

**Quinton Township School District**  
**Music**  
**Grade 8**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	One	<b>Unit Title:</b>	Music Around Us	<b>Pacing:</b>	Weekly
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**Unit Summary:** The students will answer a questionnaire in the first week of class, choosing from a large amount of places/situations where they are exposed to music. This will be an eye opener to them, as they would not realize just how often they are exposed to music on a daily basis from many sources. Students will also learn about the opposing categories of Art Music and Popular Music, and how many people mislabel these genres of music. They will discover there is a large wealth of popular music they never heard of before. Students will be refreshed on rhythm and note reading from what they have learned throughout the years.

**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, identify characteristics of Art and Popular music, describe melodies, read notes and rhythms

Week 3: 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 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, identify frequencies of various pitches

Week 5: SWBAT organize rhythmic notes into a chart form according to duration, count rhythms, identify staff notes, write four-note melodies, identify aspects of what creates mood and emotion in music, identify various musical intervals

Week 6: SWBAT count rhythms, identify staff notes, Identify various notes of the scale, identify and read staff notes, identify

subdivisions in rhythms, identify various musical intervals

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 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 9: SWBAT identify various tools used by music arrangers, subdivide syncopated 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: How does reading music affect our understanding of what we hear?

Week 7: How has music developed throughout history?

Week 8: How has music developed throughout history?

Week 9: What is an arrangement?

Week 10: What is an arrangement?

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

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

*VPA.1.3.8.B.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.2 - [Cumulative Progress Indicator] - Perform independently and in groups with expressive qualities appropriately*

*aligned with the stylistic characteristics of the genre.*

**VPA.1.4.8.A.CS4** - [Content Statement] - *Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.*

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

**VPA.1.3.8.D.5** - [Cumulative Progress Indicator] - *Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.*

**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
Week 1: *Stretching to high and low notes.	<b>There is no teacher's guide for grades 5-8. All worksheets have been created and typed up by the teacher</b>	<b>Work sheets, listening guides, resonator bells, tone chimes, staff board, magnet</b>	<ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li></ul>

<p>*Clap and count rhythm cards with quarter notes, eighth notes, Quarter rests and .</p> <p>*Play Alouette on the board.</p> <p>*Add the dotted Quarter note and Eighth rests.</p> <p>*Fill in “Generalizations about music” sheet. Discuss why some things are not always true.</p> <p>*Play A Qua Qua</p> <p>Week 2:</p> <p>*Review "Art music vs. popular music" sheet</p> <p>Students will listen to various examples and identify them as art or popular.</p> <p>*Clap and count rhythm lines on board.</p> <p>*Play Shortnin Bread on Bells.</p> <p>*Fill in sheet for describing melodies as simple or busy.</p> <p>*Identify characteristics of Easy Winners Rag</p> <p>*Name tunes from previous years.</p> <p>*Students will continue to identify songs from as many styles as possible on the style questionnaire.</p> <p>*Review staff sentences</p> <p>*Staff note hitting game</p>		<p><b>notes</b></p>	<ul style="list-style-type: none"> <li>• mp3 recordings</li> </ul>
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<p>Week 3: *Read article on pitch, then answer questions. *Name that tune using selections from our test last year. *Count rhythms with eighth notes, quarter notes, and eighth rests *Review Staff notes *Play patterns on handbells *Students will play “Son Macaron” steady beat game.</p> <p>Week 4: *Read article on "Pitch" and answer question *Review staff sentences *Say letter names of patterns, then play on tone chimes. All quarter notes to start, then add eighth notes into rhythms. *Count and clap sixteenth note cards from rhythmolympics file. *Fill in Yellow Sheets for “Chattanooga Choo Choo.” *Students will look at the music to Aura Lee and Love Me Tender *The students will be assessed by the question, “Are these songs different?”</p> <p>Week 5:</p>			
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\*Read the article on intervals and answer the first page of questions.  
Review rhythm cards- individual, and groups with ties.  
\*Identify major, minor, pentatonic and chromatic scales  
\*Review s-m on spaces, including la. Add do.  
\*Advanced solfege- s l d m r f s  
\*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.  
\*Review s-m on spaces, including la. Add do.  
\*Advanced solfege- s l d m r f s  
Week 6:  
\*Students will finish reading the article about intervals and answer questions.  
\*Each student will be tested on the rhythm evaluation.  
\*Review major, minor, pentatonic, and chromatic scales.  
\*Students will clap and count individual rhythms note cards with

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subdivisions written in. They will then put them together as puzzles and clap them together.

