

Quinton Township School District
Music
Grade 7

Pacing Chart/Curriculum MAP

Marking Period:	One	Unit Title:	Describing Music	Pacing:	Weekly
------------------------	-----	--------------------	------------------	----------------	--------

Unit Summary: Students will explore various ways we can describe music, including simple/busy, atonal/tonal. mood/emotion identification, etc. Students will once again be exposed to various compositions from various time periods.

Objectives:

Week 1: SWBAT understand rules, count rhythms, move to a steady beat, identify high and low sounds

Week 2: SWBAT identify characteristics of a Ragtime composition, describe melodies, read notes and rhythms

Week 3: SWBAT identify characteristics of a composition by Scott Joplin, identify various notes of the scale.

Identify characteristics of a modern Jazz big band arrangement.

Week 4: SWBAT identify aspects of a swing composition, count rhythms, identify staff notes, write two-note melodies, identify aspects of what makes one song different from the other

Week 5: SWBAT critique various styles of dance, organize rhythmic notes into a chart form according to duration, identify notes of the staff, identify various notes of the scale, and identify aspects of a Baroque composition, identify aspects of what creates mood and emotion in music

Week 6: SWBAT critique various styles of 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 the scale used to create a melody, identify characteristics of a classical composition, subdivide rhythms

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 do we come up with generalizations in music?
Week 2: What characteristics make up a melody?
Week 3: How can we describe music?
Week 4: What makes one song different from another?
Week 5: What musical elements affect the mood or emotion of a song?
Week 6: What musical elements affect the mood or emotion of a song?
Week 7: How has music developed throughout history?
Week 8: What musical elements affect the mood or emotion of a song?
Week 9: What musical elements affect the mood or emotion of a song?
Week 10: What is an arrangement?

Standards/Learning Targets:

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

VPA.1.4.8.A.CS6 - [Content Statement] - Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.

VPA.1.4.8.A.5 - [Cumulative Progress Indicator] - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

VPA.1.4.8.A.CS7 - [Content Statement] - Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

VPA.1.4.8.B.1 - [Cumulative Progress Indicator] - Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

VPA.1.4.8.B.2 - [Cumulative Progress Indicator] - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

VPA.1.4.8.B.3 - [Cumulative Progress Indicator] - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

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.

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.

LA.6-8.RH.6-8.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: *Stretching to high and low notes. *Clap and count rhythm cards with quarter notes, eighth notes, Quarter rests and . *Play Alouette on the board.</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 of various compositions, listening guides, staff note pdf files, rhythm flash cardstone chimes</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● mp3 files ● Garageband tracks ● pdf files

*Add the dotted Quarter note and Eighth rests.
*Fill in "Generalizations about music" sheet. Discuss why some things are not always true.
*Play A Qua Qua (teach to 7th grade)
Week 2:
*Play "A Cua Cua"
*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
*Finish "Generalizations about music" sheet
*Clap and count rhythm lines on board.
*Fill in sheet for describing melodies as simple or busy.
*Identify characteristics of Easy Winners Rag
*Name tunes from previous years.
*Students will continue to identify songs from as many styles as possible on the style questionnaire.
*Review staff sentences

--	--	--	--

<p>*Staff note hitting game</p> <p>Week 3:</p> <p>*Students will be told to think about the essential question “How can we describe music?”</p> <p>Read article on pitch and answer questions.</p> <p>*Students will count to eight and clap on various numbers- then perform inside count.</p> <p>*Questionnaire activity</p> <p>*Play segments of “In the Mood” arranged by Glenn Miller and Jon Faddis side by side. Students are to make comparisons based on the description of each style.</p> <p>*Review s-m on lines. Write solfege with magnet notes.</p> <p>*Advanced solfege- s m l d d' l t</p> <p>Week 4:</p> <p>*Each student will clap and count rhythms on the "Rhythm Evaluation" sheet. Measures that need work will be highlighted in blue in order for the student to know what to work on.</p> <p>*Read article on "Pitch" and answer questions</p> <p>*Review rhythm cards</p>			
--	--	--	--

*Play "Give My Regards to Broadway" on bells

*Identify major, minor and chromatic scales

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

Week 5:

*Students will split into groups. They will be shown a video of dance. They are to work as a group and write up a critique based on their emotional response to the dance. *Continue to test students on the rhythm evaluation. Pair them up with partners as helpers when done.

*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

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

*Students will watch a note tree come together by cards on the floor. They will then draw note trees themselves.

If time permits:

*Hand out brown sheets. Students will apply Pachelbel's Canon to movies and events as a result of the mood created by the piece.

*Review aspects of Pachelbel's Canon.

*Review s-m on spaces, including la. Add do.

Week 6:

*Students will go back into their groups from last week. They will watch a video of a dance in a different style than the previous week. They will work as a group to critique the emotional response of the dance.

