

NEPTUNE CITY SCHOOL DISTRICT

Theater Arts Curriculum Grade K-8



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

August 1, 2022

Document *

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

THEATER ARTS
CURRICULUM
GRADE K-8

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NEPTUNE CITY SCHOOL DISTRICT
Theatre Arts K-8

Acknowledgements

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A special thank you to the Monmouth County Curriculum Consortium, for its guidance and support in creating this document. In addition, the following teachers are to be commended for offering their professional feedback from an arts perspective: Mr. Robert Eirich, High School Theatre Teacher and Mr. James Fryer, HS Chorus Teacher and Play Director. It is our hope that this guide will serve as a valuable resource for the staff members who teach this course and that they will feel free to make recommendations for its continued improvement. In addition, it is our hope that this guide to support and advance the Visual & Performing Arts in our school district.

DISTRICT MISSION STATEMENT

The primary mission of the NEPTUNE CITY School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE CITY School District

Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent and critical readers, writers, speakers, listeners, and viewers who can comprehend, respond to, and produce across multiple modalities.
- Develop mathematical skills, understandings, and attitudes to apply to the types of problem-solving and mathematical discourse that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Demonstrate proficiency and responsibility in utilizing and producing technology in an ever-changing global society.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Become globally responsible citizens with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for their own and different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal-setting, self-compassion, empathy, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness, and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts, and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior

x	Recognize one's personal traits, strengths and limitations
x	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
	Recognize the skills needed to establish and achieve personal and educational goals
x	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Social Awareness	
x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
	Demonstrate an understanding of the need for mutual respect when viewpoints differ
	Demonstrate an awareness of the expectations for social interactions in a variety of settings
Responsible Decision Making	
x	Develop, implement and model effective problem solving and critical thinking skills
	Identify the consequences associated with one's action in order to make constructive choices
	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
	Identify who, when, where, or how to seek help for oneself or others when needed

Theatre Arts K-2	
Plan Title	Unit 1: The Creative Process, Performance and Aesthetic Response
Estimated Time	Approximately 10 Weeks

Overview / Rationale
In Unit 1 student will identify and create emotions, and respond to imaginary circumstances to objects, settings and conditions. Students will be challenged to sustain focus in the imaginary world of the activity, sharing or performance. Students will use their body in a variety of movements that show an understanding of size, shape, weight and spatial relationships of high, middle and low. Student will participate in pantomime of simple daily activities, including healthful practices in eating and hygiene.

Stage 1 – Desired Results
<p>Desired Goals:</p> <p>New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts</p> <ul style="list-style-type: none"> ● 1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances ● 1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.). ● 1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. ● 1.1.2.C.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions. ● 1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices. ● 1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations. ● 1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices. ● 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). ● 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art. ● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. ● 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

Essential Questions:

- How do we use voice and movement to tell a story?
- Why do we change our voice for retelling parts of a story?
- How do actors communicate with the audience?
- How do we use body language to communicate?
- How do we use voice to express feelings, emotions or mood?
- Why do we pretend?

Student Learning Objectives

Students will be able to:

- Recognize, mirror and create emotions described in stories and dramatic play.
- Respond within imaginary circumstances to objects, settings and conditions.
- Use emotional expression and imaginary objects in dramatic play.
- Sustain focus in the imaginary world of the activity, sharing or performance.
- Contribute positively and responsibly to ensemble activities.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, focus and commitment in group activities with a shared performance goal.
- Respond to and incorporate directions.
- Use the body and voice expressively.
- Use the body in a variety of movements that show an understanding of size, shape, weight and spatial relationships of high, middle and low.
- Demonstrate physical self-control in large and fine motor skills.
- Use the body and face to create and react to imaginary conditions.
- Create and mirror shapes and movements with other students.
- Create and imitate human, inanimate and animal characters.
- Demonstrate an understanding of how physical environment and the elements impact behavior.
- Use learned physical and vocal skills to create a variety of characters including human, inanimate and animal characters.
- Demonstrate a preliminary understanding of specific character desires and needs.
- Demonstrate an understanding of sequence of character actions.
- Imitate and create basic emotions.
- Understand and use basic vocabulary related to stage directions and areas of the stage.
- Identify the beginning, middle and end of a story.
- Differentiate between actor and character.
- Demonstrate an understanding of the “5 Ws” (Who? What? When? Where? Why?) when viewing a theater work or hearing a story.
- Retell a story individually or in groups with attention to accurate sequencing.
- Demonstrate an understanding of sequence of actions through pantomime.
- Pantomime simple daily activities, including healthful practices in eating and hygiene.
- Participate in poetry and prose choral readings with group or solo response.

