

Quinton Township School District
Music
Grade 6

Pacing Chart/Curriculum MAP

Marking Period:	One	Unit Title:	Musical Notation in Action	Pacing:	Weekly
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Unit Summary: Students will apply what they have learned about reading notes and rhythms to playing handbells. Students will explore ways in which composers create moods and emotions in music. They will continue to explore major and minor music. Students will acquire a more in-depth understanding rhythms and how they are subdivided. Students will continue to be introduced to musical compositions of various styles, and they will fill in listening guides in order to organize the details of these compositions.

Objectives:

Week 1: SWBAT know what is expected of them this year, express information about themselves

Week 2: SWBAT identify dynamic changes, count rhythms, identify staff notes, write 2-note melodies

Week 3: SWBAT distinguish major from minor, distinguish the timbre of various instruments, count rhythms

Week 4: SWBAT identify major and minor, count rhythms, identify staff notes , write 3-note melodies, identify aspects of what makes one song different from the other

Week 5: SWBAT choreograph a dance identify major and minor, count rhythms , identify staff notes , write melodies based on solfege, identify aspects of what creates mood and emotion in music, organize rhythmic notes into a chart form according to duration

Week 6: SWBAT perform a choreographed dance, critique dance, count rhythms, identify staff notes, Identify various notes of the scale, identify and read staff notes, identify subdivisions in rhythms

Week 7: SWBAT count rhythms, identify staff notes, Identify various notes of the scale, identify and read staff notes, identify

subdivisions in rhythms, distinguish various scales and tonalities from each other

Week 8: SWBAT identify various notes of the scale, identify aspects of what creates mood and emotion in music identify aspects of different arrangements

Week 9: SWBAT identify the scale used to create a melody, identify characteristics of a classical composition, subdivide rhythms

Week 10: SWBAT identify various tools used by music arrangers, subdivide syncopated rhythms

Essential Questions:

Week 1: How will we connect with music this year?

Week 2: How can we describe music?

Week 3: How can we describe music?

Week 4: What makes a musical performance good?

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

Week 6: How does reading music affect our understanding of what we hear?

Week 7: How has music developed throughout history?

Week 8: What makes a piece of music a fanfare?

Week 9: What musical elements affect the mood or emotion of a song?

Week 10: What is an arrangement?

Standards/Learning Targets:

VPA.1.1.8.B.CS1 - [Content Statement] - Common, recognizable musical forms often have characteristics related to specific cultural traditions.

VPA.1.1.8.B.2 - [Cumulative Progress Indicator] - Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

VPA.1.2.8.A.CS1 - [Content Statement] - Technological changes have and will continue to substantially influence the development and nature of the arts.

VPA.1.2.8.A.1 - [Cumulative Progress Indicator] - Map historical innovations in dance, music, theatre, and visual art that were

caused by the creation of new technologies.

VPA.1.3.8.A.CS1 - [Content Statement] - Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships.

VPA.1.3.8.A.1 - [Cumulative Progress Indicator] - Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.

VPA.1.3.8.B.CS1 - [Content Statement] - Western, non-Western, and avant-garde notation systems have distinctly different characteristics.

VPA.1.3.8.B.1 - [Cumulative Progress Indicator] - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.

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: *Students will review rules and grading system *Students will fill out personal questionnaires Week 2:	There is no teacher's guide for grades 5-8. All worksheets have been created and typed up by the teacher.	Flash cards, staff board, listening guides, magnet notes, (handbells) tone chimes	<ul style="list-style-type: none">• Smart Board Applications• Google Applications• pdf music• pdf flash cards• mp3 recordings

*Listen to four recordings of Row Row Row Your Boat. They are to figure out which one has all the correct pitches and write down the number.
note mover races
*Play differentiated patterns on handbells
*Clap and count rhythm cards with quarter notes, eighth notes, Quarter rests and Eighth rests. Add the dotted Quarter note.
*Fill in sheet for describing melodies as simple or busy.
Week 3:
*Listen to "In the Mood" and "Sing Sing Sing". Identify which is major and minor.
*Play Camptown Races on the board
*Review transposition by putting it in a higher and lower key
*Listen to Sing Sing Sing- Identify song
major or minor
instruments
type of ensemble
composer
solos- improvised
Simple vs. Busy

Week 4:

*Review rhythm cards

*Play “Give My Regards to Broadway” on bells

*Fill in yellow sheet to Sing Sing Sing

*Identify major, minor and chromatic scales

*Review s-m on spaces. Add “la”.

