

Grade 3 Scope and Sequence for Vocal Music**Grade 3 Scope and Sequence for Vocal Music**

	<b>Vocal Music</b>	<b>Number of Instructional Days</b>
<b>Unit 1</b>	<u><a href="#">Creative Process</a></u> <i>In this unit, students will demonstrate an understanding of singing and playing a steady beat. Students will learn to identify, read, and sing melodic patterns as well as identify and sing home tone. Students will understand that elements of music must be decoded and understood in order to create a piece of music.</i>	<b>8</b> <i>(Integrated throughout the year)</i>
<b>Unit 2</b>	<u><a href="#">Performing</a></u> <i>in this unit, students will demonstrate an understanding of reading of musical notation as well as using pitched and unpitched instruments. Students will also interpret rhythmic and melodic notation.</i>	<b>12</b> <i>(Integrated throughout the year)</i>
<b>Unit 3</b>	<u><a href="#">Aesthetic Responses and Critique Methodologies</a></u> <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in music.</i>	<b>10</b> <i>(Integrated throughout the year)</i>
<b>Unit 4</b>	<u><a href="#">History of Arts and Culture</a></u> <i>In this unit, students will demonstrate an understanding of musical works that have relevance to a particular time in history and understand it's importance to that time.</i>	<b>10</b> <i>(Integrated throughout the year)</i>

<b>Vocal Music</b>		<b>Grade: 3</b>
<b>Unit 1: Creative Process</b>		
<b>Unit Overview:</b> In this unit, students will demonstrate an understanding of singing and playing a steady beat. Students will learn to identify and sing various pieces involving mezzo, accelerando, ritarando, legato/staccato. Students will learn about types of instruments and how to classify them into families. Students will learn to identify, read, and sing melodic patterns as well as identify and sing home tone. Students will understand that elements of music must be decoded and understood in order to create a piece of music.		
<b>New Jersey Student Learning Standards</b>		
<b>1.1 - The Creative Process</b> - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. <b>1.1.5.B.1</b> - Identify the elements of music in response to aural prompts and printed music notational systems. <b>1.1.5.B.2</b> - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.		
<b>Enduring Understandings</b>		<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Demonstrate the ability to sing/play with a higher degree of confidence and understanding of tone accuracy.</li> <li>• Demonstrate higher degree of ability to identify melodic concepts in listening to, moving to, reading music and performing vocally and playing on a melodic instrument.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to develop the ability to recognize melody patterns, identify phrases, evaluate the tones of a melody, recognize the direction of a melodic line and detect sequences in melody.</li> <li>• Develop an understanding of how to create harmony.</li> </ul>

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Bend/Goals	nts
<b>Launch Reading Workshop</b> <i>Session 1 - (Finding Reasons to Read)</i>	<ul style="list-style-type: none"> <li>Today I want to teach you that readers have many different reasons to read, and those reasons are different for everyone. <ul style="list-style-type: none"> <li>Readers do this by: <ol style="list-style-type: none"> <li>thinking about all the reasons they need to be able to read well.</li> <li>considering that one of the most important reasons to read is for the enjoyment of it.</li> <li>spending time examining several books to select one that they might enjoy reading.</li> <li>immersing themselves in a story, looking for things to enjoy.</li> </ol> </li> </ul> </li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>Understand that the elements of music are foundational to basic music literacy.</li> <li>Recognize that the elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</li> <li>Identify and sing steady beat in duple (2/4, 3/4, 4/4) and compound meter.</li> <li>Read and perform rhythms using dotted-half and whole notes.</li> <li>Classify orchestra instruments into families (brass, strings, woodwinds, percussion), and by pitch range.</li> <li>Identify and sing mezzo (mp, mf), pp/ff; accelerando, ritardando; legato/staccato.</li> <li>Identify forms: ABACA (rondo); ABA</li> <li>Identify, read, and sing melodic patterns using “sol,-la,-do-re-mi-so-la.”</li> <li>Identify G-Clef</li> <li>Name letter names of lines and spaces.</li> <li>Identify and sing home tone.</li> <li>Compare and contrast unison with choral harmony.</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Music Class Participation Rubrics (See Rubrics Section of Document)</li> <li>Daily Music Challenge</li> <li>Oral/Verbal Responses to Teacher Questions/Instruction</li> <li>Informal Observations of Student Musical Response</li> <li>Self-Assessment/Student Reflection</li> </ul>	<b>Special Education</b> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> </ul> <b>Differentiation:</b> <ul style="list-style-type: none"> <li>Preview content and concepts</li> <li>Behavior management plan</li> <li>Highlight text</li> <li>Small group setting</li> </ul> <b>High-Prep Differentiation:</b> <ul style="list-style-type: none"> <li>Alternative formative and summative assessments</li> <li>Guided Reading</li> <li>Personal agendas</li> <li>Project-based learning</li> <li>Problem-based learning</li> </ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Written Tests/Quizzes</li> <li>Performance Tests/Quizzes</li> </ul>	