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> ● E – encouraged ● T – taught ● A – assessed Career Ready Practices
9.1	Personal Financial Literacy		E
x	Personal and Careers		CRP1. Act as a responsible and contributing citizen and employee.
	Personal Management		CRP2. Apply appropriate academic and technical skills.
	Personal and Debt Management		CRP3. Attend to personal health and financial well-being.
	Personal Budgeting, Saving, and Investing		CRP4. Communicate clearly and effectively and with reason.
	Personal Being a Critical Consumer		CRP5. Consider the environmental, social and economic impacts of decisions.
	Personal Financial Responsibility		CRP6. Demonstrate creativity and innovation.
	Personal Budgeting and Protecting		CRP7. Employ valid and reliable research strategies.
9.2	Awareness, Exploration, Preparation		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
x	Awareness		CRP9. Model integrity, ethical leadership and effective management.
x	Exploration		E
	Preparation		CRP10. Plan education and career paths aligned to personal goals.
			CRP11. Use technology to enhance productivity.
			CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

Dance: Use observations and re-creations of various animal movements in a movement exercise
Language Arts: Use a work of children’s literature to animate improvisation, role-playing, storytelling or group sharing
Math: Create word problems related to ticket and concession sales
Music: Add found music to a story or play to heighten mood and atmosphere
Science: Using light and shadow, explore stage lighting and the use of lights with shadow puppets
Social Studies: Identify and report on character types or roles in the neighborhood, such as lunchroom attendant, firefighter, store clerk, etc.

Teacher Resources

- [Classroom and Drama Lesson Plans](#)
- [My First Acting Book](#)
- [25 Just Right Plays for Emergent Readers](#)
- [Learning Through Theatre](#)
- [Glossary of Terms](#)

Stage 2 – Assessment Evidence

- Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one's progress toward them, and comparing one's work to the criteria on a rubric or checklist.
- Written or Drawn Work (using technology when appropriate):
 - Sharing feelings, dreams, and wishes about dance and dancing
 - Planning and documenting choreographic process (sketching or collecting ideas for a dance)
 - Personal responses to performances
- Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as
 - "I noticed ..."
 - "I like the way ... because ..."
 - "Have you thought of ...?"
 - "I would like to suggest ..."
- Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process
 - I understand _____, and can explain it (e.g., thumbs up).
 - I do not yet understand _____ (e.g., thumbs down).
 - I'm not completely sure about _____ (e.g., wave hand).
- 3-2-1- Students identify:
 - 3 things they discovered
 - 2 interesting things they noticed
 - 1 question they still have

[Performance Rubrics](#)

Stage 3 – Learning Plan

Instructional Strategies Descriptions/ Suggested Learning Activities

- Teach students about using stage voices. Game idea: Give each child a simple phrase, easy to memorize. Example: "Anthony, come here." or "Open the door." Each student then has to say their line in three or four different tones of voice to convey different meanings.

- Improvisation: Pretend you have a box of shoes (or use an actual shoe box). Take imaginary shoes out and make a big deal about putting them on (a ballerina will lace up to her knees, a fireman will pull on high boots, etc.). Then, silently, act out the character (dance, put out fires climbing ladders, etc.) Have the other kids guess the character.
- Call out basic stage directions (e.g., down right, left center, etc.), with students moving to the area of the stage designated by the teacher. The task may be extended by giving students a sequence of movements from area to area and adding simple activities. The stage floor may be labeled to facilitate this exercise.
- Passing stories on: Read a story and retell it verbally. Then act out key sections of the story, share it with another class, and have that class pass it on to another class. The last class may share the story as a performed play
- [St. George and the Dragon Pantomime Lesson](#)
- Voice and Occasion: First create an open space in your classroom and have students sit in a circle. Each student selects one index card from a container. On the card, a location (i.e., couch, desk, gym, bus, park) and a person (i.e., friend, teacher, guardian) are provided. Pick a student to select one stuffed animal or toy from a pile you gathered before class, then place it anywhere in the circle. Invite the student to speak to the object as if it were the person listed on the index card in the appropriate tone of voice for the given location. After the student speaks, the rest of the class guesses the location of the conversation and whom the doll or toy represents. Continue until every student has a chance to speak.
- Story: Going on a Bear Hunt Teacher reads “Going on a Bear Hunt” to students and has them mimic his voice repeating lines using appropriate voice and volume. Vary the pitch and volume of their voice (stylized by either stretching them out or speaking them short and punctuated) to get the students to explore vocal range. The different *settings* (e.g. tall grass; Are there bugs living in the grass? Is the grass taller than you? If so, how would you move through very tall grass?) are explored. When an action occurs in the story, they stops and ask students what the action might sound like to create sound effects. They models the sound and has students mimic or come up with their own sounds. The teacher helps the children create some actions and facial expressions appropriate for volume, pitch, and style of the words, based on their experience with the reading of “Going on a Bear Hunt.” Children make sounds with their hands, feet, and voices. (e.g., rub their hands together, stomp their feet, clap, pat, whisper, vocal gibberish is encouraged to match the action). The audience guesses what the gestures, expression, noises, and actions mean.