*Advanced solfege- s d s m r m f

Students will count to eight and clap on various numbers- then perform inside count.

*Class will practice saying names of combinations of E’s and D’s on staff. Add C. Students will practice playing on hand bells.

*Write rhythms with quarter and eighth notes

*Review s-m on spaces. Add “la”.

*Advanced solfege- s d s m r m f

*Fill in yellow sheet to Sing Sing Sing

Week 5:

*Students will work in groups. Each group will decide on a style of dance, then choreograph it.

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

*Identify major, minor, pentatonic, and chromatic scales

*Review s-m on lines, including la. Add do.
*Advanced solfege- s l d m r f s
*Review the word “motive” Tap the motive of Mozart’s 40th Symphony for the students. They are to identify how many notes are played in motive after hearing it on the piano.
*Listen to Symphony # 40 and students will count how many times the motive comes up.
*Students will identify major and minor scales.
*Students will Fill in yellow listening guides to “Sing Sing Sing.”
Week 6:
*Dance groups will finish practicing their dances, then perform for each other. The other dance groups will provide a critique for the performing groups.
*Review major, minor, pentatonic, and chromatic scales.
*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.

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*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.

*Solfege Tag

Week 7:

*Solfege Tag

*Students will identify major, chromatic, pentatonic, and minor scales. They will fill in a sheet identifying melodies as being major, chromatic, pentatonic, and minor.

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

*Review titles, composers, and styles from past lessons

Mozart's 40th

Beethoven's 5th

Sing Sing Sing

Toccata and Fugue

Stars and Stripes

In the Mood

American Patrol

Eine Kleine Nacht Musik

Water Music Suite

American Patrol- Swing

March of the Toy Soldiers

Week 8:

*Fill in sheets for tools for arranging.
review various intervals.

*Review rhythm note puzzles.

*Review Note Tree.

*Review “fanfare” by asking what the following songs have in common- Camelot, March of the Toys, El Cid, Spanish fanfare, March of the Toy Soldiers. Play CD recordings of brass groups playing fanfares.

*Fill in yellow sheets to “Waltz of the Flowers.” Listen for harp, tempo changes, dynamic changes, Oboe-nasal sound, Tympani,
Discuss Tchaikovsky

Week 9:

*Review sheet with scales- major, minor, pentatonic, and chromatic.

*Review subdivision cards.

*Play solfege tag

*Solfege Simon

Week 10:

*Review intervals and have them identify them when played. Have them write them on the board with magnet notes.

<p>*Fill in sheets for tools for arranging using "Mary Had a Little Lamb" this week. Add an example that has another melody played against it. Review Rhythm subdivision cards</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 observed in music reading activities. The teacher will note how well they participate in discussions.</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 in listening guides throughout the marking period.</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<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 assessments. • Allow students to utilize online books, when available, to listen to oral recorded 	<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).
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<p>reading.</p> <ul style="list-style-type: none">• 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 6**

Pacing Chart/Curriculum MAP

Marking Period:	Two	Unit Title:	Meet the Music Arranger	Pacing:	Weekly
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Unit Summary: Students will be introduced to a variety of tools music arrangers use in order to present a composition in a new style. Students have been exposed only to tonal music up to this point, and in this marking period they will get to experience atonal music for the first time in music class by learning to compose a form of serial music called “twelve tone.” They will not only learn to devise a twelve-tone row, but they will also learn to manipulate the row in various ways. Students will begin preparing for the Rhythmolympics this marking period.