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<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>rough drafts for each project</li> <li>Rubric based final project for each unit</li> <li>Student self-assessment</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Homework - extended drawing at home</li> <li>Presentations</li> <li>Verbal Critiques</li> </ul>	<ul style="list-style-type: none"> <li><i>Stations/centers</i></li> <li><i>Tiered activities/assignments</i></li> <li><i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Clubbing activities</i></li> <li><i>Exploration by interest</i></li> <li><i>Flexible groupings</i></li> </ul> <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Unit 1: Curriculum for ELL</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li>Multi-language glossary</li> <li>Pupil edition in Spanish</li> <li>Vocabulary flash cards</li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p>	<p><b>Core Instructional Resources:</b></p>

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<ul style="list-style-type: none"> <li>● GAMEPLAN: An Active Music Curriculum” Grade K - ISBN: 0-9767650-5-5</li> <li>● Florham Park Curriculum</li> <li>● National Association for Music Education (NAfME)</li> <li>● Northern New Jersey Orff Schulwerk Association (NNJOSA)</li> <li>● Dalcroze (dalcrozeusa.org)</li> <li>● Gordon (giml.org)</li> <li>● Kodaly (oake.org)</li> <li>● Little Kids Rock (littlekidsrock.org)</li> <li>● Orff (aosa.org)</li> <li>● SongWorks (songworkseducators.org)</li> <li>● Suzuki (suzukiassociation.org)</li> <li>● Teachers may wish to stick with “what they know,” or use some combination of the above. Either way, they are encouraged to become familiar with diverse approaches to music education.</li> </ul>	<ul style="list-style-type: none"> <li>● Guitar</li> <li>● Piano</li> <li>● CD Player/Speaker System</li> <li>● Soprano/Alto/Bass Xylophones</li> <li>● Soprano/Alto Glockenspiels</li> <li>● Soprano/Alto Metallophone</li> <li>● Various unpitched percussion instruments</li> <li>● <i>Singing</i></li> <li>● <i>Audio Recordings</i></li> <li>● <i>Playing on Instruments</i></li> <li>● <i>Video Recording</i></li> <li>● A Song Game</li> <li>● Movement/Dance</li> <li>● A Story</li> <li>● Questions/Puzzles</li> <li>● Secret Song Clues</li> <li>● Ranges of Notation</li> </ul>
<p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>● All Books by Jeff Kriskie and Randy DeLelles</li> <li>● “Making the Most of the Holidays”</li> <li>● “Highlighting the Holidays”</li> <li>● “Time for a Rhyme”</li> <li>● “2nd Rhyme Around”</li> <li>● “3rd Rhymes a Charm”</li> <li>● “Strike it Rich”</li> <li>● “As American as Apple Pie”</li> </ul>	<p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>● Tonic Solfa/Solfege Syllables for tone and melody</li> <li>● Rhythm Syllables (Gordon, Kodaly, Takadimi, etc.)</li> <li>● Echo Singing and Antiphonning</li> <li>● Sibelius Software <ul style="list-style-type: none"> <li>○ Used to modify scores and notation (larger, with note names in note head, etc)</li> </ul> </li> <li>● Visual Aids <ul style="list-style-type: none"> <li>○ Colored key dots for xylophone</li> <li>○ Xylophone Diagram</li> <li>○ Solfege hand signals chart</li> </ul> </li> <li>● Flocabulary</li> </ul>
	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVisioninterventionsupports</li> <li>● NJDOE resources</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> <ul style="list-style-type: none"> <li>● Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>● In Social Studies discuss routines in the community</li> </ul>	<ul style="list-style-type: none"> <li>● Create a word study word sort in Inspiration.</li> <li>● Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>● Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>● Use a document camera or overhead projector for shared reading of texts.</li> </ul>