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child’s IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills

- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts

- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Technology Integration

__x__ 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

___ 8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Theatre Arts K-2	
Plan Title	Unit 2: The History of the Arts and Culture, Performance, and Aesthetic Response
Planned Time	Approximately 10 Weeks

Overview / Rationale

In Unit 2 students will connect storytelling and drama, and recognize how oral traditions are related to the written word. Students will understand that theater comes from a desire to pretend and act things out. Student will recognize that theater, regardless of place or culture, tells us about ourselves and our lives.

Stage 1 – Desired Results

Planned Goals:

New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts

- 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures
- 1.4.2.A.1 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.).
- 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
- 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.
- 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Essential Questions:

- How does theatre communicate values?
- How do we use our imagination to tell a story?
- How are the values of culture represented in theatre?
- How do we respond to theatre?

Student Learning Objectives

Students will be able to:

- Connect storytelling and drama, and recognize how oral traditions are related to the written word.
- Recognize the relationship between theater and community, and between theater and culture(s).
- Understand that theater comes from a desire to pretend and act things out.
- Distinguish between Western and non-Western storytelling and theater traditions.
- Recognize that theater, regardless of place or culture, tells us about ourselves and our lives.

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: ● E – encouraged ● T – taught ● A – assessed Career Ready Practices	
9.1	Personal Financial Literacy	E	CRP1. Act as a responsible and contributing citizen and employee.
x	Arts and Careers		CRP2. Apply appropriate academic and technical skills.
	Management		CRP3. Attend to personal health and financial well-being.

	and Debt Management			CRP4. Communicate clearly and effectively and with reason.
	g, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	ing a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	inancial Responsibility			CRP7. Employ valid and reliable research strategies.
	g and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Awareness, Exploration, Preparation			CRP9. Model integrity, ethical leadership and effective management.
x	Awareness			CRP10. Plan education and career paths aligned to personal goals.
x	Exploration		E	CRP11. Use technology to enhance productivity.
	Preparation			CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

Math: Estimate the length of the play, taking into account scene changes and intermission
 Math: Measure the stage and performance space for area and perimeter. Mark the downstage edge of the playing area in one-foot increments from either side of the stage.

Teacher Resources

Suggested Readings

Yeh-Shen: A Cinderella Story from China, retold by Ai-Ling Louie Smoky Mountain Rose: An Appalachian Cinderella by Alan Schroeder Nomi and the Magic Fish: A Story from Africa by Phumla Teaching With Cinderella Stories From Around the World by Kathleen M. Hollenbeck Animal Fables from Aesop, adapted by Barbara McClintock Native American Animal Stories (Myths and Legends) by Joseph Bruchac and Michael J. Caduto String Stories: A Creative, Hands On Approach for Engaging Children in Literature by Belinda Holbrook

http://www.pbs.org/parents/arthur/activities/acts/folktale_play.html?cat=diversity

[Glossary of Terms](#)

Stage 2 – Assessment Evidence

- Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement.

Examples include setting personal goals and checking one's progress toward them, and comparing one's work to the criteria on a rubric or checklist.

