
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>  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.</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> <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  
Music Grade 4**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	Four	<b>Unit Title:</b>	Sight and sound	<b>Pacing:</b>	Weekly
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**Unit Summary:** The students will spend much time in this marking period connecting notes from the page to the sounds they make. There will be a heavier concentration of solfege exercises including sight-singing, dictations, and ear training games like Solfege Simon and Solfege Tag. The goal is that written notes on the page have more meaning than a letter name or a syllable of the scale.

**Objectives:**

Week 1: TSWBAT Perform contradance moves, identify notes on the staff and piano, read music, identify various notes of the scale and their relative placement on the staff

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

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, identify piano notes, read notes from the staff

Week 6: SWBAT identify various notes of the scale

Week 7: SWBAT identify various notes of the scale

Week 8: SWBAT Identify staff notes and various notes fo the scale

Week 9: SWBAT Identify staff notes and various notes fo the scale.

**Activities**

Week 10: SWBAT Identify staff notes and various notes fo the scale.

**Activities**

**Essential Questions:**

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

Week 2: What is involved in reading music?

Week 3: What is involved in reading music?

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

Week 5: How does solfege relate to the scale?

Week 6: How does solfege connect with music?

Week 7: How does solfege connect with music?

Week 8: How are the various notes of the scale related?

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

*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.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.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).*

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

*MA.4.4.2 - [Critical Focus Area] - Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g.,  $15/9 = 5/3$ ), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: <b>Play Solfege Tag</b> Review dance to "Noble Duke of York" Each student will have a turn playing the piano. Solfege Simon- have students play patterns for me.</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>Resonator bells, staff board, magnet notes, bingo chips, staff paper</b></p>	<ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li><li>• Tutorial videos</li></ul>

<p>Week 2: Go through eighth note tutorial video (review from third grade) Make new 16th note tutorial video with flash cards for each beat. Review contradance to "the Noble Duke of York". Review piano notes. Each student will get a turn playing the piano. Review "Four White Horses" Solfège Simon if time permits.</p> <p>Week 3: each piano notes. Each student will get a turn playing the piano.</p> <p>Solfège Simon if time permits. Students who come up will play patterns for me first.</p> <p>Week 4: Students will watch Mr. Wernega play notes on the piano and say the names of each note. Students will say the letter names of notes in the piano packet. Individual students will go to the piano and play a line from the packet. Body scale simon- then sight-sing notes from the board using body part</p>			
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names.

If time permits Students will play solfege siimon

Week 5:

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.

If time permits we will do the following:

Each student will have a turn playing piano notes.

Students will play solfege simon if time permits- four white horses

Week 6:

Individual students will be asked to identify solfege patterns using sol, mi, do, re, high do, and la

Students will work in pairs on the Rhythm evaluation sheet.

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

Students will play solfege simon if time permits- four white horses

Week 7:

Activities

Teach conducting patterns in three and four  
Teach intervals of fourth and fifth  
Students will play solfege siimon

Week 8:

**Finish** SGO rhythm tests

120-107

**Teach circle dance to “Old Dan Tucker”**,  
including partner and corner swings, grand right  
and left, and skaters position.

**Students** will read melodies off the board on  
handbells.

Review sixteenth note rhythms

Week 9:

**Teach circle dance to “Old Dan Tucker”**,  
including partner and corner swings, grand right  
and left, and skaters position.

**Students** will read melodies off the board on  
handbells.

Review sixteenth note rhythms

Week 10:

Review sixteenth note rhythms  
Review staff note names and play a game as a  
review.