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 count rhythms, identify various staff notes, identify various notes of the scale, identify aspects of a composition from the Romantic Era.

Week 4: SWBAT identify various tools used by music arrangers, plan a music arrangement

Week 5: SWBAT recognize good and bad intonation, recognize tools of music arranging, critique the accuracy of a performance, critique dance and costumes

Week 6: SWBAT identify various notes of the scale through the use of solfege

Week 7: SWBAT identify aspects of dixieland jazz, count rhythms, identify staff notes, explain musical improvisation

Week 8: SWBAT count dotted rhythms, identify characteristics of historical pieces of music

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 did Tchaikovsky express his music?

Week 4: How do we arrange music?

Week 5: What are the aspects of a good musical performance?

Week 6: How does reading music help a musician?

Week 7: What makes swing and Dixieland different?

Week 8: How has music evolved through the ages?

Week 9: How can note reading help students (us) understand music?

Week 10: How are rhythms subdivided?

Standards/Learning Targets:

VPA.1.1.8.B.1 - [Cumulative Progress Indicator] - Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

VPA.1.1.8.B.CS2 - [Content Statement] - Compositional techniques used in different styles and genres of music vary according to

prescribed sets of rules.

VPA.1.2.8.A.CS2 - [Content Statement] - Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.

VPA.1.2.8.A.2 - [Cumulative Progress Indicator] - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

VPA.1.3.8.A.CS2 - [Content Statement] - Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.

VPA.1.3.8.A.2 - [Cumulative Progress Indicator] - Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.

VPA.1.3.8.B.CS2 - [Content Statement] - Stylistic considerations vary across genres, cultures, and historical eras.

VPA.1.3.8.B.2 - [Cumulative Progress Indicator] - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

VPA.1.4.8.A.CS1 - [Content Statement] - Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.

VPA.1.4.8.A.1 - [Cumulative Progress Indicator] - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

MA.6.6.2 - [Critical Focus Area] - Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

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: *Review "Waltz of the Flowers" *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: *Review arranging tools from memory. *Students will listen to Hark the Herald Angels Sing eight times. 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> <p>Week 3: *Fill in sheet #2 for arranging tools *Fill in voice parts sheets (SATB) to "Joy to the World". *Fill in yellow sheets to Waltz of the Flowers</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, arrangement work sheets, tone chimes, Garageband recorded tracks, voice part sheets, resonator bells, listening guides, rhythm flash cards</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Garageband tracks ● pdf flash cards ● mp3 recordings

*Play jingle Bells on resonator bells from reading notes and rhythms on board.

*Play staff notes on handbells. First use CDE, then CDEFG

Week 4:

*Students will then choose a song and arranging tools, and I will play the arrangements they plan. Each group will come up with their own plan.

*Fill in voice choir voice part sheets to "Deck the Hall"

Week 5:

*Finish Yellow Sheets to "Waltz of the Flowers".

*Review sixteenth note video.

*Write solfege with magnets on board.

Week 6:

*Review video on sixteenth rests. Pair students so they can teach those who need help.

*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.

*Mr. Wernega will go around and check all the chips. The first one with the chips placed correctly will help

*Mr. Wernega check students in order to save time.

Week 7:

*Begin working on rhythm reading for the Rhythmolympics

*Review the title "Auld Lang Syne".

*Practice naming notes on the staff (e-d, the e-d-c, then c-d-e-f, etc.)

Students will practice playing patterns on tone chimes.

*Fill in yellow sheet to "Back Home in Indiana" Explain improvisation, dixieland funeral, small jazz ensemble. If time permits, discuss how to tell the difference between swing and dixieland jazz.