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<ul style="list-style-type: none"> <li>Companion standards: <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.RF.3.4</li> <li>CCSS.MATH.CONTENT.3.NF.A.1</li> <li>6.1.4.A.10</li> </ul> </li> </ul> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	
<b>Integration of 21st Century Themes</b>	<b>Media Literacy Integration</b>
<p><i>See example.</i></p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> <li>Global and Environmental Awareness</li> <li>Problem Solving Skills</li> <li>Personal Literacy</li> <li>Business</li> <li><b>Initiative and Self Direction</b></li> <li>Manage Goals and Time</li> <li>Work Independently</li> <li>Be Self-directed Learners</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>Build on the intuitive knowledge students have gained from media about the story and character</li> <li>Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>Use print materials to practice reading and comprehension skills</li> </ul>
<b>Career Education</b>	<b>Global Perspectives</b>
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> <li>National Hispanic-Latino Heritage Month</li> <li>National Disability Employment Awareness Month</li> <li>National American Indian Heritage Month</li> <li>Black History Month</li> <li>National Women's History Month,</li> <li>National Irish-American Heritage Month</li> <li>National Italian American Heritage Month</li> <li>Asian Pacific American Heritage</li> <li>Older Americans' Month</li> <li>Jewish American Heritage Month</li> <li>Week of Respect</li> <li>Red Ribbon Week</li> <li>International Dot Day (September 16)</li> </ul>

<b>Vocal Music</b>	<b>Grade: 3</b>
<b>Unit 2: Performing</b>	
<b>Unit Overview:</b> In this unit, students will demonstrate an understanding of reading of musical notation as well as using pitched and unpitched instruments. Students will also interpret rhythmic and melodic notation.	
<b>New Jersey Student Learning Standards</b>	
<b>1.3 Performance</b> - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
<b>1.3.5.B.1</b> - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound.	
<b>1.3.5.B.2</b> - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	

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<b>1.3.5.B.3</b> - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. <b>1.3.5.B.4</b> - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Demonstrate the ability to perform steady beat, dotted patterns, and syncopated patterns on classroom instruments.</li> <li>• Demonstrate the ability to create an original melody when improvising an immediate vocal response to a teacher's question, observing tonal and rhythmic accuracy.</li> <li>• Demonstrate the ability to employ basic melodic and rhythmic concepts in performing, creating and arranging music within a particular given form</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the steady beat, detect meter in 2 or 3 strong and weak patterns.</li> <li>• Distinguish between sounds of different duration and identify simple syncopation and dotted rhythms.</li> <li>• Develop the ability to transfer comprehension of basic concepts to creating melodies.</li> <li>• Continue to identify forms of verse-refrain, AF and ABA and explore from in call response, solo-chorus and cumulative songs.</li> </ul>
Bend/Goals	nts
<b>Launch Reading Workshop</b> <i>Session 1 - (Finding Reasons to Read)</i>	<ul style="list-style-type: none"> <li>• <b>Today I want to teach you that readers have many different reasons to read, and those reasons are different for everyone.</b> <ul style="list-style-type: none"> <li>○ Readers do this by:               <ol style="list-style-type: none"> <li>1. thinking about all the reasons they need to be able to read well.</li> <li>2. considering that one of the most important reasons to read is for the enjoyment of it.</li> <li>3. spending time examining several books to select one that they might enjoy reading.</li> <li>4. immersing themselves in a story, looking for things to enjoy.</li> </ol> </li> </ul> </li> </ul>
Skills (Students will be able to...)	
<ul style="list-style-type: none"> <li>• Complex scores may include compound meters and the grand staff.</li> <li>• Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</li> <li>• Music composition is governed by prescribed rules and forms that apply to both improvised and scored music</li> <li>• On pitched barred instruments or recorder, perform melodies in duple and triple meter, notated in treble clef, using note values from 8<sup>th</sup>-note to whole note/rest, and pitches in pentatonic and diatonic scales, and dynamic changes.</li> <li>• Read and sing melodies using note values from 8<sup>th</sup>-note to whole note/rest, and pitches in pentatonic and diatonic scales.</li> <li>• Sing or play rounds/canons, partner songs, and call and response, using correct posture, vocal placement, and breathing technique.</li> <li>• Perform songs, rounds, and partner songs alone and with others, using proper vocal placement and proper posture and breathing techniques to produce a uniform vocal tone quality in the range of A4-D5.</li> <li>• Improvise a melody on a pentatonic scale over an ostinato of do-sol on played either on a barred instrument or recorder and end on the home tone.</li> <li>• Compose and score a four-bar melody in C major, 4/4 time, resolving to the home tone while using note values as small as the 8<sup>th</sup> note.</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications