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

Week 7:

\*Students will finish reading the article about intervals and answer questions.

Each student will be tested on the rhythm evaluation.

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

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

\*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 8:

\*Review listening intervals from last week.

\*Solfege Tag

\*Students will identify major, chromatic, pentatonic, and minor scales. They will fill in a sheet identifying songs 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 9:

\*Students will receive a page of words and a page of definitions. They are to see how many they can match up correctly as a needs assessment for instruction this year.

\*Fill in sheets for tools for arranging using "Mary Had a Little Lamb" this week. Add an example that has another melody played against it.

Week 10:

<p>*Fill in yellow sheet on "Dance of the Sugar Plum Fairy"</p> <p>*Discuss aspects of the Nutcracker with the classes.</p> <p>*Fill in sheets for tools for arranging using "Mary Had a Little Lamb" this week. Add an example that has another melody played against it.</p> <p>*Review Rhythm subdivision cards-cross curricular with math</p>			
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>  <b>Students will be assessed on their participation in discussion sessions. They will be given open-ended questions. They will continually be assessed on how they are progressing with listening and music reading activities.</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Suggested skills to be assessed:</b>  <i>Distinction between Art Music and Popular Music, and the ability to separate music into these two categories. Listening guides are to be thoroughly filled out.</i></p>

## Differentiation

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

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

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	Two	<b>Unit Title:</b>	Music Through the Years	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will begin to prepare for a listening test on various styles of music. In order to accommodate various skill levels several of the pieces on the test will be carried over from the previous year's test. Students will also prepare for the Rhythmolymphics. There will be much differentiation in lessons due to the wide spread of skill levels from the advanced

instrumentalists to the students who do not study music outside of music class.

**Objectives:**

Week 1: SWBAT identify various arranging tools, identify the melody of a song after it is arranged in a different style

Week 2: SWBAT identify in-tune and out-of-tune playing, identify in-sync and out-of-sync playing, subdivide rhythms

Week 3: SWBAT recognize good and bad intonation, recognize tools of music arranging, critique the accuracy of a performance, critique dance and costumes

Week 4: SWBAT recognize good and bad intonation, recognize tools of music arranging, critique the accuracy of a performance, critique dance and costumes

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: TSWBAT count rhythms, write solfege patterns with magnet notes on the board, identify styles and composers from various time periods

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: What makes a song out of tune?

Week 3: What are the aspects of a good musical performance?

Week 4: What are the aspects of a good musical performance?

Week 5: How do styles differ?

Week 6: How has music evolved through the years?

Week 7: How has music developed throughout the ages?

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.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.*

*VPA.1.4.8.A.CS5 - [Content Statement] - Symbolism and metaphor are characteristics of art and art-making.*

*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.1.3.8.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.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.*

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

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

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

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

<p>*Review "Dance of the Sugar Plum Fairies"</p> <p>*Students will listen to "Camptown Races" played in the style of China, Ireland, South America, Ukraine, Austria, Spain, and America. They are to identify which country they are hearing, based on the characteristics of the arrangement.</p> <p>Week 2:</p> <p>*Review arranging tools from memory.</p> <p>*Students will listen to Hark the Herald Angels Sing eight times. They are to circle "in tune" or "out of tune" They will do the same for "in sync" and "out of sync"</p> <p>*Count and clap rhythms from subdivision cards.</p> <p>Week 3:</p> <p>*Play Solfege Simon.</p> <p>If everyone completes their turn in the class period the students will do the following activity:</p> <p>*Fill in voice parts sheets (SATB) to "Joy to the World".</p> <p>Week 4:</p> <p>*Begin studying for the listening test on 12 compositions in 12 styles.</p>	<p><b>grades 5-8. All worksheets have been created and typed up by the teacher.</b></p>	<p><b>guides, study sheets, recordings</b></p>	<p>Applications</p> <ul style="list-style-type: none"> <li>• Google Applications</li> <li>• mp3 recordings, tutorial videos</li> </ul>
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\*Fill in yellow sheets to Russian Soldiers Dance  
\*Fill in voice choir voice part sheets to "Deck the Hall"  
\*Play Solfege Simon  
Week 5:  
Study for listening test on composers, titles, and styles  
Week 6:  
Review for test on composers and styles  
Week 7:  
\*Review for test on compositions, styles, and composers  
\*Create a time line on the board showing time periods, styles, and composers  
Week 8:  
\*Continue practicing for the rhythmolympics  
\*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:

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<p>*Students will work in pairs on rhythm reading for the rhythmolympics. Each pair will work on different levels of advancement, depending on the level of partners. *At the end of class test all students on the rhythmolympics to see how many patterns they are able to clap and count correctly in a minute.</p>			
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b> <b>Students will be monitored on their progress in practicing for the Rhythmolympics. Students will be assessed on their participation in discussions.</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> <i>Students will receive their benchmark assessment at the beginning of the third marking period with a test on various compositions from various style periods.</i></p> <p><b>Suggested skills to be assessed:</b> <i>Listening guides are to be thoroughly filled out.</i></p>

## Differentiation

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

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

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	Three	<b>Unit Title:</b>	Journey Through the History of Music	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will begin the marking period by taking a test where they are to identify various compositions from various time periods from recordings. They will also begin the marking period being auditioned for the Rhythmolympics Semi-Finals and Finals. They will have no terminology added to their word wall, of which they will be tested at the end of the fourth marking period.

**Objectives:**

Week 1: TSWBAT subdivide rhythms down to the sixteenth note, compose a 12-tone composition, identify compositions and composers from various style periods

Week 2: TSWBAT subdivide rhythms down to the sixteenth note, compose a 12-tone composition, identify compositions and composers from various style periods

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

Week 4: TSWBAT explain aspects of dixieland jazz, identify various notes of the scale

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

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 has music evolved through time?

Week 2: How has music evolved through time?

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: How can we tell styles of music apart?

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: How has music evolved through the ages?

**Standards/Learning Targets:**

*VPA.1.4.8.A.6 - [Cumulative Progress Indicator] - Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.*

*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.1.4.8.B.CS1 - [Content Statement] - Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.*

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

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

*VPA.1.3.8.D.CS5 - [Content Statement] - Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.*

*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.1.3.8.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.*

**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.*

<b>Overview of Activities</b>	<b>Teacher’s Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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<p>Week 1: Individual students will audition for the Rhythmolympics semifinals by seeing how many rhythms they can clap correctly in one minute. The other students are to practice clapping silently with two fingers while each student goes.</p> <p>Week 2: *Auditions will continue for the Rhythmolympics semifinals by seeing how many rhythms they can clap correctly in one minute. The other students are to practice clapping silently with two fingers while each student goes. *If time permits, students will create a twelve-tone row based on the Chromatic scale. This will be used as a 12-tone composition. *Students will fill in details on review sheet for the listening test.</p> <p>Week 3: Students will review for the listening test.</p> <p>Week 4: Review for the listening test on styles, composers, and compositions.</p> <p>Week 5:</p>	<p><b>There is no teacher's guide for grades 5-8. All worksheets have been created and typed up by the teacher.</b></p>	<p><b>Listening guides, worksheets, recordings of musical selections, word wall additions</b></p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul>
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Students will do their final study session for the listening test.

Week 6:

Students will take the listening test on styles and composers.

