

**Quinton Township School District**  
**Music**  
**Grade K**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	One	<b>Unit Title:</b>	Musical awareness	<b>Pacing:</b>	Weekly
------------------------	-----	--------------------	-------------------	----------------	--------

**Unit Summary:** Students will review many of the skills they learned in Pre-K. They will revisit the musical elements they learned in the previous year and have a more formal understanding of them.

**Objectives:**

Week 1: SWBAT move to a steady beat, coordinate movements with words of songs, recognize high and low, develop fine and gross motor skills

Week 2: SWBAT move to a steady beat, coordinate movements with words of songs, recognize high and low, develop fine and gross motor skills, wait to move after teacher when echoing, use soft, high and low voice

Week 3: SWBAT move to a steady beat, coordinate movements with words of songs, wait and listen to a song without joining in right away, recognize high and low, develop fine and gross motor skills, wait to move after teacher when echoing, use soft, high and low voice, find moments of inside voice, identify characters of a song

Week 4: SWBAT move to a steady beat, coordinate movements with words of songs, wait and listen to a song without joining in right away, recognize high and low, develop fine and gross motor skills, wait to move after teacher when echoing, use soft, high and low voice, find moments of inside voice, identify characters of a song, identify Major and minor

Week 5: SWBAT move to a steady beat, coordinate movements with words of songs, wait and listen to a song without joining in right away, recognize high and low, develop fine and gross motor skills, wait to move after teacher when echoing, use soft, high and low voice, find moments of inside voice, identify characters of a song, identify Major and minor

Week 6: SWBAT move to a steady beat, coordinate movements with words of songs, wait and listen to a song without joining in right away, recognize high and low, develop fine and gross motor skills, wait to move after teacher when echoing, use soft, high and

low voice, find moments of inside voice, identify characters of a song, identify Major and minor

Week 7: SWBAT move to a steady beat, coordinate movements with words of songs, match pitch , wait and listen to a song without joining in right away, recognize high and low, develop fine and gross motor skills, use soft, high and low voice

Week 8: SWBAT move to a steady beat, coordinate movements with words of songs, match pitch, wait and listen to a song without joining in right away, recognize high and low, develop fine and gross motor skills, use soft, high and low voice

Week 9: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice

Week 10: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills , use soft, high and low voice

#### **Essential Questions:**

Week 1: What is music?

Week 2: What is music?

Week 3: What is music?

Week 4: What is music?

Week 5: What is music?

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

Week 7: How do pitches go up and down in music?

Week 8: How do pitches go up and down in music?

Week 9: How do pitches go up and down in music?

Week 10: How can we respond to music?

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

*VPA.1.1.2.B.CS1 - [Content Statement] - Ear training and listening skill are prerequisites for musical literacy.*

*VPA.1.1.2.B.CS2 - [Content Statement] - The elements of music are foundational to basic music literacy.*

*VPA.1.1.2.B.2 - [Cumulative Progress Indicator] - Identify musical elements in response to diverse aural prompts, such as rhythm,*

*timbre, dynamics, form, and melody.*

*VPA.1.1.2.B.CS3 - [Content Statement] - Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.*

*VPA.1.1.2.A.CS1 - [Content Statement] - Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance.*

*VPA.1.1.2.A.CS2 - [Content Statement] - Original movement is generated through improvisational skills and techniques.*

*VPA.1.1.2.A.CS4 - [Content Statement] - The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.*

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

*LA.K.RF.K.3 - [Progress Indicator] - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.*

*LA.K.RL.K.1 - [Progress Indicator] - With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).*

*LA.K.RL.K.4 - [Progress Indicator] - Ask and answer questions about unknown words in a text.*

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1:  <b>All Around the Kitchen-</b> Play on piano for students. They are to name the tune. Stand students up.            All face left, circle left, perform moves.  <b>Open Them Shut Them #Walk and Stop-</b>            *<b>Snail Snail-</b> Finger play  <b>#Oliver Twist-</b> practice touching knees twice, toes twice, clap four times.</p>	<p><b>Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, “Reaching the Special Learner Through Music” by Sona D. Nocera, “Juba This and Juba That” bu Virginia A. Tashjian, “Leading</b></p>	<p><b>The primary material in lessons is the voice of the teacher and the voices of the students. Other materials used are resonator bells, puppets, and</b></p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> <li>•</li> </ul>

Put movements to poem.

#FF8 **Clap your hands, 123-  
Now Sit down and let's have tea  
Stand Up then and touch the sky**

**Make your hands like seagulls fly** perform movements suggested by words

#Wol 85- Hear the Rain- descending melody activity.

#Five Little Monkeys- **One Two Tie My Shoe- #Ten Little Candles- Head and Shoulders-**

#Cobbler Cobbler-

Rain Rain- partner choosing game

**#I like to chew my bubble gum**

Week 2:

**Let the Feet Go Tap Tap Tap-** Steady beat motions - **practice echoing rhythms-**

**Give a little whirl, give a little twirl, give a little clap, put them on your lap-**

**Pease Porridge-** jump in on rests **Hands on Shoulders-** Students will perform motions suggested by the words.

**Teddy Bear-** students will perform movements suggested by words of song

**FF 14**

We'll reach up, We'll Reach down/In a circle we'll hop around we'll

s s d' s s d m f s f m r d d  
lean to the left we'll lean to the right we'll/wave our arms like a bird in flight

d f m f s l t  
d

Hands at our sides stamp our feet on the ground/Now We're ready to all sit down

d' s m d d' s d' d' d'  
s s d

**Walking in the weather / Tommy Thumbs Up**

**Young Children to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy.**

occasionally the piano.

--All Stand Up--- **FF16 “Happy Feet”**- Face left  
I tiptoe through the garden so I won’t step on the  
flowers/I go splashing through the puddles after the  
spring rain showers

I carefully make footprints in the winter when it  
snows/I like to go barefoot in the mud, and feel it  
squishing between my toes

**Oliver Twist**- Soft voice, high voice, low voice/  
**Hickory Dickory Dock/ Down Down Yellow and  
Brown**- float back up with the wind/ **Rain Rain**-  
umbrella activity/ **Hear the Rain**- Finger motions,  
show descending passage with hands/ **Engine  
Engine**- head voice on train whistle/ **These are  
Mother’s Knives and Forks**- Fingerplay

Week 3:

**Introduce name songs**- students are  
to stand when they hear their name.  
When everyone is standing they are to  
sit when they hear their name.

**Review recordings of voices and  
identify if same or different pitch  
patterns.**

**Let the Feet Go Tap Tap Tap/ Join  
Into the Game** ----All Sit Down-----

**The Train**- Hand motions

**Rain Rain**

**These are Mothers Knives and  
Forks**

-----All Stand Up-----

*FF 10* **If I were a duck** I’d waddle like this and  
say “quack quack” as I go

**If I** were a turtle I’d have my house on my back,  
and I would move very slow

**If I** were a bird I'd fly up in the sky and fly from tree to tree  
**But of** all the things that I could be, I'm happy I'm just me- *Point to self*  
**\*Oliver Twist-** "Raise hand when I leave a word out" -----All Sit Down---#MEE 129 **Wind Sing through the trees-** Raise hands when I sing the word "high". Stand and reach up when I sing the word "high".  
**Same-different game-** Students will sit in a chair. I will play a melody over and over again. When I change to a different melody they are all to move to the next chair.  
**#The Witch Rides** raise hands when they hear "ooh". *Students will name* characters **Students** will sing "ooh" each time in head voice. **#Jack O'lantern-** make the shape of a pumpkin with their hands  
 -----All Stand Up-----**FF 14 Action Time-** We'll reach up, We'll reach down..... **#Chop Chop**  
**#Funny Freeze**  
**FF16 "Happy Feet"**- Face left  
 I tiptoe through the garden... I go splashing through the puddles...  
 I carefully make footprints... I like to go barefoot in the mud...

