

Quinton Township School District
Music
Grade 5

Pacing Chart/Curriculum MAP

Marking Period:	One	Unit Title:	Introduction to Music Appreciation	Pacing:	Weekly
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Unit Summary: When students reach fifth grade the main premise of the class changes from being primarily action/performance based to being more academic and analytical. Many of the exercises will be listening examples from various historical eras, and the students will fill in listening guides. The musical elements they learned since pre-K will be a basis for understanding the listening examples. We will still continue through the years working on rhythm reading, note reading, and solfege.

Objectives:

Week 1: SWBAT understand what is expected of them through the year, including the syllabus of activities and classroom rules.

Week 2: SWBAT count rhythms with eighth note subdivisions, write 2-note melodies using solfege, identify characteristics of two compositions of the Baroque Era, and distinguish major from minor tonalities.

Week 3: SWBAT write 3-note melodies using solfege, count rhythms using eighth note subdivisions, distinguish major and minor tonalities, find similarities and differences between two compositions of the Baroque Era, use audiation as a musical skill

Week 4: SWBAT identify notes of the staff, write melodies using solfege, count rhythms using eighth note subdivisions, identify aspects of what creates mood and emotion in music, identify characteristics of a Baroque Era composition using a listening guide, identify major, minor, chromatic, and pentatonic scales

Week 5: SWBAT count rhythms using eighth note subdivisions, identify staff notes and ledger line notes, write melodies using solfege, identify aspects of what creates mood and emotion in music, identify characteristics of a composition from the Baroque Era in a listening guide, identify major, minor, chromatic, and pentatonic scales

Week 6: SWBAT count rhythms, identify notes on the treble and bass clefs, identify dynamic variations in a classical composition, identify various notes of the scale using solfege

Week 7: SWBAT identify notes on the treble and bass clefs, identify characteristics of a classical composition, identify various notes of the scale using solfege, identify dynamic changes

Week 8: SWBAT identify various types of dynamics. subdivide rhythms, and write note patterns based on solfege.

Week 9: SWBAT identify staff notes, read music on handbells, compose melodies

Week 10: SWBAT notate music using solfege as a guide, subdivide syncopated rhythms

Activities

Essential Questions:

Week 1: How do individual tastes in music differ?

Week 2: How can we describe Music?

Week 3: What are aspects of the Baroque style?

Week 4: What musical elements affect the mood or emotion of a song?

Week 5: What musical elements affect the mood or emotion of a song?

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

Week 7: How has music developed throughout history?

Week 8: How do dynamics affect the mood of a song?

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.CS3 - [Content Statement] - Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.

VPA.1.4.5.B.5 - [Cumulative Progress Indicator] - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

VPA.1.4.5.B.5 - [Cumulative Progress Indicator] - Distinguish ways in which individuals may disagree about the relative merits

and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

VPA.1.4.5.B.3 - [Cumulative Progress Indicator] - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

VPA.1.4.5.B.2 - [Cumulative Progress Indicator] - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

VPA.1.4.5.A.1 - [Cumulative Progress Indicator] - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

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.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.1 - [Cumulative Progress Indicator] - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

MA.5.5.1 - [Critical Focus Area] - Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

SOC.5-8.1.1.1 - Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.

SOC.5-8.1.1.2 - Explain how major events are related to one another in time.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: *Go over rules, grading system, and positive behavior system, *Go over Syllabus of musical styles to be covered this year</p> <p>Week 2: *Students will listen to two selections of music written between 1600 and 1750. This period of time is called the Baroque Era. Students are to identify which is major and minor *Review counting of quarter notes, eighth notes, and quarter rests *Name notes on the staff *Review s-m on lines *A student will play a melody on bells from the staff on the board (Twinkle Twinkle). Next, the rhythm of the notes will be changed, and the song will become "Baa Baa Black Sheep." Week 3: *Students will count to eight and clap on various numbers- then perform inside count.</p>	<p>There is no teacher's guide for grades 5-8. All worksheets have been created and typed up by the teacher.</p>	<p>Listening guides, pencils, recordings of musical compositions from the Baroque and Classical eras.</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● mp3 recordings