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><b>Suggested activities to assess student progress:</b>  <b>Students will be assessed on their participation in class discussions and study sessions.</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>  <i>Students will be tested on the various compositions and styles they studied at the end of the second and beginning of the third marking period.</i></p> <p><b>Suggested skills to be assessed:</b>  <i>Melodic recognition, timbre recognition, style distinction</i></p>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing</li> </ul>

<p>instruction.</p> <ul style="list-style-type: none"> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<p>knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<ul style="list-style-type: none"><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District  
Music Grade 8**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	Four	<b>Unit Title:</b>	Tying it all Together	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will prepare for their final test on composers, compositions, and styles from various time periods. They will take many notes on related facts that not only help them distinguish one piece from another, but also broaden their general knowledge of music from these style periods. Students will also prepare for their final Word Wall test this marking period.

**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.

Activities

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

Week 4: SWBAT identify various composers, compositions, and styles from various historical eras.

Week 5: SWBAT define specific music terminology

Week 6: SWBAT define specific musical terminology and apply it to musical sounds, identify various notes of the scale

Week 7: SWBAT identify various musical terms

Week 8: SWBAT define various musical terms

Week 9: SWBAT define various music vocabulary

Week 10: SWBAT define various music vocabulary

**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 does terminology help us understand music?  
Week 6: How do we apply musical terminology to music?  
Week 7: How does musical terminology help a musician?  
Week 8: How has music evolved through the ages?  
Week 9: How does musical terminology help us understand music?  
Week 10: How does musical terminology help us understand music?

**Standards/Learning Targets:**

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

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

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

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

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

*VPA.1.2.8.A.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.*

**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.*

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: Students are to review for the listening test.</p> <p>Week 4: Students will take the test on various composer, titles, and styles</p> <p>Week 5: Students will fill in study sheets for the upcoming word wall test.</p> <p>Week 6: *Students will review for their listening test. *Students will look at the definition of</p>	<p><b>There is no teacher's guide for grades 5-8. All worksheets have been created and typed up by the teacher.</b></p>	<p><b>Worksheets, study guides, listening guides, recordings</b></p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> <li>• mp3 recordings</li> </ul>

vibrato, then listen to a voice singing the same passage with and without vibrato, identifying the difference  
Students will listen to a CD with 16 tracks. They will have a word bank, and they are to write the word that corresponds with each track.

\*Play solfege simon if time permits.

Week 7:

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

Week 8:

Students will have their final review of vocabulary for the Word Wall test next week.

Week 9:

Students will be tested on the Word Wall vocabulary

Week 10:

\*Make up tests will be given to students who still need them.

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

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>  <b>Students will be checked on their note taking form time to time. They will be assessed on their participation in discussions in study sessions.</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>  <i>Students are to listen to various selections and identify the style/time period, composer, and era, based on contextual clues within the music. There will be two selections for each style, which will make it more challenging to identify each composition. Students will also be tested on all the words added to the word wall this year.</i></p> <p><b>Suggested skills to be assessed:</b>  <i>Melodic recognition, pitch distinction, timbre recognition, application of terminology</i></p>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> </ul>

<ul style="list-style-type: none"> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder</li> </ul>	<p>teacher/paraprofessional as available</p> <ul style="list-style-type: none"> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p>within SIS.</p> <ul style="list-style-type: none"><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

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

**Objectives:**

**Essential Questions:**

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

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

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

**Differentiation**

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

**Pacing Chart/Curriculum MAP**

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

**Objectives:**

**Essential Questions:**

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

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

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

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

**Differentiation**

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

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

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

**Pacing Chart/Curriculum MAP**

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

**Objectives:**

**Essential Questions:**

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

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

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

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

**Differentiation**

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

**Pacing Chart/Curriculum MAP**

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

**Objectives:**

**Essential Questions:**

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

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

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

**Objectives:**

**Essential Questions:**

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

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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**Quinton Township School District**  
**English Language Arts Literacy-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

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

**Objectives:**

**Essential Questions:**

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

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

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

**Pacing Chart/Curriculum MAP**

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

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

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>		<b>Unit Title:</b>		<b>Pacing:</b>	
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- Utilize manipulatives as necessary.
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**Quinton Township School District**  
**English Language Arts-Reading/Writing/Language/Phonics/Spelling**  
**Grade ?**

**Pacing Chart/Curriculum MAP**

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

**Objectives:**

**Essential Questions:**

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

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

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

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

## Differentiation

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

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