Week 4:

---All Stand Up-----**Hands on Shoulders- Clap your Hands---**practice echoing rhythms---**Down Down Yellow and Brown-**float back up with the wind-**touch leaf icons**  
**Review name songs**  
**Find** out who matches simple

pitch patterns including mrd smd mrd dms. Give each student a 1, 2, 3, or 4 reflecting how many they got correct. The students who do the best will do the pitch matching profile.

**The Witch Rides** name characters from song, sing “ooh” each time in head voice, act out each character with their hands. *Happy or spooky?*

*Find out who matches simple pitch patterns including mrd smd mrd dms. Give each student a 1, 2, 3, or 4 reflecting how many they got correct. The students who do the best will do the pitch matching profile.*

**Five kites**- use hand as a kite. “When I sing 12345, the kites will slowly rise. When I sing falling to the ground, the kites will slowly fall” *Happy or Spooky*

### Week 5:

**Flashlight ghost**--All Stand Up--#FF 15

**“Following directions”** Hands on my hips, bend my knees-waddle like a duck, pretend to sneeze-then stand up straight, hands at my sides-Nod my head and blink both my eyes look to the left, look to the right- smile my best smile to make the day bright.

**Chop Chop #Frog in the Pond**- step 4 times whenever I sing the phrase “sing song kitty can’t you kimeo” Ask the class what creature the song is about.

d            m        s        d’            d’            s  
m            d            d            m            s  
d’        d’ t l s   l t   d’

Up to the hilltop Sally Walks    and then she slowly runs back down She slowly climbs back up againThen    races    into town

d' s m d d  
r m d r r d d r r m f  
f s l t s d'-----d

She goes down to the swimming pool and pays to get inside And then off from the diving board she makes a fancy dive

Week 6:

**Play same-different stepping game.**

Activities **Clap your Hands FF 38**

**Busy Sally:**

d m s d'

Up to the hilltop Sally Walks

--- **practice echoing rhythms--All Sit down #Do Not Bump** (bubble game) **All Stand Up Old Red Wagon**

I can hop hop hop, hop up and down I can skip skip skip, Skip all around I can jump jump jump, I can jump very high When I raise my hand, I can almost touch the sky

motions suggested to words of song

**Down Down Yellow and Brown-touch leaf** icons

**Five kites-** happy or spooky **The Witch Rides**

**Students** will sing "ooh" in head voice. **Students** will act out each character with their hands. **Happy or spooky?**

**Jack O'lantern- Happy or spooky?**

**#FF 15 "Following directions"**

Hands on my hips, bend my knees waddle like a duck, pretend to sneeze then stand up straight, hands at my sides Nod my head and blink both my eyes

look to the left, look to the right smile my best smile to make the day bright

**Tommy Thumb #Name Name** Pitch matching

**If I were a duck-** motions **#Autumn Leaves-**

**Students** slowly move down to descending melody



**Week 7:**

**#Tap your toe** with 1 2 3

Try the other just like me Clap your hands and slap your knees Come and Dance around like me First the left and then the right Hop up once be very light Up and Down We'll gently swing While we dance around and sing

---seat students by singing names----**Snail Snail-** Fingerplay

**#One Finger, One Thumb** Steady beat motions.

-----All Stand Up----**#Eine Kleine** Nacht Musik- Students will join teacher in steady beat motions.

**Chop Chop-** steady beat motions **Hands on** Shoulders- motions suggested by words of song

-----All Sit Down----**#Name Name-** Pitch

Matching -----All Stand Up-----**KB 130 Frog**

**in the Pond-** Motions to response- use record **Songs from the Heart-** “The Heart is the part that goes thump- steady beat and High/low activity

-----All Face Left----- **#Walking Forwards** and Backwards- activity of movement and spatial awareness. **Ring Around the Rosy-** With Trumpet

-----All Sit Down----**Engine Engine-** Loud like a train up close, soft like a train far away **Upstairs,** Downstairs- Finger play suing upward and downward

**#Wind Sing through the trees-** Upward and Downward activity- Stand up on “High”

**#Lollapalooza-** Game of spatial awareness and stepping to a count. **Old Red Wagon-** Steady beat motions **Mother Gooney Bird-** Steady beat motions

**Down Down Yellow and Brown-** float back up with the wind- **touch leaf** icons

**Five Green and Speckled Frogs- Helicopter Pilot-** High/Low activity with trumpet **Sun**

**Game-** Upward/Downward

**Let the Feet go Tap Tap Tap- Autumn Leaves-**

**FF 38 Busy Sally: #Do Not Bump** (bubble

game)

Week 8:

Work on Grandparents' Day songs

-----All Stand Up-----

#Tap your toe with 1 2 3 -----seat students by singing names----- **Snail Snail-** Fingerplay

**#One Finger, One Thumb**

-----All Stand Up----- **#Eine**

**Kleine Nacht Musik-** join teacher in steady beat motions. **Chop Chop- Hands on Shoulders-**

-----All Sit Down-----

**#Name Name-** Pitch Matching-----All Stand Up----- **KB 130 Frog in the Pond-**

**Songs from the Heart-** "The Heart is the part that goes -----All Face Left-----

**#Walking Forwards** and Backwards-

**Ring Around the Rosy-** With Trumpet

-----All Sit Down-----

**Engine Engine-** Upstairs, downstairs

**#Wind Sing through the trees-**

**#Lollapalooza-**

**Old Red Wagon-**

**Mother Gooney Bird-** Down Down Yellow and Brown-- touch leaf icons Five Green and Speckled Frogs Helicopter Pilot

Sun Game Let the Feet go Tap Tap Tap

Autumn Leaves- FF 38 Busy Sally: #Do Not Bump (bubble game)

Week 9:

Work on Grandparents' Day songs-

"Autumn Leaves" and "Every

Morning"

-----All Stand Up-----**#My Hands**

**upon my Head I place-** action poem-

Listen to four names being played. One will have a wrong note. They are to identify which has the mistake.

**#A little Bit of everything-** action poem- Cross curricular with gym  
**Five Kites-** Touch icons to ascending and descending melody

**Work on Grandparents' Day songs- Autumn (Major Key) and Autumn (minor Key)**

**#Slide whistle-** students will rise up and down as the pitch rises up and down.  
**Pitch Matching on Ooh-** proper lip formation  
**#Old man Moses-** action poem

**#Jack in the Box-** motion to descending melody  
**Hear the Rain-** motion to descending melody- Cross curricular with gym  
**Down Down Yellow and Brown-**

Students will descend to the floor- float back up with the wind- touch leaf icons

**#Eine Kleine** Nacht Musik- Students will join teacher in steady beat motions. Review Mozart  
**Sheep Sheering-** play the ascending melody for the class. Ask them if it sounds like it's cutting wool upward or downward.

**#Shake them Simmons Down-** Action song, steady beat movements, motion to descending melody  
**#Long Steps-** Fast and slow gross body movement.