*Write rhythms with quarter notes, eighth notes, quarter rests, and eighth rests.
*Play “Camptown Races” on bells.
*Review transposition
*Review s-m on lines. Add “la”.
*Advanced solfege- s m l d’ l t
*Finish yellow sheet to Water Music Suite
*Students will practice reading staff notes on hand bells.
*Review rhythm cards
Week 4:
*Review rhythm cards- individual, and groups with ties.
*Identify major, minor, pentatonic, and chromatic scales
*Review s-m on spaces, including la. Add do.
*Advanced solfege- s l d m r f s and
*Listen to Toccata and Fugue- Students will fill in yellow sheets
*Class will practice saying names of combinations of E’s and D’s on staff. Add C. Students will practice playing on hand bells.
*Pumpkin Pumpkin Charade game, canon.

*Ask essential question (What musical elements affect the mood or emotion of a song?). Give an example of a familiar song and play in major and minor.

Week 5:

*Review Tocatta and Fugue- instrument, minor key, etc.

*Identify major, minor, pentatonic, and chromatic scales

*Review rhythm cards- individual, and groups with ties.

*Review s-m-l on spaces. Add do.

*Class will practice saying names of combinations of E's and D's on staff.

Add C.

*Students will practice playing on hand bells.

*Pumpkin Pumpkin Charade game, canon.

Week 6:

*Review major, minor, and chromatic scales.

*Hand out dynamic signs.

*Students will show dynamic signs to recording of Beethoven's fifth.

*Discuss title and composer of the piece after the dynamic activity.

*Students will clap and count individual rhythms note cards with subdivisions written in. They will then put them together as puzzles and clap them together.

*Review staff note sentences for treble and bass clefs, as well as ledger lines.

*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:

*Fill in yellow sheet to "Symphony #5" Include a review of dynamic changes and add them to the section of "other characteristics" on the yellow sheet.

*Test students on Rhythm evaluation.

*Pair up strong students to teach weaker ones.

*Review subdivision cards. Try with no numbers written in.

*Review yellow sheet to "Symphony #5"

*Students will move magnets to solfege patterns played on the piano.

s m l d' l l t

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s l m d r r l,

Harmony

s l m m m m s

s l m m d d d

Week 8:

*Review dynamic signs

*Write melodic patterns based on solfege.

*Review Rhythm subdivision cards

Week 9:

*Students will be paired up with a staff and bingo chips. They will transcribe the melody they hear each time with the bingo chips, using solfege as the basis.

*Students will work in groups. Each group will get a staff paper and bingo chips. They are to compose a two-measure melody on their papers as a group. Each group will then present their composition on the board and play it for the class on handbells. Groups will be told that each measure must have four beats, and they will be encouraged to write something that challenges them, but not so challenging that they cannot play it successfully.

<p>Week 10: *Write solfege patterns with bingo chips (taking dictations from patterns played by the teacher). *Review Rhythm subdivision- students will clap the patterns individually and as a class</p>			
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Students will be assessed on how accurately they fill in the listening guides. They will be partnered in the beginning of fifth grade to make sure all can successfully meet the task.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Suggested skills to be assessed: <i>Listening for instruments, tempo, tonality (major or minor), dynamics</i></p>

Differentiation

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

<p>to assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none">● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Utilize auditory reminders as deemed necessary.● Provide breaks to allow for refocusing as necessary.● Establish a consistent and daily routine.			
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**Quinton Township School District
Music
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	The Elements of a Composition	Pacing:	Weekly
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Unit Summary: Students will be asked to look more in depth to the listening examples. They will identify musical elements such as meter, dynamics, and runs. They will also explore how a piece from the Classical Era can be arranged in a modern style. Students will begin preparing for the rhythmolympics this marking period, continuing with sixteenth note subdivisions.

Objectives:

Week 1: SWBAT identify various arranging tools, identify the melody of a song after it is arranged in a different style
Week 2: SWBAT identify in-tune and out-of-tune playing, identify in-sync and out-of-sync playing, subdivide rhythms
Week 3: SWBAT identify various notes of the scale, identify aspects of a Romantic era composition, identify tools of arranging
Week 4: SWBAT identify various notes of the scale, identify aspects of a Romantic era composition, identify tools of arranging
Week 5: SWBAT subdivide rhythms down to the sixteenth
Week 6: SWBAT identify various notes of the scale through the use of solfege
Week 7: SWBAT Count rhythms, identify music of various styles and composers, and identify meters in two and three
Week 8: SWBAT identify the subdivisions in various types of rests and notes
Week 9: SWBAT subdivide rhythms to the sixteenth note
Week 10: TSWBAT subdivide rhythms with sixteenth notes and rests