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<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Music Class Participation Rubrics (See Rubrics Section of Document)</li> <li>• Daily Music Challenge</li> <li>• Oral/Verbal Responses to Teacher Questions/Instruction</li> <li>• Informal Observations of Student Musical Response</li> <li>• Self-Assessment/Student Reflection</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Written Tests/Quizzes</li> <li>• Performance Tests/Quizzes</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• rough drafts for each project</li> <li>• Rubric based final project for each unit</li> <li>• Student self-assessment</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Homework - extended drawing at home</li> <li>• Presentations</li> <li>• Verbal Critiques</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Preview content and concepts</li> <li>• Behavior management plan</li> <li>• Highlight text</li> <li>• Small group setting</li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Alternative formative and summative assessments</li> <li>• Guided Reading</li> <li>• Personal agendas</li> <li>• Project-based learning</li> <li>• Problem-based learning</li> <li>• Stations/centers</li> <li>• Tiered activities/assignments</li> <li>• Varying organizers for instructions</li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Clubbing activities</li> <li>• Exploration by interest</li> <li>• Flexible groupings</li> </ul> <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• Multi-language glossary</li> <li>• Pupil edition in Spanish</li> <li>• Vocabulary flash cards</li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
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Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<div data-bbox="126 380 812 443"> <b>Core Professional Resources:</b> </div> <div data-bbox="183 459 797 884"> <ul style="list-style-type: none"> <li>● GAMEPLAN: An Active Music Curriculum” Grade K - ISBN: 0-9767650-5-5</li> <li>● Florham Park Curriculum</li> <li>● National Association for Music Education (NAfME)</li> <li>● Northern New Jersey Orff Schulwerk Association (NNJOSA)</li> <li>● Dalcroze (dalcrozeusa.org)</li> <li>● Gordon (giml.org)</li> <li>● Kodaly (oake.org)</li> <li>● Little Kids Rock (littlekidsrock.org)</li> <li>● Orff (aosa.org)</li> <li>● SongWorks (songworkseducators.org)</li> <li>● Suzuki (suzukiassociation.org)</li> <li>● Teachers may wish to stick with “what they know,” or use some combination of the above. Either way, they are encouraged to become familiar with diverse approaches to music education.</li> </ul> </div> <div data-bbox="126 942 812 995"> <b>Supplemental Professional Resources:</b> </div> <div data-bbox="183 1012 599 1234"> <ul style="list-style-type: none"> <li>● All Books by Jeff Kriskie and Randy DeLelles</li> <li>● “Making the Most of the Holidays”</li> <li>● “Highlighting the Holidays”</li> <li>● “Time for a Rhyme”</li> <li>● “2nd Rhyme Around”</li> <li>● “3rd Rhymes a Charm”</li> <li>● “Strike it Rich”</li> <li>● “As American as Apple Pie”</li> </ul> </div>	<div data-bbox="846 380 1518 443"> <b>Core Instructional Resources:</b> </div> <div data-bbox="902 489 1299 959"> <ul style="list-style-type: none"> <li>● Guitar</li> <li>● Piano</li> <li>● CD Player/Speaker System</li> <li>● Soprano/Alto/Bass Xylophones</li> <li>● Soprano/Alto Glockenspiels</li> <li>● Soprano/Alto Metallophone</li> <li>● Various unpitched percussion instruments</li> <li>● <i>Singing</i></li> <li>● <i>Audio Recordings</i></li> <li>● <i>Playing on Instruments</i></li> <li>● <i>Video Recording</i></li> <li>● A Song Game</li> <li>● Movement/Dance</li> <li>● A Story</li> <li>● Questions/Puzzles</li> <li>● Secret Song Clues</li> <li>● Ranges of Notation</li> </ul> </div> <div data-bbox="846 1012 1518 1075"> <b>Supplemental Resources:</b> </div> <div data-bbox="902 1121 1481 1423"> <ul style="list-style-type: none"> <li>● Tonic Solfa/Solfege Syllables for tone and melody</li> <li>● Rhythm Syllables (Gordon, Kodaly, Takadimi, etc.)</li> <li>● Echo Singing and Antiphonning</li> <li>● Sibelius Software <ul style="list-style-type: none"> <li>○ Used to modify scores and notation (larger, with note names in note head, etc)</li> </ul> </li> <li>● Visual Aids <ul style="list-style-type: none"> <li>○ Colored key dots for xylophone</li> <li>○ Xylophone Diagram</li> <li>○ Solfege hand signals chart</li> </ul> </li> <li>● Floabulary</li> </ul> </div> <div data-bbox="846 1455 1518 1518"> <b>Intervention Resources:</b> </div> <div data-bbox="902 1551 1331 1770"> <ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVisioninterventionsupports</li> <li>● NJDOE resources</li> </ul> </div>