**#All Round the Brickyard-** steady beat movements  
**Ten Little Candles-** fingerplay, counting song.  
**#Two little Blackbirds-** Fingerplay  
**Chop Chop-** steady beat motions

**Introduce** Brass Family

Week 10:

**Work on Grandparents' Day songs- "Autumn Leaves" and "Every Mornin'"**

<p>-----All Stand Up-----</p> <p><b>Review Brass Family</b></p> <p><b>#My Hands upon my Head I place-</b> action poem</p> <p><b>#A little Bit of everything-</b> action poem</p> <p><b>Helicopter Pilot-</b> High/low activity</p> <p><b>Which snowflake fell out</b> of the cloud- high/low dictation</p> <p><b>When the train comes along-</b> pick up students one at a time to form train</p> <p><b>Bach Minuet-</b> Class will join in steady beat motions.</p> <p><b>Mother Gooney Bird- #Two little Blackbirds- The Bus-</b></p> <p><b>Five Kites-</b> Touch icons to ascending and descending melody</p> <p><b>#Slide whistle-</b> students will rise up and down as the pitch rises up and down</p> <p><b>Pitch Matching on Ooh- #Old man Moses- #Jack in the Box- Hear the Rain- Down Down Yellow and Brown- #Eine Kleine Nacht Musik-</b> Students will join teacher in steady beat motions. Review Mozart <b>Sheep Sheering-</b></p> <p><b>#Shake them Simmons Down- #All Round the Brickyard- #Two little Blackbirds- Chop Chop-</b></p>			
---	--	--	--

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

*the high expectations of standards.*

**Suggested activities to assess student progress: Students are observed to see how well they perform skills such as pitch matching, melodic recognition, and keeping a steady beat. These are notated in the grade book and used for future lessons by means of peer teaching.**

**Final Assessment/Benchmark/Project:**

**Suggested skills to be assessed:**

*Cooperation with others, fine and gross motor skills, following directions, pitch recognition, keeping a steady beat.*

**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> </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</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</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>

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

<p>moments.</p> <ul style="list-style-type: none"><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Utilize auditory reminders as deemed necessary.</li><li>• Provide breaks to allow for refocusing as necessary.</li><li>• Establish a consistent and daily routine.</li></ul>			
---	--	--	--

**Quinton Township School District  
Music**

## Grade K

### Pacing Chart/Curriculum MAP

<b>Marking Period:</b>	Two	<b>Unit Title:</b>	Making Music Together	<b>Pacing:</b>	Weekly
------------------------	-----	--------------------	-----------------------	----------------	--------

**Unit Summary:** Students will do more exploration of their high, low, speaking, and singing voices. They will prepare a concert for the grandparents. Students will spend more time on development of audiation.

**Objectives:**

Week 1: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice

Week 2: SWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice

Week 3: SWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice

Week 4: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, identify instruments of the brass family, explain how the size of the instrument is relative to the pitch

Week 5: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, identify instruments of the brass family, explain how the size of the instrument is relative to the pitch

Week 6: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, identify instruments of the brass family, explain how the size of the instrument is relative to the pitch



Week 7: SWBAT **move to a steady beat**, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, **develop fine and gross motor skills**, use soft, high and low voice, identify instruments from the woodwind family and explain how the size of the instrument is relative to the pitch

Week 8: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, **develop fine and gross motor skills**, use soft, high and low voice, identify instruments from the woodwind family and explain how the size of the instrument is relative to the pitch

Week 9: SWBAT move to a steady beat, coordinate movements with words of songs, show upward and downward melodic contour through body movement, develop fine and gross motor skills

Week 10: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement develop fine and gross motor skills, use soft, high and low voice, identify long and short sounds

### **Essential Questions:**

Week 1: How can we respond to music?

Week 2: How can we respond to music?

Week 3: How can we respond to music?

Week 4: How can we respond to music?

Week 5: How can we respond to music?

Week 6: How can we respond to music?

Week 7: How can we respond to music?

Week 8: How can we respond to music?

Week 9:

1. What is music?

2. What is the relationship between music and movement?

3. How can we respond to music together?

Week 10:

1. What is music?
2. What is the relationship between music and movement?
3. How can we respond to music together?

**Standards/Learning Targets:**

*VPA.1.1.2.B.CS1 - [Content Statement] - Ear training and listening skill are prerequisites for musical literacy.*

*VPA.1.1.2.B.CS2 - [Content Statement] - The elements of music are foundational to basic music literacy.*

*VPA.1.1.2.B.CS4 - [Content Statement] - Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.*

*VPA.1.1.2.B.4 - [Cumulative Progress Indicator] - Categorize families of instruments and identify their associated musical properties.*

*VPA.1.1.2.B.3 - [Cumulative Progress Indicator] - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.*

*VPA.1.1.2.A.CS1 - [Content Statement] - Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance.*

*VPA.1.1.2.A.1 - [Cumulative Progress Indicator] - Identify the elements of dance in planned and improvised dance sequences.*

*VPA.1.1.2.A.4 - [Cumulative Progress Indicator] - Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.*

*VPA.1.1.2.A.CS4 - [Content Statement] - The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.*

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

*LA.K.RF.K.3 - [Progress Indicator] - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.*

*LA.K.RL.K.1 - [Progress Indicator] - With prompting and support, ask and answer questions about key details in a text (e.g., who,*

what, where, when, why, how).

**LA.K.RL.K.4** - [Progress Indicator] - Ask and answer questions about unknown words in a text.

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1:  <b>Review</b> "Autumn Leaves" and "Every Morning" for Grandparents' Day            -----All Stand Up-----  <b>Review</b> Brass Family</p> <p><b>#My Hands upon my Head I place-</b> action poem  <b>#A little Bit of everything-</b> action poem  <b>Helicopter Pilot-</b> High/low activity  <b>Which snowflake fell out</b> of the cloud- high/low dictation  <b>When the train comes along-</b> pick up students one at a time to form train  <b>Bach Minuet-</b> Class will join in steady beat motions.  <b>Mother Gooney Bird-</b> <b>#Two little Blackbirds-</b> <b>The Bus-</b>  <b>Five Kites-</b> Touch icons to ascending and descending melody  <b>#Slide whistle-</b> students will rise up and down as the pitch rises up and down  <b>Pitch Matching on Ooh-</b> <b>#Old man Moses-</b>  <b>#Jack in the Box-</b> <b>Hear the Rain-</b>  <b>Down Down Yellow and Brown-</b> <b>#Eine Kleine Nacht Musik-</b> Students will join teacher in steady beat motions. Review Mozart <b>Sheep Sheering-</b>  <b>#Shake them Simmons Down-</b> <b>#All Round the Brickyard-</b> <b>#Two little Blackbirds-</b> Chop</p>	<p><b>Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, “Reaching the Special Learner Through Music” by Sona D. Nocera, “Juba This and Juba That” by Virginia A. Tashjian, “Leading Young Children to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy.</b></p>	<p><b>The primary material in lessons is the voice of the teacher and the voices of the students. Brass instruments will be presented and used to demonstrate the musical elements they learn in class.</b></p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Garageband recordings</li> <li>● Tutorial videos</li> </ul>

**Chop-**

Week 2:

**#Sandy Land-** Steady beat working motions

**Review brass instruments:** small-high big-low

**My Hands upon my Head I place-** action

poem- seat students

**Helicopter Pilot-** High/low activity

**#Jim Along Josie-** Steady beat motions.

**Andy Pandy-** High/Low activity

**A little Bit of everything-** action poem

**Engine Engine-** slowly up hill, quickly down.

**Cobbler Cobbler-** Hurry! Hurry! Get it done  
by half past two! Tempo activity

**Which snowflake fell out** of the cloud-  
high/low dictation

**What do you** want for Christmas?- pitch  
matching

**The Bus-**

**WOL 119** Three Blue Pigeons- Head voice  
activity

**Old man Moses-** Action poem

**Long Steps-** Fast and slow gross body  
movement. Ask who moves faster, the giants or  
the people.

**Frosty Weather-** action song

**Shake them Simmons Down-** Action song,  
steady beat movements, motion to descending  
melody

**WOL 118 Wiggles-** Action Song

**The Mailman-** Pitch Matching game

**Water Music Suite-** Join teacher in steady beat  
motions

**When the train comes along-** pick up students  
one at a time to form train

Week 3:

**#Jim Along Josie**- Steady beat motions.  
**Andy Pandy**- High/Low activity  
**A little Bit of everything**- action poem  
**Engine Engine**- slowly up hill, quickly down.  
**Cobbler Cobbler**- Hurry! Hurry! Get it done  
 by half past two! Tempo activity  
**#Sandy Land**- Steady beat working motions  
**Review brass instruments**: small-high big-low  
**My Hands upon my Head I place**- action  
 poem- seat students  
**Helicopter Pilot**- High/low activity  
**Which snowflake fell out** of the cloud-  
 high/low dictation  
**What do you** want for Christmas?- pitch  
 matching  
**The Bus**-  
**WOL 119** Three Blue Pigeons- Head voice  
 activity  
**Old man Moses**- Action poem  
**Long Steps**- Fast and slow gross body  
 movement. Ask who moves faster, the giants or  
 the people.  
**Frosty Weather**- action song  
**Shake them Simmons Down**- Action song,  
 steady beat movements, motion to descending  
 melody  
**WOL 118 Wiggles**- Action Song  
**The Mailman**- Pitch Matching game  
**Water Music Suite**- Join teacher in steady beat  
 motions  
**When the train comes along**- pick up students  
 one at a time to form train

**Week 4:**

**#Jim Along Josie**- Steady beat motions.  
**Andy Pandy**- High/Low activity  
**A little Bit of everything**- action poem  
**Play** recordings of “Mr. Grinch” and “Santa  
 Claus is Coming to Town” for the class. They are

to decide which is major and minor. Review major and minor scales.

**Engine Engine-** slowly up hill, quickly down.

**Cobbler Cobbler-** Hurry! Hurry! Get it done by half past two! Tempo activity

**#Sandy Land-** Steady beat working motions

**Review brass instruments:** small-high big-low

**My Hands upon my Head I place-** action poem- seat students

**Helicopter Pilot-** High/low activity

**Which snowflake fell out** of the cloud- high/low dictation

**What do you** want for Christmas?- pitch matching

**The Bus-** Motions as suggested by words

**WOL 119** Three Blue Pigeons- Head voice activity

**Old man Moses-** Action poem

**Long Steps-** Fast and slow gross body movement. Ask who moves faster, the giants or the people.

**Frosty Weather-** action song

**Shake them Simmons Down-** Action song, steady beat movements, motion to descending melody

**WOL 118 Wiggles-** Action Song

**The Mailman-** Pitch Matching game

**Water Music Suite-** Join teacher in steady beat motions

**When the train comes along-** pick up students one at a time to form train

### Week 5:

**#Jim Along Josie-** Steady beat motions.

**Andy Pandy-** High/Low activity

**A little Bit of everything-** action poem

**Play** recordings of “Mr. Grinch” and “Santa Claus is Coming to Town” for the class. They are to decide which is major and minor. Review major

and minor scales.

**Engine Engine-** slowly up hill, quickly down.

**Cobbler Cobbler-** Hurry! Hurry! Get it done by half past two! Tempo activity

**#Sandy Land-** Steady beat working motions

**Review brass instruments:** small-high big-low

**My Hands upon my Head I place-** action poem- seat students

**Helicopter Pilot-** High/low activity

**Which snowflake fell out** of the cloud- high/low dictation

**What do you** want for Christmas?- pitch matching

**The Bus-** Motions as suggested by words

**WOL 119** Three Blue Pigeons- Head voice activity

**Old man Moses-** Action poem

**Long Steps-** Fast and slow gross body movement. Ask who moves faster, the giants or the people.

**Frosty Weather-** action song

**Shake them Simmons Down-** Action song, steady beat movements, motion to descending melody

**WOL 118 Wiggles-** Action Song

**The Mailman-** Pitch Matching game

**Water Music Suite-** Join teacher in steady beat motions

**When the train comes along-** pick up students one at a time to form train

### Week 6:

**#Jim Along Josie-** Steady beat motions.

**Andy Pandy-** High/Low activity

**A little Bit of everything-** action poem

**Play** recordings of “Mr. Grinch” and “Santa Claus is Coming to Town” for the class. They are to decide which is major and minor. Review major and minor scales.

**Engine Engine-** slowly up hill, quickly down.  
**Cobbler Cobbler-** Hurry! Hurry! Get it done  
 by half past two! Tempo activity  
**#Sandy Land-** Steady beat working motions  
**Review brass instruments:** small-high big-low  
**My Hands upon my Head I place-** action  
 poem- seat students  
**Helicopter Pilot-** High/low activity  
**Which snowflake fell out** of the cloud-  
 high/low dictation  
**What do you** want for Christmas?- pitch  
 matching  
**The Bus-** Motions as suggested by words  
**WOL 119** Three Blue Pigeons- Head voice  
 activity  
**Old man Moses-** Action poem  
**Long Steps-** Fast and slow gross body  
 movement. Ask who moves faster, the giants or  
 the people.  
**Frosty Weather-** action song  
**Shake them Simmons Down-** Action song,  
 steady beat movements, motion to descending  
 melody  
**WOL 118 Wiggles-** Action Song  
**The Mailman-** Pitch Matching game  
**Water Music Suite-** Join teacher in steady beat  
 motions  
**When the train comes along-** pick up students  
 one at a time to form train

Week 7:

WOL 118 Wiggles- Action  
 Song  
 Water Music Suite- Join  
 teacher in steady beat motions  
 Hands on Shoulders- action



poem

Sandy Land- Steady beat  
working motions

A little Bit of everything-  
action poem.

Engine Engine- slowly up hill,  
quickly down.

Introduce Woodwinds-  
Saxophone, Clarinet, and Flute  
Hand out five different bells. Each  
student will play a bell after I play  
mine. The class will decide which bell  
is the same as mine.

#Hop Old Squirrel Action  
song

Cobbler Cobbler- Canon if  
ready

One Two Tie My Shoe- Action  
song.

-----All Stand Up-----

My Hands upon my Head I  
place- action poem- seat students

Old man Moses- Action poem

Lollapalooza- Game of spatial  
awareness'

Frosty Weather- action song

Which snowflake fell out of  
the cloud- high/low dictation- fifth

WOL 119 Three Blue

Pigeons- Head voice activity

Week 8:

Hand out five different bells. Each student will play a bell after I play mine. The class will decide which bell is the same as mine.

-----All Stand Up-----

Five Kites- show ascending and descending melody with movement

All Around the Kitchen

Sheep Sheering- show ascending and descending melody with movement

Cobbler Cobbler- Canon

Imitate Slide Whistle- Head voice activity

Review woodwind family- clarinet, saxophone, flute

Water Music Suite- Follow steady beat movements of teacher

The Bus- Show high and low with movement

Johnny Works with One Hammer-

Add steady beat motions one by one

Ring Around the Rosy- Show high and low with movement

Andy Pandy- Show high and low with movement

Sun Game- show ascending and descending melody with movement

Upstairs Downstairs- show ascending and descending melody with movement  
Helicopter Pilot- Show high and low with movement  
Circle Round the Zero- Steady beat motions  
Frog in the Pond- Action on response of melody  
Oliver Twist- Canon, inside on selected words.

Week 9:

Practice moving upward and downward to piano notes.

Five Kites- upward/downward activity.

Sheep Shearing- ascending melody activity.

Department store- walk fingers up and down the steps according to the direction of the scale.

Show a video of a helicopter hovering.  
Review that hummingbirds also can hover.

Helicopter Pilot- upward and downward activity.

Put Valentines in mailboxes- eighth and quarter notes.

We're Going Round the Mountain-  
Show tutorial video- Students will  
create Steady beat motions and get  
turns in the middle.

Crossing the Midline- steady  
beat motions.

Join into the Game- Motions  
suggested by words.

Echo Rhythms- Overlap

Sun Game- upward-downward  
activity

Week 10:

Crossing the Midline- steady beat  
motions.

Review Department store activity

Identify long and short- slide  
whistle

Who's that tapping at the  
Window- long or short sounds?

162 2-book Peanut Butter-  
hand motions

Bubble Game- game of  
following directions and spacial  
awareness

Review delivering Valentines.