Week 8:

*Work with rhythmolympics video

*Finish Yellow Sheet on "Symphony Number 40"

*Fill in Yellow Sheet to "Tiger Rag"

Week 9:

*Continue working on

<p>Rhythmolympics- partner students to work together</p> <p>*Students will be tested at the end of class to see their progress.</p> <p>*Students will be assessed through their performance on music reading activities.</p> <p>Week 10:</p> <p>*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.</p> <p>*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.</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 assessed on music reading activities in order to find their needs for improvement

Suggested skills to be assessed:
Students will listen to various examples and distinguish whether they are tonal or atonal in structure

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

Grade 6 Music

Pacing Chart/Curriculum MAP

Marking Period:	Three	Unit Title:	Welcome to the	Pacing:	Weekly
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			Romantic Era		
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Unit Summary: The students will discover characteristics of Romantic Era music by listening to and filling out listening guides to several compositions. Students will audition for the Rhythmolympics at the beginning of this marking period. Students will continue music reading activities this marking period, as well as subsequent marking periods.

Objectives:

Week 1: TSWBAT count rhythms, identify staff notes, identify various moods shown in music, identify baroque ornaments, identify various tempos, identify staff notes, identify sharp sign and function

Week 2: TSWBAT identify aspects of music of the Romantic Era, count rhythms, identify staff notes, identify various moods shown in music, identify various tempos, identify staff notes

Week 3: SWBAT count dotted rhythms, identify characteristics of historical pieces of music

Week 4: TSWBAT count rhythms, identify staff notes, write a scale on a staff and add the flat where appropriate, identify vocabulary from past classes, identify staff notes, identify sharp sign and function.

Week 5: SWBAT identify the four voice parts of a barbershop quartet, count rhythms

Week 6: SWBAT identify the voice parts of the barbershop quartet, subdivide rhythms

Week 7: SWBAT identify characteristics of a Chopin composition, subdivide rhythms

Week 8: SWBAT identify the voice parts of a barbershop quartet, identify characteristics of chant.

Week 9: SWBAT identify and define various musical terms, identify aspects of music from the Romantic Era

Week 10: TSWBAT count rhythms, identify various notes of the scale, identify motives.

Essential Questions:

Week 1: How was ornamentation used in the baroque era?

Week 2: How was music expressed during the Romantic Era?

Week 3: How has music evolved through the ages?

Week 4: What elements are similar and different in early music and contemporary music?

Week 5: How do the components of a barbershop quartet affect the whole?

Week 6: What are aspects of reading music?

Week 7: How does proper music terminology help us understand music?

Week 8: How has musical notation evolved?

Week 9: How has musical notation evolved?

Week 10: How has musical notation evolved?

Standards/Learning Targets:

VPA.1.2.8.A.2 - [Cumulative Progress Indicator] - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

VPA.1.2.8.A.CS2 - [Content Statement] - Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.

VPA.1.3.8.A.CS3 - [Content Statement] - Foundational understanding of anatomical and kinesthetic principles is a contributing factor to dance artistry. Artistry in dance requires rhythmic acuity.

VPA.1.3.8.A.4 - [Cumulative Progress Indicator] - Use media arts and technology in the creation and performance of short, original choreographic compositions.

VPA.1.3.8.B.CS3 - [Content Statement] - Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

VPA.1.3.8.B.3 - [Cumulative Progress Indicator] - Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

VPA.1.4.8.A.CS2 - [Content Statement] - Art may be used for utilitarian and non-utilitarian purposes.

VPA.1.4.8.A.2 - [Cumulative Progress Indicator] - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

MA.6.6.NS.A - Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

MA.6.6.RP.A - Understand ratio concepts and use ratio reasoning to solve problems.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: *review tempos *Review Frederic Chopin *review "By the Beautiful Blue Danube" *Fill in yellow sheet for Minuet in G (harpichord recording). Review ornaments. *Build "D" scale. Add appropriate *Continue Solfege Simon game.</p> <p>Week 2: *Demonstrate "rubato" using Chopin's "Minute Waltz" *Discuss how rubato affects the emotion of a piece of a music. *Build "A" scale. Add appropriate sharps *Continue Solfege Simon game.</p> <p>Week 3: *The class will build a chromatic</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>Recordings, staff board, magnet notes, flash cards, recordings of various compositions</p>	<ul style="list-style-type: none">• Smart Board Applications• Google Applications• Garageband recordings

scale, then create a twelve-tone row from it. They will then manipulate the row with retrograde and other tools in order to create a composition.