**Grade 3 Scope and Sequence for Vocal Music**

Interdisciplinary Connections	Integration of Technology through NJSLs
<p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> <ul style="list-style-type: none"> <li>Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>In Social Studies discuss routines in the community</li> <li>Companion standards:               <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.RF.3.4</li> <li>CCSS.MATH.CONTENT.3.NF.A.1</li> <li>6.1.4.A.10</li> </ul> </li> </ul> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<ul style="list-style-type: none"> <li>Create a word study word sort in Inspiration.</li> <li>Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>Use a document camera or overhead projector for shared reading of texts.</li> </ul>
Integration of 21st Century Themes	Media Literacy Integration
<p><i>See example.</i></p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> <li>Global and Environmental Awareness</li> <li>Problem Solving Skills</li> <li>Personal Literacy</li> <li>Business</li> <li><b>Initiative and Self Direction</b></li> <li>Manage Goals and Time</li> <li>Work Independently</li> <li>Be Self-directed Learners</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>Build on the intuitive knowledge students have gained from media about the story and character</li> <li>Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>Use print materials to practice reading and comprehension skills</li> </ul>
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> <li>National Hispanic-Latino Heritage Month</li> <li>National Disability Employment Awareness Month</li> <li>National American Indian Heritage Month</li> <li>Black History Month</li> <li>National Women's History Month,</li> <li>National Irish-American Heritage Month</li> <li>National Italian American Heritage Month</li> <li>Asian Pacific American Heritage</li> <li>Older Americans' Month</li> <li>Jewish American Heritage Month</li> <li>Week of Respect</li> <li>Red Ribbon Week</li> <li>International Dot Day (September 16)</li> </ul>

<b>Vocal Music</b>	<b>Grade: 3</b>
<b>Unit 3: Aesthetic Responses and Critique Methodologies</b>	
<b>Unit Overview:</b>	

**Grade 3 Scope and Sequence for Vocal Music**

In this unit, students will demonstrate an understanding of how to identify different types of musical compositions as well as how to compare and contrast them. Students will learn how to communicate about music in a variety of ways. Students will learn to discuss composers and their compositional works.