Tip Toe- Loud soft activity

Jack in the box- descending  
melody activity

Down Down- descending

<p>melody activity  Tommy Thumbs Up-  fingerplay  Stand up on high and low notes  Echo loud and soft rhythms  Open them shut them-  fingerplay  Oliver Twist- Canon  My Dog Rags- Motions  On a Log- Steady beat activity  We're Going Round the  Mountain- Students will create  Steady beat motions  Fuzzy Caterpillar- Is the  caterpillar crawling up or down the  tree?  K5A Hey Betty Martin-  Steady beat motions  Toss Bean bag- head voice  activity  120-34 Here We Go Round  the Mulberry Bush- skipping activity</p>			
--	--	--	--

<p><b>Formative Assessment Plan</b></p>	<p><b>Summative Assessment Plan</b></p>
---	---

*Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.*

**Suggested activities to assess student progress:**

Students are observed to see how well they perform skills such as pitch matching, melodic recognition, and keeping a steady beat. These are notated in the grade book and used for future lessons by means of peer teaching.

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

**Midterm Assessment/Benchmark/Project:**

*Students will hear three patterns of notes and indicate if they are ascending or descending.*

**Suggested skills to be assessed:**

*Steady beat movements, recognition of movement to the left vs. movement to the right, pitch matching, contour identification.*

**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> <li>• Utilize formative assessments</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</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</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>	<p>to drive instruction</p> <ul style="list-style-type: none"> <li>● Translate printed communications for parents in native language</li> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>	<p>encourage good behavior and completion of work.</p> <ul style="list-style-type: none"> <li>● Establish a consistent and daily routine.</li> </ul>	<p>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>
--	--	--	--

<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>			
---	--	--	--

**Quinton Township School District**

**Grade K Music**



### Pacing Chart/Curriculum MAP

<b>Marking Period:</b>	Three	<b>Unit Title:</b>	Understanding music	<b>Pacing:</b>	Weekly
------------------------	-------	--------------------	---------------------	----------------	--------

**Unit Summary:** Students will show their understanding of music by their iconic representation with magnets on the board. They will not only learn to recognize upward and downward movement, but also the individual steps of the diatonic scale in doing so. Students will become more adept at performing independent parts.

#### **Objectives:**

Week 1: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, write rhythms with quarter and eighth notes using iconic notation, be familiar with melodies for their concert.

Week 2: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, write rhythms with quarter and eighth notes using iconic notation, be familiar with melodies for their concert.

Week 3: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, **develop fine and gross motor skills**, use soft, high and low voice, identify instruments from the woodwind family and explain how the size of the instrument is relative to the pitch

Week 4: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, write rhythms with so-mi using iconic notation, be familiar with melodies for their concert.

Week 5: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, write rhythms with so-mi using iconic notation.

Week 6: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward

melodic contour through body movement , develop fine and gross motor skills , use soft, high and low voice , write rhythms with so-mi using iconic notation

Week 7: SWBAT sing selected songs, match pitch, feel a steady beat

Week 8: SWBAT sing selected songs, match pitch, feel a steady beat

Week 9: SWBAT perform fine and gross motor skills, identify high and low pitches, identify upward and downward contour

Week 10: TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, write rhythms with so-mi using iconic notation, be familiar with melodies for their concert.

### **Essential Questions:**

Week 1:

1. What is music?
2. What is the relationship between music and movement?
3. How can we respond to music together?

Week 2:

1. What is music?
2. What is the relationship between music and movement?
3. How can we respond to music together?

Week 3: How can we respond to music?

Week 4: How does music fit into a steady beat?

Week 5:

1. What is music?
2. What is the relationship between music and movement?
3. How can we respond to music together?

Week 6:

1. What is music?
2. What is the relationship between music and movement?

3. How can we respond to music together?

Week 7: What does it take to prepare a performance?

Week 8:

Week 9:

Week 10:

**Standards/Learning Targets:**

*VPA.1.1.2.B.CS1 - [Content Statement] - Ear training and listening skill are prerequisites for musical literacy.*

*VPA.1.1.2.B.1 - [Cumulative Progress Indicator] - Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.*

*VPA.1.1.2.B.CS2 - [Content Statement] - The elements of music are foundational to basic music literacy.*

*VPA.1.1.2.A.3 - [Cumulative Progress Indicator] - Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.*

*VPA.1.1.2.A.CS3 - [Content Statement] - There are distinct differences between pedestrian movements and formal training in dance.*

*VPA.1.1.2.A.CS2 - [Content Statement] - Original movement is generated through improvisational skills and techniques.*

*VPA.1.3.2.B.CS2 - [Content Statement] - Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.*

*VPA.1.4.2.A.CS1 - [Content Statement] - Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.*

*VPA.1.4.2.A.1 - [Cumulative Progress Indicator] - Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).*

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

***LA.K.RL.K.9 - [Progress Indicator] - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.***

***LA.K.RF.K.3 - [Progress Indicator] - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.***

***LA.K.RL.K.1 - [Progress Indicator] - With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).***

***LA.K.RL.K.4 - [Progress Indicator] - Ask and answer questions about unknown words in a text.***

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1:            Move up and down to slide whistle            All Round the Brickyard-            steady beat motions.            Pitch matching on “ooh”            Here Comes a bluebird (Take a            little partner, Hop in the garden)            Window and partner choosing game.            Lollapalooza- Clap upwards on            first phrase, downward on second, to            one side on third phrase, to the other            side on the fourth phrase.            Oliver Twist- Teacher (or            student) will perform inside. Students            will figure out what word the teacher</p>	<p><b>Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, “Reaching the Special Learner Through Music” by Sona D. Nocera, “Juba This and Juba That” by Virginia A. Tashjian, “Leading Young Children to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy.</b></p>	<p><b>Students will be introduced to woodwind instruments and learn to understand that sound is created by vibrations. They will also be introduced to various hand percussion instruments, including maraccas, castinets, traingle, and cymbals.</b></p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Garageband recordings</li> <li>● Tutorial videos</li> </ul>

stops on.

Move up and down to scale  
notes on piano

Long Steps- Fast/slow activity

Shamrock icons- one or two

per pot.

s l s m s l s  
m m r d

Jerimiah blow the fire puff

puff puff

Circle left, then jump three times.

Handy Spandy- switch partners

Snail Snail- teach coil with

selected students.

1234- Seat students.

.....Concert

Songs.....

Which way does the caterpillar  
climb? Introduce song "Fuzzy  
Caterpillar. Add Pollywog Verse.

My Dog Rags- Motions

Review motions to When the

Train Comes along.

Wiggles- Review motions.

Hello Ev'rybody- Raise hands  
on the word "music"

Frog in the Pond- Sing

response to recording.

Who's that tapping at the

<p>Window- long or short sounds? One finger One Thumb- Finger play</p> <p>K5A Hey Betty Martin- Steady beat motions Toss Bean bag- head voice activity</p> <p>120-34 Here We Go Round the Mulberry Bush- skipping activity Crossing the Midline- steady beat motions.</p> <p>LYC 71- Do you Think a Train is coming- activity with crescendo.</p> <p>Open them shut them- fingerplay</p> <p>Week 2: find the students in the book who match pitch the best. play pattern on piano, have them match, then class will match.</p> <p>Move up and down to slide whistle</p> <p>All Round the Brickyard- steady beat motions. Pitch matching on “ooh” Here Comes a bluebird (Take a little partner, Hop in the garden) Window and partner choosing game.</p>			
---	--	--	--

Lollapalooza- Clap upwards on first phrase, downward on second, to one side on third phrase, to the other side on the fourth phrase.

Oliver Twist- Teacher (or student) will perform inside. Students will figure out what word the teacher stops on.

Move up and down to scale notes on piano

Long Steps- Fast/slow activity

Shamrock icons- one or two per pot.

s l s m s l s  
m m r d

Jerimiah blow the fire puff  
puff puff

Circle left, then jump three times.