*Review major, minor, pentatonic, and chromatic scales.

*Students will continue to work with partners on counting rhythms on the evaluation sheets.

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

*Class will practice saying names of combinations of Fs and As on the staff. Add C. Students will practice playing on hand bells.

*Solfege Tag

Week 7:

*Identify various intervals by the sound.

*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 individually and in patterns.

*Review staff sentences- including ledger lines and bass clef.

*Play solfege Simon

*Class will practice saying names of staff notes. Students will practice playing on hand bells.

Week 8:

*Review various intervals with students.

*Review listening vocabulary

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

*Review subdivision cards.

*Fill in Yellow sheet to "Overture to the Marriage of Figaro

Week 9:

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

*Review subdivision cards.

<p>*Fill in Yellow sheet to "Overture to the Marriage of Figaro" Week 10: *Fill in yellow Sheet on "Russian Dance." *Discuss aspects of the Nutcracker with the classes. *Fill in sheets for tools for arranging using "Mary Had a LittleLamb" this week. Add an example that has another melody played against it. *Review Rhythm subdivision cards</p>			
---	--	--	--

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 during class discussions about descriptions of music. Students will be assessed on their level of advancement in music reading 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:</p> <p>Suggested skills to be assessed: <i>All listening guides are to be filled in thoroughly</i></p>

Differentiation

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

<p>instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.			<p>Algebra 1 (8th grade).</p>
---	--	--	-------------------------------

--	--	--	--

**Quinton Township School District
Grade 7 Music**

Pacing Chart/Curriculum MAP

Marking Period:	Two	Unit Title:	Exploring Rhythm	Pacing:	Weekly
------------------------	-----	--------------------	------------------	----------------	--------

Unit Summary: Students will begin preparing for the Rhythmolymphics this marking period. At this point there is a wide range of levels of rhythm reading. Counting rhythms will come nature to students who have been practicing an instrument daily since third grade. Those who are in one of the bell choirs are reading rhythms on a regular basis, although not as advanced as those who are playing in the concert band. The students who do not play in musical ensembles will vary in their levels of music reading from entry level to the medium-advanced level, and they will need a lot of differentiation in lessons. Students will be paired with tutors in the hopes of pulling up their reading levels. Students will continue listening activities with listening guides, and they will begin

studying for a listening test that covers twelve styles of music. This test is similar to what college students get in college music appreciation tests, and it is the first one they will encounter of this type.

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 tools of music arranging, count rhythms using quarter notes, eighth notes, and dotted quarter notes in any pattern

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 recognize aspects of various styles of music

Week 6: SWBAT recognize good and bad intonation, recognize tools of music arranging, critique the accuracy of a performance, critique dance and costumes.

Week 7: SWBAT identify aspects of a contemporary jazz arrangement, count rhythms, Identify aspects of a Sousa March

Week 8: SWBAT identify various compositions, composers, and styles, count dotted rhythms

Week 9: SWBAT subdivide rhythms

Week 10: TSWBAT subdivide rhythms with sixteenth notes and rests.

Essential Questions:

Week 1: What is an arrangement?

Week 2: How do we develop a tune into an arrangement?

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 do styles differ?

Week 6: How has music evolved through the years?

Week 7: How are rhythms subdivided?

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

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.1.4.8.A.4 - [Cumulative Progress Indicator] - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

VPA.1.4.8.A.CS7 - [Content Statement] - Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

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

Technology Infusion

		Materials	
<p>Week 1: *Review "Russian Dance" *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: *Count and clap rhythms from cards with and without the subdivisions written. If students have difficulty counting the ones without the subdivisions written on them the class will be split into groups of four to independently work on various patterns. *Students will answer questions about various arranging tools. They will then work in pairs on the sheets distributed. They are to fill the number of each musical example in the appropriate blank of the sheet.</p> <p>Week 3: *Fill in sheet for arranging tools.</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>Rhythm flash cards, tutorial videos, listening guides, worksheets, recordings of various compositions</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● youtube videos ● mp3 recordings

*Fill in voice parts sheets (SATB) to "Joy to the World".
*Fill in yellow sheets to Russian Soldiers Dance
*Play Solfege Simon
Week 4:
*Friday class Fill in listening guide to "Arranging Tools 2"
*Begin sixteenth note tutorial videos
*Fill in voice choir voice part sheets to "Deck the Hall"
*Play Solfege Simon
Week 5:
Study for listening test on styles and composers.
Week 6:
Review for test on composers and styles.
Week 7:
*Students will watch the video on sixteenth rests and learn the subdivisions.
*Students will work in pairs teaching each other patterns with various types of rests.
*Listen to El Capitan March and identify characteristics .
*Write solfege with staff note magnets:

s m m s m m s

s s l s s m l

s m s l s d m

s l m d m r s f

s l d' l t d' m

s m d l, d m f

Week 8:

*Continue practicing for the rhythmolympics

*Work with rhythmolympics video

*Take a practice test on composers and styles

Week 9:

*Continue working on Rhythmolympics- partner students to work together

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

Week 10:

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

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

--	--	--	--

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Students will be assessed on their participation in class discussions. They will also be assessed on practice sessions for the rhythmolympics, seeing how well they score each week.</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>The benchmark assessment will be given at the beginning of the third marking period, rather than the end of the second, and it will assess the twelve styles they are studying.</i></p> <p>Suggested skills to be assessed: <i>melodic discrimination, style discrimination, timbre recognition, recognition of dynamic elements</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 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study

<p>plan</p> <ul style="list-style-type: none"> • 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 reading. • Provide individualized assistance as necessary. • Allow for group work 	<p>Dictionary for use</p> <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 	<p>services</p> <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. 	<p>of major ideas and problems through Compacting.</p> <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).
---	--	---	---

<p>(strategically selected) and collaboration as necessary.</p> <ul style="list-style-type: none">• 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
English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling
Grade 6 Music

Pacing Chart/Curriculum MAP

Marking Period:	Three	Unit Title:	Music Appreciation	Pacing:	Weekly
------------------------	-------	--------------------	--------------------	----------------	--------

Unit Summary: Students studied for the Rhythmolympics and listening test in the previous marking period, and they will complete their studies this marking period. The listening test is an open-note test, and in their note taking they will learn many facts and terms in conjunction with the compositions, styles, and composers they are studying. They will audition for the Rhythmolympics and be tested on the musical styles early in this marking period. At the end of the marking period they will be introduced to more styles, and begin to study for a test that consists of two compositions per style, requiring them not only to listen to elements of individual styles, but also similar, but contracting compositions. Toward the end of the marking period students will be introduced to a word wall with musical terminology. Words will be added every few weeks, and there will be a test at the end of the fourth marking period.

Objectives:

Week 1: TSWBAT subdivide sixteenth note rhythms and compose a 12-tone composition

Week 2: TSWBAT subdivide sixteenth note rhythms

Week 3: SWBAT identify various compositions, composers, and styles

Week 4: TSWBAT Identify staff notes and play on bells, identify characteristics of chant notation, identify various notes of the

scale.

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

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

Week 7: SWBAT Identify various musical terms

Week 8: SWBAT Identify various compositions, composers, and time periods

Week 9: SWBAT identify music and composers of various time periods

Week 10: SWBAT Identify various compositions, composers, and time periods

Essential Questions:

Week 1: How is serial music composed?

Week 2: How do subdivisions work in music?

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 terminology help us understand music?

Week 8: How has music evolved through the ages?

Week 9: How has music evolved throughout the years?

Week 10: Students will be assessed through oral questioning.

Standards/Learning Targets:

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.1.4.8.A.7 - [Cumulative Progress Indicator] - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

VPA.1.4.8.B.2 - [Cumulative Progress Indicator] - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

VPA.1.4.8.B.CS3 - [Content Statement] - Universal elements of art and principles of design apply equally to artwork across 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.1.3.8.A.3 - [Cumulative Progress Indicator] - Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

LA.6-8.RH.6-8.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

MA.7.7.RP.A - Analyze proportional relationships and use them to solve real-world and mathematical problems.

MA.7.7.RP.A.2 - [Standard] - Recognize and represent proportional relationships between quantities.

MA.7.7.NS.A - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: Students will create a twelve-tone row based on the Chromatic scale. This will be used as a 12-tone composition. They will work in groups and devise</p>			<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

techniques to manipulate the row to further develop the piece, then play it on handbells.

Week 2:

Students will be individually tested for the rhythmolympics.

Week 3:

Review for the the test on composers and styles

Week 4:

*Review for listening test on compositions, styles, and composers.

*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:

Students will listen to separate parts of a barbershop quartet and identify them on a track sheet.

They will then check as a class by identifying their choices for the same voice part and seeing if they match up in unison.

Week 6:

*Write a twelve tone row using flats (sharps were used in the previous lesson)

*Activity sheet: listen to rhythms and circle which ones match on the papers.

*Review rhythms with eighth, dotted eighth, quarter, and sixteenth notes.

*Review the voice parts of a 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 will be included as well.

*Students will play solfege simon.

Week 8:

Students will study and prepare for an upcoming listening exam.

Week 9:

*Review words on Word Wall

*Students will review for a test on composers, compositions, and styles

Week 10:

*Students will study and prepare for an upcoming listening exam.