**New Jersey Student Learning Standards**

**1.4 Aesthetic Responses and Critique Methodologies** - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical, context).

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

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

**Enduring Understandings**

- Demonstrate the ability to distinguish vocal tone heard in a song.
- Identify a fast and slow tempo when listening to music.

**Essential Questions**

- Detecting and identifying vocal and instrumental tone.
- Continue to develop an understanding of tempo, dynamics, and style in music.

**Bend/Goals**

**Teaching Points**

- **Today I want to teach you that readers have many different reasons to read, and those reasons are different for everyone.**
  - Readers do this by:
    1. thinking about all the reasons they need to be able to read well.
    2. considering that one of the most important reasons to read is for the enjoyment of it.
    3. spending time examining several books to select one that they might enjoy reading.
    4. immersing themselves in a story, looking for things to enjoy.

**Skills (Students will be able to...)**

- Criteria for determining the aesthetic merits of artwork vary according to text.
- Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- Discuss how the composer's personal lives and historical contexts are reflected in the music.
- Use music-specific rubrics and holistic scoring guides to objectively self-evaluate live or recorded solo performances, improvisations and/or compositions.
- Compare and contrast music compositions based on similar themes.
- Distinguish ways individuals may disagree about the relative merits and effectiveness of the music.

Evidence of Learning (Assessments)	Accommodations and Modifications
<div>Formative Assessments:</div>	<div>Special Education</div> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>

## Grade 3 Scope and Sequence for Vocal Music

<ul style="list-style-type: none"> <li>• Music Class Participation Rubrics (See Rubrics Section of Document)</li> <li>• Daily Music Challenge</li> <li>• Oral/Verbal Responses to Teacher Questions/Instruction</li> <li>• Informal Observations of Student Musical Response</li> <li>• Self-Assessment/Student Reflection</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Written Tests/Quizzes</li> <li>• Performance Tests/Quizzes</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• rough drafts for each project</li> <li>• Rubric based final project for each unit</li> <li>• Student self-assessment</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Homework - extended drawing at home</li> <li>• Presentations</li> <li>• Verbal Critiques</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Curricular Modifications and Guidance for Students Educated in Special Class Settings</i></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
	<p><b>English Language Learners</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• Multi-language glossary</li> <li>• Pupil edition in Spanish</li> <li>• Vocabulary flash cards</li> </ul>
	<p><b>Students at Risk for Failure</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Gifted and Talented</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Students with 504 Plans</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>

**Grade 3 Scope and Sequence for Vocal Music**

<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• GAMEPLAN: An Active Music Curriculum” Grade K - ISBN: 0-9767650-5-5</li> <li>• Florham Park Curriculum</li> <li>• National Association for Music Education (NAfME)</li> <li>• Northern New Jersey Orff Schulwerk Association (NNJOSA)</li> <li>• Dalcroze (dalcrozeusa.org)</li> <li>• Gordon (giml.org)</li> <li>• Kodaly (oake.org)</li> <li>• Little Kids Rock (littlekidsrock.org)</li> <li>• Orff (aosa.org)</li> <li>• SongWorks (songworkseducators.org)</li> <li>• Suzuki (suzukiassociation.org)</li> <li>• Teachers may wish to stick with “what they know,” or use some combination of the above. Either way, they are encouraged to become familiar with diverse approaches to music education.</li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Guitar</li> <li>• Piano</li> <li>• CD Player/Speaker System</li> <li>• Soprano/Alto/Bass Xylophones</li> <li>• Soprano/Alto Glockenspiels</li> <li>• Soprano/Alto Metallophone</li> <li>• Various unpitched percussion instruments</li> <li>• <i>Singing</i></li> <li>• <i>Audio Recordings</i></li> <li>• <i>Playing on Instruments</i></li> <li>• <i>Video Recording</i></li> <li>• A Song Game</li> <li>• Movement/Dance</li> <li>• A Story</li> <li>• Questions/Puzzles</li> <li>• Secret Song Clues</li> <li>• Ranges of Notation</li> </ul>
<p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• All Books by Jeff Kriskie and Randy DeLelles</li> <li>• “Making the Most of the Holidays”</li> <li>• “Highlighting the Holidays”</li> <li>• “Time for a Rhyme”</li> <li>• “2nd Rhyme Around”</li> <li>• “3rd Rhymes a Charm”</li> <li>• “Strike it Rich”</li> <li>• “As American as Apple Pie”</li> </ul>	<p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Tonic Solfa/Solfege Syllables for tone and melody</li> <li>• Rhythm Syllables (Gordon, Kodaly, Takadimi, etc.)</li> <li>• Echo Singing and Antiphonning</li> <li>• Sibelius Software <ul style="list-style-type: none"> <li>◦ Used to modify scores and notation (larger, with note names in note head, etc)</li> </ul> </li> <li>• Visual Aids <ul style="list-style-type: none"> <li>◦ Colored key dots for xylophone</li> <li>◦ Xylophone Diagram</li> <li>◦ Solfege hand signals chart</li> </ul> </li> <li>• Floccabulary</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• enVisioninterventionsupports</li> <li>• NJDOE resources</li> </ul>
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<p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p>	<ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> </ul>