Handy Spandy- switch partners

Snail Snail- teach coil with selected students.

1234- Seat students.

.....Concert

Songs.....

Which way does the caterpillar climb? Introduce song "Fuzzy Caterpillar. Add Pollywog Verse.

My Dog Rags- Motions

Review motions to When the

Train Comes along.  
     Wiggles- Review motions.  
     Hello Ev'rybody- Raise hands  
 on the word "music"  
     Frog in the Pond- Sing  
 response to recording.  
     Who's that tapping at the  
 Window- long or short sounds?  
     One finger One Thumb- Finger  
 play  
     K5A Hey Betty Martin-  
 Steady beat motions  
     Toss Bean bag- head voice  
 activity  
     120-34 Here We Go Round  
 the Mulberry Bush- skipping activity  
     Crossing the Midline- steady  
 beat motions.  
     LYC 71- Do you Think a  
 Train is coming- activity with  
 crescendo.  
     Open them shut them-  
 fingerplay  
 Week 3:  
 -----All Stand Up-----  
 Practice slowly standing up or sitting  
 down to ascending and descending  
 notes.  
 Andy Pandy- Show high and low with

--	--	--	--



<p>movement</p> <p>Sun Game- show ascending and descending melody with movement</p> <p>Upstairs Downstairs- show ascending and descending melody with movement</p> <p>Helicopter Pilot- Show high and low with movement</p> <p>Five Kites- show ascending and descending melody with movement</p> <p>All Around the Kitchen</p> <p>Sheep Sheering- show ascending and descending melody with movement</p> <p>Cobbler Cobbler- Canon</p> <p>Imitate Slide Whistle- Head voice activity</p> <p>Review woodwind family- clarinet, saxophone, flute</p> <p>Water Music Suite- Follow steady beat movements of teacher</p> <p>The Bus- Show high and low with movement</p> <p>Johnny Works with One Hammer- Add steady beat motions one by one</p> <p>Ring Around the Rosy- Show high and low with movement</p> <p>Circle Round the Zero- Steady beat motions</p> <p>Frog in the Pond- Action on response</p>			
--	--	--	--

of melody

Oliver Twist- Canon, inside on selected words.

Week 4:

**Wiggles-** Review motions.

**#Great Big Stars-** introduce for Grandparents Day- raise hands every time they hear “Way Up Yonder”

**Hello Ev’rybody-** Raise hands on the word “music”

**#1234-** teach moves.

**LYC 86** Red and Orange Green and blue, shining yellow purple too, all the colors that you know, live up in the rainbow- *Students will hold up colored flower when their color is called.*

**#Let Us Chase the Squirrel-** teach game.

**#Which egg** fell out of the basket?- third

**Funny Bunny-** fingerplay

**LYC 71** Do you think a train is coming, can you hear an engine humming, as it comes along the track, please be sure to all stand back, put your finger in your ears, till the engine disappears, Now that it has gone away, isn’t it a quiet day! Sh.....

**Try Your Singing Voice-** High/Low

**Here Comes a Bluebird-** window game.

**Which way does the polliwog swim?** Add Pollywog Verse to Fuzzy Caterpillar.

**My Dog Rags-** Motions

**Review motions to** When the Train Comes along.

**Frog in the Pond-** Sing response to recording.

**Who’s that** tapping at the Window- long or short sounds?

**Snail Snail-** Review coil.

**Naughty pussycat-** Teach window game.

**Lollapalooza-** Review Game.

**Teddy Bear-** motions

**Here Comes the Mailman-** pitch matching game  
**Chop Chop-** Canon

Week 5:

Review woodwind family- Saxophone and clarinet

**Songs for primary concert**

Frog in the Pond+

Let the Feet Go Tap Tap Tap?

My Dog Rags+

Naughty Pussycat?

Here Comes the Mailman?

Red and Orange+

activity#Try Your Singing Voice-  
High/Low

#Funny Bunny- fingerplay

Wiggles- Review motions.

Hello Ev'rybody- Raise hands  
on the word "music"

Echo Clap rhythms- overlap

Review motions to When the  
Train Comes along.

LYC 86 Red and Orange Green  
and blue, shining yellow purple too,  
all the colors that you know, live up in  
the rainbow- Students will hold up  
colored flower when thier color is  
called.

#Great Big Stars- raise hands  
every time they hear "Way Up

Yonder”

#LYC 71 Do you think a train is coming, can you hear an engine humming, as it comes along the track, please be sure to all stand back, put your finger in your ears, till the engine disappears, Now that it has gone away, isn't it a quiet day! Sh.....

#Snail Snail- Teach coil.

Five Kites practice singing for grandparents' day.

Shamrock icons- one or two per pot.

Demonstrate tympani. Record “Odessey 2001” into track recorder.

Which way does the caterpillar climb? Introduce song “Fuzzy Caterpillar. Add Pollywog Verse.

My Dog Rags- Motions

Let us chase the squirrel- game

Frog in the Pond- Sing response to recording.

Who's that tapping at the Window- long or short sounds?

Here Comes the Mailman- pitch matching game

Week 6:

Do icon scale magnets. Point at a passage of music notes, and the students are to name the icons that correspond.

Primary concert songs to review:

Frog in the Pond+

Let the Feet Go Tap Tap Tap?

My Dog Rags+

Naughty Pussycat?

Here Comes the Mailman?

Red and Orange+

#Try Your Singing Voice- High/Low

#Funny Bunny- fingerplay

Wiggles- Review motions.

**Songs for primary concert**

Here Comes a Bluebird- window game

sandy Land- raking and shoveling activity

Red and Orange- colored flowers

Who's that tapping at the window- long and short sound activity

Hello Ev'rybody- Raise hands on the word "music"

Echo Clap rhythms- overlap

Review motions to When the Train Comes along.

LYC 86 Red and Orange Green and blue, shining yellow purple too, all the colors that you know, live up in the rainbow- Students will hold up colored flower when thier color is called.

#Great Big Stars- raise hands every time they hear “Way Up Yonder”

#LYC 71 Do you think a train is coming, can you hear an engine humming, as it comes along the track, please be sure to all stand back, put your finger in your ears, till the engine disappears, Now that it has gone away, isn't it a quiet day! Sh.....

#Snail Snail- Teach coil.

Five Kites practice singing for grandparents' day.

Shamrock icons- one or two per pot.

Demonstrate tympani. Record “Odessey 2001” into track recorder.

Which way does the caterpillar climb? Introduce song “Fuzzy Caterpillar. Add Pollywog Verse.

<p>My Dog Rags- Motions Let us chase the squirrel- game Frog in the Pond- Sing response to recording. Who's that tapping at the Window- long or short sounds?</p> <p>Here Comes the Mailman- pitch matching game</p> <p>Week 7: Put eight ascending icons (each one different) on the board. Students will listen to scale steps played upward, downward, and repeating, then select which icon was the final pitch.</p> <p><b>Songs for primary concert</b> Here Comes a Bluebird- window game sandy Land- raking and shoveling activity Red and Orange- colored flowers Who's that tapping at the window- long and short sound activity Match pitches to the pitch pipe- review the word "pitch" Play "Here comes a bluebird"- grandparents' day song</p>			
---	--	--	--

Play "shoo fly"- grandparents' day song

Short vs. long- "Red and Orange" (and song for Grandparents' Day).

"Ev'rybody's Welcome" for grandparents' Day- have students raise hands on selected words.

How many eggs per basket?

Which bunny jumped into the hole?

sol-mi notation

Here Comes a Bluebird- Window game. Canon if ready.

Put magnets of different types on the board. Teacher will tap a beat, then stop. Students will be questioned about which magnet we stopped on.

Week 8:

Play same different rhythm game with papers on floor in circle.

Put eight ascending icons (each one different) on the board. Students will listen to scale steps played upward, downward, and repeating, then select which icon was the final pitch.