*Fill in Yellow Sheet on "Symphony Number 40"

*Students will be partnered up at first and may use anything in their folders for reference, then they will share the details with the class.

*Improvise jazz melodies for the class on the saxophone. Present them as if they are songs at first, but then let them know that they were improvised on the spot. Explain that improvisation is an important part of jazz.

*Show them this video of Louis Armstrong and his dixieland band, pointing out that each person is improvising a different melody at the same time, creating polyphony.

<https://www.youtube.com/watch?v=wYLjBMBpGDA>

*If time permits, fill in Yellow Sheet to "Tiger Rag," then discuss the origins of jazz in New Orleans.

Week 4:

*Review Minuet in G and Harpsichord.
*Listen to Ave maria Chant and Ave Maria in four parts. Students are to give musical terms that explain the difference, mainly being harmony and unison.
*Fill in yellow sheet to Ave Maria Chant.
*Solfege Simon game.
Week 5:
*Continue lesson on composing twelve tone- use descending scale and write one using flats.
*Review arranging terminology.
Week 6:
*listen to rhythms and circle which ones match on the papers.
*Review rhythms with eighth, dotted eight, quarter, and sixteenth notes.
*Review the voice parts of barbershop quartet
Week 7:
*Students will have nine words added to the word wall. They will have a matching sheet and use educated guesses with root words and other clues in order to figure out the new words, and the previous nine words

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will be included as well.

*Fill in Yellow sheet to "Minute Waltz"

Week 8:

*Fill in Yellow sheet to Minute Waltz

*Review vocabulary words

*If time permits

*Fill in Yellow sheets to "Ave Maria" chant

*Pass around example of early chant notation and modern notation. students are to find differences and similarities.

Week 9:

*Review word wall vocabulary

*Review Yellow sheet to Minute Waltz

*If time permits

*Fill in Yellow sheets to "Ave Maria" chant

*Pass around example of early chant notation and modern notation. students are to find differences and similarities.

Week 10:

*Solfege Simon

*Review rhythm card for sixteenth rest and three sixteenth notes

<p>*Students are to look at the lines of rhythms on the board.</p> <p>*Ask them how many times they see the pattern of sixteenth rest and three sixteenth notes</p> <p>*Count and clap rhythm lines on the board. Label the pattern as a "motive".</p> <p>*Play Symphony #5 by Beethoven on the board- review "motive"</p> <p>*Review Vocabulary from tests- accelerando, ritardando, tempo, allegro, largo, crescendo, motive, treble, bass, (demonstrate with instruments) era, etc.</p> <p>*Fill in Yellow sheet to “Ave maria” chant.</p> <p>*Write a “G” scale.</p>			
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

<p>Suggested activities to assess student progress: Students will be assessed on their performance in discussions about Romantic Era music. Students will be observed on their levels of skill in music reading activities.</p>	<p>Final Assessment/Benchmark/Project:</p> <p>Suggested skills to be assessed: <i>Listening guides are to be thoroughly filled out.</i></p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. 	<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 	<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 	<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

<ul style="list-style-type: none"> • 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 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 	<p>to drive instruction</p> <ul style="list-style-type: none"> • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>encourage good behavior and completion of work.</p> <ul style="list-style-type: none"> • Establish a consistent and daily routine. 	<p>and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none">• 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
Music 6**

Pacing Chart/Curriculum MAP

Marking Period:	Four	Unit Title:	Musical Terminology	Pacing:	Weekly
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Unit Summary: Students will be exposed to a list of musical terms presented as a word wall. They will not only discuss the definitions, but also apply them to musical sounds. Students will continue working on solfege and music reading activities throughout the marking period.