Essential Questions:

Week 1: What is an arrangement?
Week 2: What makes a song out of tune?
Week 3: How can a music arranger create variations on a song?
Week 4: How can a music arranger create variations on a song?
Week 5: How are rhythms subdivided?
Week 6: How does reading music help a musician?
Week 7: How does meter affect the way a song feels?
Week 8: What are characteristics of an arrangement?
Week 9: How can note reading help students (us) understand music?
Week 10: How are rhythms subdivided?

Standards/Learning Targets:

VPA.1.3.5.B.CS3 - [Content Statement] - Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.

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.CS3 - [Content Statement] - Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.

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.1.4.5.B.1 - [Cumulative Progress Indicator] - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

VPA.1.4.5.B.2 - [Cumulative Progress Indicator] - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

VPA.1.4.5.B.3 - [Cumulative Progress Indicator] - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

VPA.1.4.5.B.4 - [Cumulative Progress Indicator] - Define technical proficiency, using the elements of the arts and principles of design.

VPA.1.4.5.B.5 - [Cumulative Progress Indicator] - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

SOC.5-8.1.1.1 - Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.

SOC.5-8.1.1.2 - Explain how major events are related to one another in time.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1:	There is no teacher's guide for	Listening guides,	<ul style="list-style-type: none"> • Smart Board

<p>Students will listen to "Camptown Races" played in the style of China, Ireland, South America, Ukraine, Austria, Spain, and America. They are to identify which country they are hearing, based on the characteristics of the arrangement.</p> <p>Week 2:</p> <ul style="list-style-type: none"> *Review arranging tools from memory. *Students will listen to "Deck the Hall" eight times from the garageband recording. They are to circle "in tune" or "out of tune" *They will do the same for "in sync" and "out of sync" *Count and clap rhythms from subdivision cards. <p>Week 3:</p> <ul style="list-style-type: none"> *Introduce fanfares. Play them on piano and ask the students questions as to what instruments would normally play these and what type of events would have fanfares *Listen to "March of the Toy Soldiers" and identify where the fanfares are. *Play Solfege Simon *Fill in sheets for in-sync vs. in-tune 	<p>grades 5-8. All worksheets have been created and typed up by the teacher.</p>	<p>pencils, recordings of musical compositions from the Baroque and Classical, and Romantic eras, rhythm flash cards</p>	<ul style="list-style-type: none"> Applications • Google Applications • Tutorial videos • pdf flash cards
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*Fill in voice parts sheets (SATB) to "Joy to the World"
Week 4:
*Fill in yellow listening guides to March of the Toy Soldiers. Students are to include the fact that there is a fanfare that frequently comes up in the composition.
*Play Solfege Simon
Week 5:
*Students will watch and participate/interact with the sixteenth note tutorial video.
*Pair students in teacher-student groups to work on these rhythms
Week 6:
*Students will write solfege using bingo chips with partners (partner assignments are written in my grade book).
*Individual students will play the patterns for the class. If a student plays a pattern for the class and forgets his or her pattern after the first time, Mr. Wernega will step in and play it for the class a second and third time in order for them to have time to figure it out.
*Review sixteenth note subdivisions

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Week 7:

*Watch video of sixteenth rests.

*Students will work with partners teaching each other these rhythms.

If time permits:

*Review meters of three and two

*Class will identify meters of “The Band Played On”, “Tiger Rag”, “American Patrol”, “In the Mood,” and “By the Beautiful Blue Danube”.

The titles of each song will be identified.

*Review titles and composers learned in fifth and sixth grade:

Tocatta and Fugue

Water Music Suite

Symphony #5- Beethoven

A Fifth of Beethoven

Symphony #40- Mozart

Week 8:

*Work with rhythmolympics video on various types of rests.

*Students will work in pairs with flash cards using rests.