Hand out bells. The students will figure out who has the same bell



as me by the sound.

Match pitches to the pitch pipe- review the word “pitch”

Short vs. long- “Red and Orange”

“Ev’rybody’s Welcome” have students raise hands on selected words.

How many eggs per basket?

Which bunny jumped into the hole?

sol-mi notation

Here Comes a Bluebird- Window game. Canon if ready.

Put magnets of different types on the board. Teacher will tap a beat, then stop. Students will be questioned about which magnet we stopped on.

Week 9:

These are Mother’s Knives and Forks- Fingerplay

LYC 68 Giraffes Go Slow Like Elephants Do- Slow/Fast activity

LYC 71 Do you think a train is coming, can you hear an engine humming, as it comes along the track, please be sure to all stand back, put your finger in your ears, till the engine disappears, Now that it has gone away, isn’t it a quiet day! Sh.....

<p>Old Man Moses- motions  Down Down Yellow and  Brown- Descending melody  See See See- Fingerplay  Which bunny jumped in the  hole?  My Dog Rags- Motions  Try Your Singing Voice-  High/Low  #1234- Review moves.  Cobbler Cobbler- inside voice,  canon  LYC 69- The Jack in the box  Sit down on low notes  #Which butterfly landed on a  flower? third  Hello Ev'rybody- Raise hands  on the word "music"  LYC 86 Red and Orange Green  and blue, shining yellow purple too,  all the colors that you know, live up in  the rainbow- Students will hold up  colored flower when their color is  called.  Funny Bunny- fingerplay  Which way does the polliwog  swim? Add Pollywog Verse to Fuzzy  Caterpillar.  Review motions to When the</p>			
---	--	--	--

Train Comes along.

Snail Snail- teach coil.

Naughty Pussycat- Review  
window game.

Starlight- Sing wishes- pitch  
matching

Week 10:

Echo Rhythms after four beats

Echo pitch patterns after four beats

**Let the feet go** Tap Tap Tap- action  
song **Echo rhythms**- Overlap, hands  
and feet together

**Shake them** Simmons Down **LYC 69**- The jack  
in the box- High/Low activity

**Hot Cross Buns**- motions to descending melody.

**Stretching** Song- Motions to High and Low

**Which** Butterfly landed on a Flower?- so-mi  
activity **Imitate** Slide Whistle- head voice activity

**Name Name**- Pitch matching **Hello Everybody**-  
Raise hands on “music”. Sing

**LYC 66** “See See See”- hand motions. **Mother  
Gooneybird**- Steady Beat Motions **Handy Spandy**-  
Motions

**LYC 58**- We all Clap Hands Together- Steady Beat  
Motions **MGA 43**- Follow Me, Follow Me- Action  
Song. **Right Hand**, Left Hand- Work on

recognizing each. **LYC 71**- Do you Think a Train  
is Coming- Loud/Soft activity **Choo Ka Choo**-  
hand motions

**Bean Bag Toss**- High/Low head voice activity

**Wiggles**- Review motions.

**#Great Big Stars**- review for Grandparents Day-  
raise hands every time they hear “Way Up Yonder”

**Which way does the** polliwog swim? Add  
Pollywog Verse to Fuzzy Caterpillar.

--	--	--	--

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 are observed to see how well they perform skills such as pitch matching, melodic recognition, and keeping a steady beat. These are notated in the grade book and used for future lessons by means of peer teaching.</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>Students will be assessed on their ability to perform independent parts in canons. They will be assessed on matching not only pitch patterns, but also individual pitches.</i></p>

**Differentiation**

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

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

<p>assistance as necessary.</p> <ul style="list-style-type: none"><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul>			
---	--	--	--

**Quinton Township School District  
Music Grade K**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	Four	<b>Unit Title:</b>	Sharing music	<b>Pacing:</b>	Weekly
------------------------	------	--------------------	---------------	----------------	--------

**Unit Summary:** The students will prepare a concert for their parents. They will become adept to seeing the lyrics and reading key words. Much attention will be paid to accuracy of pitch and intonation. They will continue exploring the musical elements of loud/soft, high/low, upward/downward. fast/slow, and steady beat. Students will learn about performance etiquette and posture on the stage.

**Objectives:**

Week 1: Objectives- TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, write rhythms with so-mi using iconic notation, be familiar with melodies for their concert.

Week 2:

TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, write rhythms with so-mi using iconic notation

Week 3:

TSWBAT move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic

contour through body movement, develop fine and gross motor skills, use soft, high and low voice, write rhythms with so-mi using iconic notation

Week 4:

TSWBAT distinguish speaking from singing voice, breath properly for singing, sing concert songs, make sounds go upward and downward, step a beat and clap a rhythm, repeat ascending and descending patterns on bells, write two-note melodies, match pitch, sing in tune, distinguish right from left.

Week 5: TSWBAT distinguish speaking from singing voice, breath properly for singing, sing concert songs, make sounds go upward and downward, step a beat and clap a rhythm, repeat ascending and descending patterns on bells, write two-note melodies, match pitch, sing in tune, distinguish right from left.

Week 6:

TSWBAT Sing concert songs correctly, distinguish speaking from singing voice, breath properly for singing, sing concert songs, make sounds go upward and downward, step a beat and clap a rhythm, repeat ascending and descending patterns on bells, write two-note melodies, match pitch, sing in tune, distinguish right from left

Week 7:

TSWBAT Sing concert songs correctly, distinguish speaking from singing voice, breath properly for singing, sing concert songs, make sounds go upward and downward, step a beat and clap a rhythm, repeat ascending and descending patterns on bells, write two-note melodies, match pitch, sing in tune, distinguish right from left

Week 8:

SWBAT identify various percussion instruments, identify ascending and descending notes, sing concert songs

Week 9:

SWBAT, respond to directions in a song, identify changes in pitch in a song

Week 10:

SWBAT review concepts learned this year

**Essential Questions:**



Week 1: How can we respond to music?  
Week 2: How can I respond to music?  
Week 3: What is involved in reading music?  
Week 4: How can we keep our voices healthy?  
Week 5: How can I respond to music?  
Week 6: What does it take to put together a good concert?  
Week 7: How are percussion instruments related?  
Week 8: How does a song sound with altered pitches?  
Week 9: How does a song sound with altered pitches?  
Week 10: How can we tell major from minor?

**Standards/Learning Targets:**

***VPA.1.1.2.B.CS1 - [Content Statement] - Ear training and listening skill are prerequisites for musical literacy.***

***VPA.1.4.2.B.CS1 - [Content Statement] - Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.***

***VPA.1.4.2.B.3 - [Cumulative Progress Indicator] - Recognize the making subject or theme in works of dance, music, theatre, and visual art.***

***VPA.1.3.2.B.6 - [Cumulative Progress Indicator] - Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.***

***VPA.1.3.2.B.5 - [Cumulative Progress Indicator] - Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.***

***VPA.1.3.2.B.CS4 - [Content Statement] - Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.***

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

***LA.K.RL.K.4 - [Progress Indicator] - Ask and answer questions about unknown words in a text.***

***LA.K.RL.K.9 - [Progress Indicator] - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.***

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: Go over concert songs. Let the feet go Tap Tap Tap- action song     Echo rhythms- Overlap, hands and feet together     Shake them Simmons Down- Steady beat motions     LYC 69- The jack in the box- High/Low activity     Hot Cross Buns- motions to descending melody.     Stretching Song- Motions to High and Low     Which Butterfly landed on a Flower?- so-mi activity     Imitate Slide Whistle- head voice activity</p>	<p><b>Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, “Reaching the Special Learner Through Music” by Sona D. Nocera, “Juba This and Juba That” by Virginia A. Tashjian, “Leading Young Children to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy.</b></p>	<p><b>The piano will be used often in lessons, as well as a pitch pipe for pitch matching activities.</b></p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Garageband recordings</li> <li>● Tutorial videos</li> <li>● Tuning application online</li> <li>● Online metronome</li> </ul>

<p>Name Name- Pitch matching  Hello Everybody- Raise hands on “music”. Sing  LYC 66 “See See See”- hand motions.  Mother Gooneybird- Steady Beat Motions  Handy Spandy- Motions  LYC 58- We all Clap Hands Together- Steady Beat Motions  MGA 43- Follow Me, Follow Me- Action Song.  Right Hand, Left Hand- Work on recognizing each.  LYC 71- Do you Think a Train is Coming- Loud/Soft activity.  Choo Ka Choo- hand motions  Bean Bag Toss- High/Low head voice activity  Wiggles- Review motions.  #Great Big Stars- review for Grandparents Day- raise hands every time they hear “Way Up Yonder”  Which way does the polliwog swim? Add Pollywog Verse to Fuzzy Caterpillar.  Review motions to When the Train Comes along.  Snail Snail- Review coil.</p>			
---	--	--	--

Naughty Pussycat- Review window game.