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>Solfège Simon scores will be notated to mark the progress of students and how they progress in ear training.</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>  <i>Students will be asked to identify solfège patterns using sol, mi, do, re, high do, and la in patterns more advanced than they did in 3<sup>rd</sup> grade.</i></p> <p><b>Suggested skills to be assessed:</b>  <i>Melodic contour, tonal memory, solfège labeling of notes</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</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</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</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</li> </ul>

<p>necessary.</p> <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</li> </ul>	<p>language</p> <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>	<p>and spring</p> <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>	<p>existing knowledge and/or generate new knowledge.</p> <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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<p>as appropriate.</p> <ul style="list-style-type: none"><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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**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> </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</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</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study</li> </ul>

<ul style="list-style-type: none"> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified 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</li> </ul>	<p>Dictionary for use</p> <ul style="list-style-type: none"> <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>	<p>services</p> <ul style="list-style-type: none"> <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>	<p>of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> <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>
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<p>collaboration as necessary.</p> <ul style="list-style-type: none"><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

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

**Objectives:**

**Essential Questions:**

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

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

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
<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
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded</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>
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<p>reading.</p> <ul style="list-style-type: none"><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

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

**Objectives:**

**Essential Questions:**

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

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

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
<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> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> </ul>	

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized</li> </ul>	<ul style="list-style-type: none"> <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>• 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>
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<p>assistance as necessary.</p> <ul style="list-style-type: none"><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

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

**Objectives:**

**Essential Questions:**

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

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

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

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

## Differentiation

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate,</li> </ul>

<p>listed in student's IEP or 504 plan</p> <ul style="list-style-type: none"> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified 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> </ul>	<ul style="list-style-type: none"> <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>	<p>intervention resources</p> <ul style="list-style-type: none"> <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>	<p>complex, and in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> <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>
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| <ul style="list-style-type: none"><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul> |  |  |  |
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

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

**Objectives:**

**Essential Questions:**

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

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

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional</b>	<b>Technology Infusion</b>
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		Materials	
			<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

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate,</li> </ul>

<p>listed in student's IEP or 504 plan</p> <ul style="list-style-type: none"> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified 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> </ul>	<ul style="list-style-type: none"> <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>	<p>intervention resources</p> <ul style="list-style-type: none"> <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>	<p>complex, and in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> <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>
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| <ul style="list-style-type: none"><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul> |  |  |  |
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

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

**Objectives:**

**Essential Questions:**

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

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

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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			<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul>
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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</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> </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> </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</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</b>	<b>Technology Infusion</b>
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		<b>Materials</b>	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></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

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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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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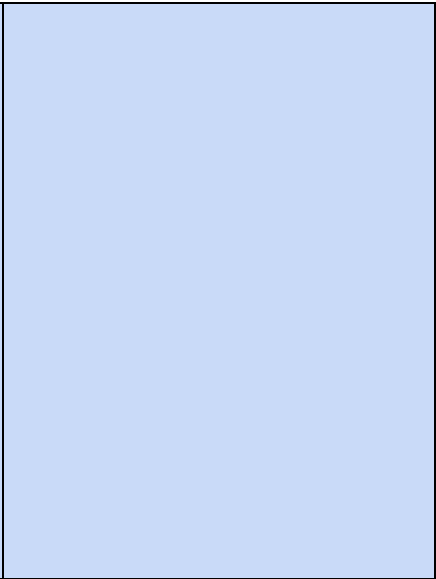
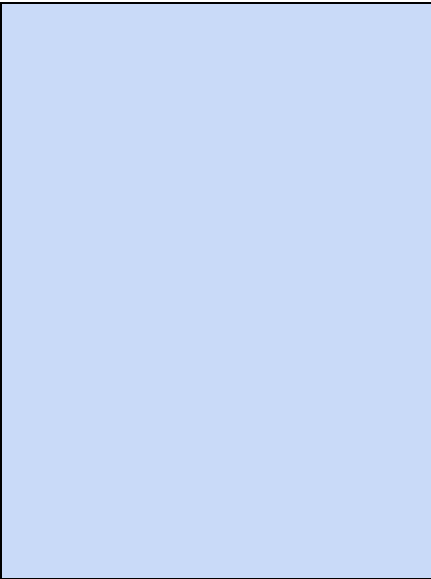
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**Quinton Township School District**  
**English Language Arts-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

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

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