*Review the titles and meters from last two weeks:

“The Band Played On”, “Tiger Rag”, “American Patrol”, “In the Mood,” and “By the Beautiful Blue Danube”

<p>Week 9: *Continue working on Rhythmolympics- partner students to work together *Students will be tested at the end of class to see their progress.</p> <p>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 corectly in a minute.</p>			
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p>

Suggested activities to assess student progress:

Students will be given definitions of composer, arranger, era, ensemble, and dynamics. They will be asked what the corresponding word is.

Suggested skills to be assessed:

knowledge of musical terminology

Differentiation

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

<ul style="list-style-type: none"> ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. 	<p>resources/recommendations</p> <ul style="list-style-type: none"> ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 		<p>self-directed learning and growth.</p> <ul style="list-style-type: none"> ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none"> Establish a consistent and daily routine 			
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Quinton Township School District
Music
Grade 5

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Contrasting Styles	Pacing:	Weekly
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Unit Summary: Up to this point the students have studied the formal Baroque and Classical styles of Europe. They will now begin to study lighter American styles of music including Swing Jazz and Barbershop, as well as traditional American marches. They will use the same style of analysis with the listening guide to break down these pieces into their components. They will explore various scales, some with flats, and some with sharps in their key signatures.

Objectives:

Week 1:

TSWBAT identify aspects of a swing arrangement, identify various notes of the scale, distinguish harmony from unison, count rhythms, identify staff notes, identify dynamic changes, write a scale in staff notes, identify flat sign and function.

Week 2:

TSWBAT count rhythms using the sixteenth note subdivision

Week 3:

SWBAT identify meters of various songs, count rhythms, and read staff notes

Week 4:

TSWBAT identify aspects of a swing arrangement, identify various notes of the scale, count rhythms, identify staff notes, identify dynamic changes

Week 5:

TSWBAT identify aspects of a swing arrangement, identify various meters, identify aspects of tympani.

Week 6:

SWBAT identify the voice parts of the barbershop quartet, subdivide rhythms

Week 7:

SWBAT identify characteristics of a piece from the Classical Era, identify dynamic changes

Week 8:

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

Week 9:

SWBAT Identify characteristics of a classical composition

Review old fashioned songs

Week 10:

TSWBAT write rhythms, identify various notes of the scale, count rhythms, identify motives.

Essential Questions:

Week 1: How does reading music improve musicianship?

Week 2: How does reading music improve musicianship?

Week 3: How do beats work in groups?

Week 4: How can music create a mood?

Week 5: How do dynamics affect a piece of music?

Week 6: What are aspects of reading music?

Week 7: What are the characteristics of a march?

Week 8: What are the characteristics of a Classical piece of music?

Week 9: What does it take to perform well?

Week 10: How can solfege help a musician?

Standards/Learning Targets:

VPA.1.4.5.A.CS2 - [Content Statement] - Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.

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

VPA.1.4.5.B.CS2 - [Content Statement] - Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.

VPA.1.4.5.B.CS3 - [Content Statement] - While there is shared vocabulary among the four arts disciplines of dance, music, theatre,

and visual art, each also has its own discipline-specific arts terminology.

VPA.1.4.5.B.CS4 - [Content Statement] - Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.

VPA.1.4.5.B.CS5 - [Content Statement] - Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).

Interdisciplinary Connections/Including 21st Century Themes and Skills:

MA.5.5.1 - [Critical Focus Area] - Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: *Individual students will audition for the Rhythlympics 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. *If time permits, review old fashioned</p>	<p>There is no teacher's guide for grades 5-8. All worksheets have been created and typed up by the teacher.</p>	<p>Listening guides, pencils, recordings of musical compositions in the styles of Swing Jazz, marches, and Barbershop, magnet notes, staff board, piano</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● mp3 recordings

songs from last Grandparents Day. Introduce two more- “Grand Old Flag” and “Yankee Doodle Boy”.
*Build a “B Flat” scale.
*Harmony activity- Ask students if one or two notes are being played on the piano. Students will match single and double notes.
*Review sixteenth notes with quarter notes. Add quarter rest. Add pair of eighth notes if students. Add eighth note and eighth rest. Add eighth and sixteenth combinations on a beat.
*Students are to be able to explain the subdivisions in quarter and eighth notes.
*Review E D C on piano. Each student will play piano and read music.

Solfege Simon Game

Week 2:

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

Week 3:

*Teach Al Citron Game

*Students will work in groups, clapping the meters of the following tunes: In the Mood, Tiger Rag, American Patrol, By the Beautiful Blue Danube, and Eine Kleine Nacht Musik.