Each student will match a pitch pattern.

Week 2:

**Songs for concert-** Wiggles, Five Kites, Helicopter Pilot, Great Big Stars

Cobbler Cobbler- canon

Handy Spandy- moves with steps into the center

Jim Along Josie- steady beat moves

We all Clap Hands Together- steady beat motion song.

LYC 69- The jack in the box- High/Low activity

Slide Whistle- Ask if the sound is long or short.

Talk about concert audience etiquette- listening, not clapping or singing, etc.

Review right and left hands. Teach poem "Right hand left hand."

Name name- record students

Review names of instruments using the instruments that will be seen

in next week's concert.

Which stem has two flowers?  
eighth and quarter notes.

Hot Cross Buns- Work on  
intonation.

Imitate slide whistle- head  
voice activity.

Pitch match on "ooh"

Practice so-mi by standing and  
sitting. Review names.

Old man Moses- review, then  
canon.

Tip toe- loud/soft activity.

LYC 66 "See See See"- hand  
motions.

Fuzzy Caterpillar

Week 3:

Cobbler Cobbler- canon

Handy Spandy- moves with  
steps into the center

Jim Along Josie- steady beat  
moves

We all Clap Hands Together-  
steady beat motion song.

LYC 69- The jack in the box-  
High/Low activity

Slide Whistle- Ask if the sound is long  
or short.

Talk about concert audience

etiquette- listening, not clapping or singing, etc.

Review right and left hands.

Teach poem "Right hand left hand."

Name name- record students

Review names of instruments using the instruments that will be seen in next week's concert.

Which stem has two flowers?  
eighth and quarter notes.

Hot Cross Buns- Work on intonation.

Imitate slide whistle- head voice activity.

Pitch match on "ooh"

Practice so-mi by standing and sitting. Review names.

Old man Moses- review, then canon.

Tip toe- loud/soft activity.

LYC 66 "See See See"- hand motions.

Fuzzy Caterpillar

Week 4:

**Oliver Twist**- speaking, singing, canon

**Review** proper breathing.

**Review Concert** songs :

Songs for concert in June:

Five Kites

Helicopter Pilot

Great Big Stars  
Wiggles

**Echo clap-** feet and hands on beat 1 2 3 or 4  
**Bells on** step ladder- students will come up and play pattern.  
**Department** store- play a note and ask if we are on the main floor, upstairs, or basement.  
**Sing** wishes. Write so-mi patterns with stars on lines.  
**Each** student will match a pitch from the flute.  
**Hot** Cross Buns- work on in-tune singing.  
**When the** train comes along- make train.  
**Review** right and left hands. Teach poem “Right hand left hand.

Week 5:

### Review Abdominal Breathing with tissue box

**Oliver Twist-** speaking, singing, canon **Review** proper breathing  
**Review Concert** songs : **Fuzzy Caterpillar** **See See See** **When the Train** **Hello Everybody** **All Around the Kitchen** **Ev’ry Mornin Who’s That**  
**My Dog Rags** **Echo clap-** feet and hands on beat 1 2 3 or 4 **Bells on** step ladder- students will come up and play pattern. **Department** store- play a note and ask if we are on the main floor, upstairs, or basement.  
**Sing** wishes. Write so-mi patterns with stars on lines. **Each** student will match a pitch from the flute.  
**Hot** Cross Buns- work on in-tune singing. **When the** train comes along- make train.  
**Review** right and left hands. Teach poem “Right hand left hand.

Week 6:

Students will match three-note patterns for their benchmark assessment.

**Oliver Twist**- speaking, singing, canon **Review** proper breathing **Review Concert** songs : **Fuzzy Caterpillar** **Ev'ry Mornin Who's That**

**My Dog Rags** **Echo clap**- feet and hands on beat 1 2 3 or 4 **Bells on** step ladder- students will come up and play pattern. **Department** store- play a note and ask if we are on the main floor, upstairs, or basement.

**Sing** wishes. Write so-mi patterns with stars on lines. **Each** student will match a pitch from the flute.

**Hot Cross Buns**- work on in-tune singing. **When the train comes along**- make train.

**Review** right and left hands. Teach poem "Right hand left hand.

Week 7:

Review the percussion family

Play body scale simon

Review- Rags, Frog in the Pond, Five Green and Speckled Frogs, and Red and Orange.

Week 8:

Musical chairs- students will sit down when they hear a wrong note played in their concert songs.

Do not Bump- Game of spatial awareness

Lollapalooza game

When the Train comes along



<p>Engine Engine number 9- steady beat</p> <p>Week 9: Class will hear me play a song and stand up when I play a wrong note. They will then repeat the activity and sit down when I play a wrong note. Musical chairs using solfege, then major and minor Do not Bump- Game of spatial awareness Lollapalooza game When the Train comes along Engine Engine number 9- steady beat</p> <p>Week 10: Musical chairs using solfege, then major and minor Do not Bump- Game of spatial awareness Lollapalooza game When the Train comes along Engine Engine number 9- steady beat</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><b>Suggested activities to assess student progress:</b>            Students are observed to see how well they perform skills such as pitch matching, melodic recognition, and keeping a steady beat. These are notated in the grade book and used for future lessons by means of peer teaching.</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 assessed on matching three-note pitch patterns</i></p> <p><b>Suggested skills to be assessed:</b>  <i>Melodic recognition, pitch matching</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</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> </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> </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</li> </ul>

<p>clearly and concisely and repeat, reword, modify as necessary.</p> <ul style="list-style-type: none"> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to</li> </ul>	<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>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<p>thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
---	---	--	--

<p>be shared out.</p> <ul style="list-style-type: none"><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>			
---	--	--	--

**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>	
------------------------	--	--------------------	--	----------------	--

**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</li> </ul>

			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><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>

<b>Differentiation</b>
------------------------

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

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

<p>assistance as necessary.</p> <ul style="list-style-type: none"><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul>			
---	--	--	--



**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>	
------------------------	--	--------------------	--	----------------	--

**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

--	--	--	--

**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>	
------------------------	--	--------------------	--	----------------	--

**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**

--

--

--



**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>	
------------------------	--	--------------------	--	----------------	--

**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

--	--	--	--

**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>	
------------------------	--	--------------------	--	----------------	--

**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

--	--	--	--



**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>	
------------------------	--	--------------------	--	----------------	--

**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> <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>
---	---	--	--

<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>			
---	--	--	--

**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>	
------------------------	--	--------------------	--	----------------	--

**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

--	--	--	--



**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>	
------------------------	--	--------------------	--	----------------	--

**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

--	--	--	--

**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>	
------------------------	--	--------------------	--	----------------	--

**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>			
---	--	--	--



**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>	
------------------------	--	--------------------	--	----------------	--

**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

--	--	--	--