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, identify the four voice parts of a choir.

Week 3: SWBAT read staff notes, identify piano notes, identify various notes of the scale.

Week 4: SWBAT describe how the voice works, identify various types of vocal injuries, define specific musical terminology and apply it to musical sounds, identify various notes of the scale.

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

Week 6: Objectives- SWBAT define specific musical terminology and apply it to musical sounds

Week 7: SWBAT identify various musical terms

Week 8: SWBAT define various music vocabulary

Week 9: SWBAT define various musical terms

Week 10: SWBAT recall information learned throughout the year

Essential Questions:

Week 1: How do we break down a choir into its components?

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

Week 3: How has music evolved through the ages?

Week 4: How can we keep our voices healthy?
Week 5: How does terminology help us as musicians?
Week 6: How do we apply musical terminology to music?
Week 7: How does musical terminology help a musician?
Week 8: How does musical terminology help us understand music?
Week 9: How does musical terminology help us understand music?
Week 10: How are all the elements of music connected?

Standards/Learning Targets:

VPA.1.3.8.B.CS3 - [Content Statement] - Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

VPA.1.3.8.B.CS4 - [Content Statement] - Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.

VPA.1.3.8.B.3 - [Cumulative Progress Indicator] - Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

VPA.1.4.8.A.CS3 - [Content Statement] - Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.

VPA.1.4.8.A.3 - [Cumulative Progress Indicator] - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

VPA.1.3.8.A.3 - [Cumulative Progress Indicator] - Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.

VPA.1.3.8.A.4 - [Cumulative Progress Indicator] - Use media arts and technology in the creation and performance of short, original choreographic compositions.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

LA.6.SL.6.6 - [Progress Indicator] - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LA.6.L.6.2.B - Spell correctly.

LA.6.L.6.4 - [Progress Indicator] - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: Students will listen to various voices singing the Hallelujah Chorus and identify them as Soprano, Alto, Tenor, or Bass</p> <p>Week 2: *Review voice parts to "Hallelujah." First do them one at a time, then in combinations of two at a time, then three at a time. *Students will read an article on vocal health, then fill in the blanks on and answer sheet. *Students will play solfege simon.</p> <p>Week 3: *Review word wall vocabulary. *Review vocal health facts. *Play solfege Simon</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>Word Wall sheets, listening guides, gargeband tracks, recordings of compositions</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Garageband tracks

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:

*Review listening vocabulary

Students will fill in work sheets to study for the upcoming word wall vocabulary test.

*If time permits: 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.

Week 6:

*Review the following activities from last week

*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 7:

*Continue reviewing for the Word Wall test. We will do so as a game.

*If time permits teach conducting patterns in three and four

Week 8:

*Review conducting patterns in 2, 3, and 4.

*Review Word Wall vocabulary for the test.

Week 9:

Students will be tested on the vocabulary on the Word Wall.

Week 10:

Students will do crossword puzzles in order to review what we covered this year

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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 each time they review to check for understanding in preparation for the written test. Some review sessions will take place as a game</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 listen to various examples and distinguish whether they are tonal or atonal in structure</i></p> <p>Suggested skills to be assessed: <i>Students will take a written test on all the words on the Words Wall at the end of the marking period.</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 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services 	<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.

<p>wait time</p> <ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • 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"> • 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"> • 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).
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- 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
Music 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

			<ul style="list-style-type: none"> • Applications • Google • Applications
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>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>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<p>reading.</p> <ul style="list-style-type: none">• 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>

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 assessments. 	<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).

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- Provide individualized assistance as necessary.
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- Allow for copies of notes to be shared out.
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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>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none">• 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>

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 assessments. 	<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).

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- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
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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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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:

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Common Core State Standards/Learning Targets:

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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:

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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:

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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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Unit Summary:

Objectives:

Essential Questions:

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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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Unit Summary:

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Essential Questions:

Common Core State Standards/Learning Targets:

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