*They will then name the tunes when I play them again.

*Students will play handbells to melodies written on the board.

Week 4:

*Review names and composers of tunes- Toccata and Fugue, Water Music Suite, Beethoven's fifth, American patrol, Give My Regards, Bicycle Built for Two, Sidewalks of New York, Merry Oldmobile, Good Old Summertime, Eine Kleine Nacht Musik, Tiger Rag, American Patrol

*Meter clapping- two- Give My Regards, Three- Blue Danube, Four- In the Mood, five- Take Five.

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

*Review old fashioned songs from last Grandparents Day. Introduce two

more- "Grand Old Flag" and "Yankee Doodle Boy".

Fill in Yellow sheet to "Eine Kleine Nacht Musik."

*Review sixteenth notes with quarter notes. Add quarter rest. Add pair of eighth notes if students. Add eighth note and eighth rest. Add eighth and sixteenth combinations on a beat.

*Students are to be able to explain the subdivisions in quarter and eighth notes.

*Review E D C on piano. Each student will play piano and read music.

Week 5:

*Students will identify songs recorded by tympani.

Show videos and pictures of timpani.

Review piano notes.

*Review meter clapping- two- Give My Regards, Three- Blue Danube, Four- In the Mood, five- Take Five.

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

*Listen to American patrol march and hold up dynamic cards. Discuss characteristics of the piece.

Week 6:

*Continue lesson on piano. Individual students will take turns playing lines.
 *Review the voice parts of barbershop quartet
 Week 7:
 *Listen to Eine Kleine nacht musik and hold up dynamic cards.
 *Students will come up and play a line of music on the piano.
 Week 8:
 *Review Old Fashioned songs.
 *Fill in Yellow Sheet to “American Patrol” (swing arrangement)
 Week 9:
 *Review piano notes- each student will come to the piano and read a line of music.
 *Sing through packet of 1890s songs.
 *Review "Four White Horses" if time permits
 Week 10:
 *Play Solfege on bells in groups. Each student will have one of the bells to be repeated back in the pattern.
 *Write solfege in magnet notes:
 s m l d' d m f
 s l d' t l s m
 s m d r d l, s,
 *Continue Solfege Simon Game

<p>*Show dynamic cards for Stars and Stripes Forever.</p>			
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Students will be assessed on how they build scales with magnet notes and sharps/flats. They will be assessed music reading and writing activities to see areas that need improvement. Rhythmolympic scores will be used to determine their level of rhythm reading.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Suggested skills to be assessed: <i>Students will be assessed on how thoroughly they fill out their listening guides.</i></p>

Differentiation

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

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
Music
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	The Voice as a Musical Instrument	Pacing:	Weekly
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Unit Summary: Students will be introduced to the voice, addressing the mechanisms that create sound, as well as various injuries the voice can encounter. They will learn about careers that not only depend on the voice, but also put the voice at risk of injury. They will learn about healthy habits with the voice to prevent the onset of injuries and prolong a healthy vocal life, incorporating techniques they learned in previous school years. Students will explore musical terminology. They will practice conducting patterns and gain an awareness of the role of a conductor.

Objectives:

Week 1: SWBAT identify the four voice parts of the choir

Week 2: TSWBAT identify aspects vocal health, identify various notes of the scale.

Week 3: TSWBAT identify aspects of the voice and vocal health

Week 4: TSWBAT identify aspects of vocal health and vocal injuries, identify aspects of a march composition, identify various notes of the scale

Week 5: SWBAT take melodic dictations and identify specific musical terminology

Week 6: SWBAT identify components of a barbershop quartet, identify various notes of the scale.

Week 7: SWBAT identify various notes of the scale, perform conducting patterns in three and four, identify various melodic intervals

Week 8: TSWBAT identify staff notes, count rhythms, and play tone chimes

Week 9: SWBAT identify staff notes, identify various compositions and their composers and styles identify various notes of the scale.

Week 10: TSWBAT take melodic dictations using solfege

Essential Questions:

Week 1: How do dynamics enhance a piece of music?

Week 2: How can we have a healthy singing voice?

Week 3: What are aspects of a Sousa March?

Week 4: How can we keep our voices healthy?

Week 5: How does solfege relate to the scale?