**Grade 3 Scope and Sequence for Vocal Music**

<ul style="list-style-type: none"> <li>Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>In Social Studies discuss routines in the community</li> <li>Companion standards:               <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.RF.3.4</li> <li>CCSS.MATH.CONTENT.3.NF.A.1</li> <li>6.1.4.A.10</li> </ul> </li> </ul> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<ul style="list-style-type: none"> <li>Use a document camera or overhead projector for shared reading of texts.</li> </ul>
<b>Integration of 21st Century Themes</b>	<b>Media Literacy Integration</b>
<p><i>See example.</i></p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> <li>Global and Environmental Awareness</li> <li>Problem Solving Skills</li> <li>Personal Literacy</li> <li>Business</li> <li><b>Initiative and Self Direction</b></li> <li>Manage Goals and Time</li> <li>Work Independently</li> <li>Be Self-directed Learners</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>Build on the intuitive knowledge students have gained from media about the story and character</li> <li>Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>Use print materials to practice reading and comprehension skills</li> </ul>
<b>Career Education</b>	<b>Global Perspectives</b>
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> <li>National Hispanic-Latino Heritage Month</li> <li>National Disability Employment Awareness Month</li> <li>National American Indian Heritage Month</li> <li>Black History Month</li> <li>National Women's History Month,</li> <li>National Irish-American Heritage Month</li> <li>National Italian American Heritage Month</li> <li>Asian Pacific American Heritage</li> <li>Older Americans' Month</li> <li>Jewish American Heritage Month</li> <li>Week of Respect</li> <li>Red Ribbon Week</li> <li>International Dot Day (September 16)</li> </ul>

<b>Vocal Music</b>	<b>Grade: 3</b>
<b>Unit 4: History of the Arts and Culture</b>	
<b>Unit Overview:</b> In this unit, students will demonstrate an understanding of musical works that have relevance to a particular time in history and understand it's importance to that time.	
<b>New Jersey Student Learning Standards</b>	