*Solfege Simon if time permits

--	--	--	--

--	--	--	--

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 on a weekly basis on how well they are understanding the word wall vocabulary. Words will be applied to musical selections heard in music class.</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: Students are to listen to various selections and identify the style/time period, composer, and era, based on contextual clues within the music.</p> <p>Suggested skills to be assessed: <i>melodic discrimination, style discrimination, timbre recognition, recognition of dynamic elements</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework 	<ul style="list-style-type: none"> • Organize the curriculum to

<ul style="list-style-type: none"> • 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 reading. • Provide individualized 	<ul style="list-style-type: none"> • 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"> • 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. 	<p>include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</p> <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).
---	---	--	---

<p>assistance as necessary.</p> <ul style="list-style-type: none">● 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 7**

Pacing Chart/Curriculum MAP

Marking Period:	Four	Unit Title:	Music through the years	Pacing:	Weekly
------------------------	------	--------------------	-------------------------	----------------	--------

Unit Summary: Students will prepare to take a listening test on 29 listening examples from 16 musical style periods. In their study sessions they will acquire many facts in conjunction with the pieces, many of which can be applied to other musical selections. Students will also prepare for a test on the word wall, using words they've acquired for the past two marking periods.

Objectives:

- Week 1: SWBAT identify various composers, compositions, and styles from various historical eras.
- Week 2: SWBAT identify various composers, compositions, and styles from various historical eras.
- Week 3: SWBAT identify various composers, compositions, and styles from various eras, define musical terms
- Week 4: SWBAT identify various composers, compositions, and styles from various historical eras
- Week 5: SWBAT Identify composers and compositions from various time periods and styles.
- Week 6: SWBAT define specific musical terminology and apply it to musical sounds, identify various notes of the scale.
- Week 7: SWBAT identify various composers, styles, and compositions
- Week 8: SWBAT identify various compositions, composers, and styles from many historical eras.
- Week 9: SWBAT define various musical terms

Week 10: SWBAT identify various notes of the scale

Essential Questions:

- Week 1: How has music evolved throughout the years?
- Week 2: How has music evolved throughout the years?
- Week 3: How has music evolved through the ages?
- Week 4: How has music evolved throughout the years?
- Week 5: How has music evolved through the ages?
- Week 6: How do we apply musical terminology to music?
- Week 7: How has music evolved through the years?
- Week 8: How has music evolved through the years?
- Week 9: How does terminology help us understand music?
- Week 10: How does solfege connect to music?

Standards/Learning Targets:

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

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

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

Interdisciplinary Connections/Including 21st Century Themes and Skills:

LA.6-8.RST.6-8.8 - [Progress Indicator] - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

LA.6-8.RH.6-8.3 - [Progress Indicator] - Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: Students will study for a test on composers, compositions, and styles. This test will consist of 16 different styles of music.</p> <p>Week 2: Students will study for a test on composers, compositions, and styles</p> <p>Week 3: *Review the word wall sheet. *Study for the upcoming listening test.</p> <p>Week 4: Students will study for a test on composers, compositions, and styles</p> <p>Week 5: Students will study for the open note</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 of musical selections, study guide, related facts to musical selections, word wall</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • mp3 recordings

listening test on composers, titles, and styles

Week 6:

*Students will review for their listening test.

*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.

Week 7:

Continue reviewing for the listening test. We will do so as a game.

Week 8:

Students will take the Listening test.

Week 9:

Make up tests for the Word Wall will be given to students who still need them.

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

Week 10:

Students will take turns playing "Solfège Simon"

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 monitored in their answers in discussions and study sessions for the upcoming tests.</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 take a listening test where they are to identify 29 composition titles from 16 different styles of music. Students will also take a vocabulary test with 28 words they studied through the year.</i></p> <p>Suggested skills to be assessed: <i>Melodic recognition, pitch distinction, timbre recognition, style distinction</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).
--	--	---	--

- | | | | |
|---|--|--|--|
| <ul style="list-style-type: none">• 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
English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling
Grade ?

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
------------------------	--	--------------------	--	----------------	--

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. • 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).
---	---	--	--

<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			
---	--	--	--

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
------------------------	--	--------------------	--	----------------	--

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).

<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			
---	--	--	--

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
------------------------	--	--------------------	--	----------------	--

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).

- 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
English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling
Grade ?

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
------------------------	--	--------------------	--	----------------	--

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).

<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			
---	--	--	--

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
------------------------	--	--------------------	--	----------------	--

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).

<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			
---	--	--	--

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
------------------------	--	--------------------	--	----------------	--

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. • 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).
---	---	--	--

<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			
---	--	--	--

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
------------------------	--	--------------------	--	----------------	--

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).

<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			
---	--	--	--

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
------------------------	--	--------------------	--	----------------	--

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).

<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			
---	--	--	--

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
------------------------	--	--------------------	--	----------------	--

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 	<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			
---	--	--	--

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

Pacing Chart/Curriculum MAP

Marking Period:		Unit Title:		Pacing:	
------------------------	--	--------------------	--	----------------	--

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).

<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			
---	--	--	--