Week 6: How does solfege help a musician?

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

Week 8: What makes one style different than another?

Week 9: What makes one style different than another?

Week 10: How can solfege help a musician?

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

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

VPA.1.2.5.A.CS2 - [Content Statement] - Characteristic approaches to content, form, style, and design define art genres.

VPA.1.2.5.A.CS3 - [Content Statement] - Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

MA.5.5.1 - [Critical Focus Area] - Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Review "American Patrol" *Students will hold up dynamic cards to "stars and stripes" *They will name the piece and	There is no teacher's guide for this marking period. Information presented on the voice is a combination of internet sources and personal experience of the teacher	Listening guides, powerpoint presentation, staff board, magnet notes, solfege chart	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● powerpoint

<p>identify that there is a piccolo solo in the middle. *Review piano notes. *Play solfege simon Week 2: *Students will get a powerpoint presentation on vocal health Week 3: Continue Vocal health powerpoint. Week 4: *Students will listen to a polyphonic passage from Handel's "Hallelujah" and identify each voice part as it comes in. *Students will look at the definition of vibrato, then listen to a voice singing the same passage with and without vibrato, identifying the difference *Students will listen to a CD with 16 tracks. They will have a word bank, and they are to write the word that corresponds with each track. *Play solfege simon if time permits. 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</p>	<p>with voice injuries and the otolaryngologist.</p>		<ul style="list-style-type: none"> ● Youtube videos ● Tutorial videos
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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 students will play solfege simon
*if time permits- four white horses
Week 6:
*Students will be asked to identify solfege patterns using sol, mi, do, re, high do, la, and low la
*Review Barbershop voice parts
*play solfege simon
Week 7:
*Teach conducting patterns in three and four
*Teach intervals of fourth and fifth
*Students will play solfege siimon
Week 8:
*Students will work in pairs with bingo chips. They will listen to examples and move the chips to the appropriate notes.
*Students will do crossword puzzles in order to review what we covered this year.
*Play Solfege on bells in groups. Each student will have one of the bells to be repeated back in the pattern.
Week 9:

<p>Students will read melodies off the board on tone chimes</p> <p>Week 10: Students will write melodies based on solfege using bingo chips and staff paper.</p>			
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Students will be assessed for understanding through classroom discussions and observance of performance in activities.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Students will be asked to identify solfege patterns using sol, mi, do, re, high do, la, and low la in patterns more advanced than they did in 4th grade</i></p> <p>Suggested skills to be assessed: <i>Tonal memory, melodic contour recognition, interval recognition</i></p>

Differentiation

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

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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Unit Summary:

Objectives:

Essential Questions:

Common Core State Standards/Learning Targets:

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

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

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Differentiation

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

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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Unit Summary:

Objectives:

Essential Questions:

Common Core State Standards/Learning Targets:

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

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

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

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

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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Unit Summary:

Objectives:

Essential Questions:

Common Core State Standards/Learning Targets:

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

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

the high expectations of standards.

Suggested activities to assess student progress:

Final Assessment/Benchmark/Project:

Suggested skills to be assessed:

Differentiation

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

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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Unit Summary:

Objectives:

Essential Questions:

Common Core State Standards/Learning Targets:

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

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

the high expectations of standards.

Suggested activities to assess student progress:

Final Assessment/Benchmark/Project:

Suggested skills to be assessed:

Differentiation

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

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<ul style="list-style-type: none"> Establish a consistent and daily routine 			
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Quinton Township School District
English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling
Grade ?

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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Unit Summary:

Objectives:

Essential Questions:

Common Core State Standards/Learning Targets:

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

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

the high expectations of standards.

Suggested activities to assess student progress:

Final Assessment/Benchmark/Project:

Suggested skills to be assessed:

Differentiation

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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<p>Suggested activities to assess student progress:</p>	<p>Final Assessment/Benchmark/Project:</p> <p>Suggested skills to be assessed:</p>
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Differentiation

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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Objectives:

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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

Marking Period:		Unit Title:		Pacing:	
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Quinton Township School District
English Language Arts-Reading/Writing/Language/Phonics/Spelling
Grade ?

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
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- **Introduce/review study skills**
- **Provide reading material at or slightly above students' reading levels.**
- **Utilize manipulatives as necessary.**
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