**Grade 3 Scope and Sequence for Vocal Music**

<b>1.2 History of the Arts and Culture</b> - All students will understand the role, development, and influence of the arts throughout history and across cultures. <b>1.2.5.A.3</b> - Determine the impact of significant contributions of individual artists dance, music, theatre, and visual art from diverse cultures throughout history.	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Students will identify music's role in society throughout various time periods.</li> <li>Students will sing, play, and study various styles of music.</li> </ul>	<ul style="list-style-type: none"> <li>How does music and culture effect one another?</li> <li>What are the various elements of genre, era, or culture?</li> </ul>
<b>Lessons</b>	<b>arts</b> <ul style="list-style-type: none"> <li><b>Today I want to teach you that readers have many different reasons to read, and those reasons are different for everyone.</b> <ul style="list-style-type: none"> <li>Readers do this by:               <ol style="list-style-type: none"> <li>thinking about all the reasons they need to be able to read well.</li> <li>considering that one of the most important reasons to read is for the enjoyment of it.</li> <li>spending time examining several books to select one that they might enjoy reading.</li> <li>immersing themselves in a story, looking for things to enjoy.</li> </ol> </li> </ul> </li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</li> <li>Identify a significant musician from each of the following genres: classical, jazz, popular.</li> <li>Analyze the importance of the musicians above, using appropriate terminology.</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Music Class Participation Rubrics (See Rubrics Section of Document)</li> <li>Daily Music Challenge</li> <li>Oral/Verbal Responses to Teacher Questions/Instruction</li> <li>Informal Observations of Student Musical Response</li> <li>Self-Assessment/Student Reflection</li> </ul>	<b>Special Education</b> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> </ul> <b>Differentiation:</b> <ul style="list-style-type: none"> <li>Preview content and concepts</li> <li>Behavior management plan</li> <li>Highlight text</li> <li>Small group setting</li> </ul> <b>High-Prep Differentiation:</b> <ul style="list-style-type: none"> <li>Alternative formative and summative assessments</li> <li>Guided Reading</li> <li>Personal agendas</li> <li>Project-based learning</li> <li>Problem-based learning</li> <li>Stations/centers</li> <li>Tiered activities/assignments</li> <li>Varying organizers for instructions</li> </ul> <b>Low-Prep Differentiation:</b> <ul style="list-style-type: none"> <li>Clubbing activities</li> </ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Written Tests/Quizzes</li> <li>Performance Tests/Quizzes</li> </ul>	
<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>rough drafts for each project</li> <li>Rubric based final project for each unit</li> </ul>	

### Grade 3 Scope and Sequence for Vocal Music

<ul style="list-style-type: none"> <li>• Student self-assessment</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Homework - extended drawing at home</li> <li>• Presentations</li> <li>• Verbal Critiques</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul> <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• Multi-language glossary</li> <li>• Pupil edition in Spanish</li> <li>• Vocabulary flash cards</li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p>	<p><b>Core Instructional Resources:</b></p>

## Grade 3 Scope and Sequence for Vocal Music

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	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVisioninterventionsupports</li> <li>● NJDOE resources</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> <ul style="list-style-type: none"> <li>● Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>● In Social Studies discuss routines in the community</li> </ul>	<ul style="list-style-type: none"> <li>● Create a word study word sort in Inspiration.</li> <li>● Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>● Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>● Use a document camera or overhead projector for shared reading of texts.</li> </ul>



**Grade 3 Scope and Sequence for Vocal Music**

<ul style="list-style-type: none"> <li>Companion standards: <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.RF.3.4</li> <li>CCSS.MATH.CONTENT.3.NF.A.1</li> <li>6.1.4.A.10</li> </ul> </li> </ul> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	
<b>Integration of 21st Century Themes</b>	<b>Media Literacy Integration</b>
<p><i>See example.</i></p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> <li>Global and Environmental Awareness</li> <li>Problem Solving Skills</li> <li>Personal Literacy</li> <li>Business</li> <li><b>Initiative and Self Direction</b></li> <li>Manage Goals and Time</li> <li>Work Independently</li> <li>Be Self-directed Learners</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>Build on the intuitive knowledge students have gained from media about the story and character</li> <li>Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>Use print materials to practice reading and comprehension skills</li> </ul>
<b>Career Education</b>	<b>Global Perspectives</b>
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> <li>National Hispanic-Latino Heritage Month</li> <li>National Disability Employment Awareness Month</li> <li>National American Indian Heritage Month</li> <li>Black History Month</li> <li>National Women's History Month,</li> <li>National Irish-American Heritage Month</li> <li>National Italian American Heritage Month</li> <li>Asian Pacific American Heritage</li> <li>Older Americans' Month</li> <li>Jewish American Heritage Month</li> <li>Week of Respect</li> <li>Red Ribbon Week</li> <li>International Dot Day (September 16)</li> </ul>