- Written or Drawn Work (using technology when appropriate):
 - Sharing feelings, dreams, and wishes about dance and dancing
 - Planning and documenting choreographic process (sketching or collecting ideas for a dance)
 - Personal responses to performances
- Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as
 - "I noticed ..."
 - "I like the way ... because ..."
 - "Have you thought of ...?"
 - "I would like to suggest ..."
- Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process
 - I understand _____, and can explain it (e.g., thumbs up).
 - I do not yet understand _____ (e.g., thumbs down).
 - I'm not completely sure about _____ (e.g., wave hand).
- 3-2-1- Students identify:
 - 3 things they discovered
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[Performance Rubrics](#)

Stage 3 – Learning Plan

Instructional Strategies Descriptions/ Suggested Learning Activities

- Many theater, opera or musical theater companies produce versions of Cinderella in a variety of forms and from various cultures and perspectives. Attend a performance of Cinderella and encourage the students to decode the performance using the discussion tools on page 14. Additionally, students can compare the live performance with film/video, and storytelling or readings in which they have participated.
- Explore stories that are thematically or dramatically similar appearing in a variety of cultures (e.g., animal myths, hero or Cinderella stories).
- [Listening to folktales from around the world can enrich children's understanding of many cultures. Decide on a story with your children, and work with them to turn it into a play.](#)

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary

- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered

- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write

- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Technology Integration

x **8.1 Educational Technology:**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Theatre Arts 3-5	
Plan Title	Unit 1: Elements of Theatre
Estimated Time	Approximately 10 Weeks

Stage 1 – Desired Results
<p>Desired Goals:</p> <p>New Jersey Student Learning Standards (NJSLs) for Visual and Performing Arts</p> <ul style="list-style-type: none"> ● 1.1.5.C.2 Interpret the relationship between the actor’s physical and vocal choices and an audience’s perception of character development by identifying examples of vocal variety, stage business, concentration, and focus. ● 1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created. ● 1.1.5.C.4 Explain the function of sensory recall and apply it to character development. ● 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. ● 1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus effect meaning in scripted and improvised performances. ● 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. ● 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the 5 W’s and how are they used in identifying setting, plot and character? ● How can you identify the setting?

- What are key elements in creating a stage?

Student Learning Objectives

Students will be able to:

- Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- Define technical proficiency, using the elements of the arts and principles of design.
- Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
- Identify how the script requirements of environment, time and actions influence the design of a scene.
- Observe the relationship between the actor and the audience.
- Identify and understand the principal types of theater and performance spaces.
- Identify the basic area of a stage and a theater.
- Describe a setting that will enhance the mood of a scene (e.g., a forest on a moonless night).
- Identify how light can be used to suggest the setting and mood of the play.

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Financial Literacy	E	CRP1. Act as a responsible and contributing citizen and employee.
	and Careers	T	CRP2. Apply appropriate academic and technical skills.
	Management		CRP3. Attend to personal health and financial well-being.
	and Debt Management	E	CRP4. Communicate clearly and effectively and with reason.
	g, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	ing a Critical Consumer	T	CRP6. Demonstrate creativity and innovation.
	inancial Responsibility		CRP7. Employ valid and reliable research strategies.
	g and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Awareness, Exploration, Separation		CRP9. Model integrity, ethical leadership and effective management.

x	Awareness			CRP10. Plan education and career paths aligned to personal goals.
x	Exploration			CRP11. Use technology to enhance productivity.
	Preparation		E	CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Teacher Resources

- [Video: Elements of Drama](#)
- [Video: Drama](#)
- [Elements of Drama: Characters, Plot, Setting & Symbolism](#)
- [Acting: A Student's Guide](#)
- [Kids 4 Broadway](#)
- Bailey, Diane. Stage Management and Production. Rosen Publishing Group, Inc., 2009.
- [Glossary of Terms](#)

Stage 2 – Assessment Evidence

Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

[Sample Rubric](#)

[Sample Assessment 1: Grade 3](#)

[Sample Scoring Guide 1: Grade 3](#)

[Sample Assessment 2: Grade 3](#)

[Sample Score Guide 2: Grade 3](#)

[Sample Assessment 3: Grade 3](#)

[Sample Scoring Guide 3: Grade 3](#)

[Sample Assessment 4: Grade 5](#)

[Sample Scoring Rubric 4: Grade 5](#)

[Sample Assessment 5: Grade 5](#)

[Sample Scoring Rubric 5: Grade 5](#)

[Sample Assessment 6: Grade 5](#)

[Sample Assessment 6: Grade 5](#)

Stage 3 – Learning Plan

Instructional Strategies Descriptions/ Suggested Learning Activities

- Play theatre games, activities, or process drama techniques to experience and identify: Sensory recall, visualization, pitch, tempo, rhythm in expressive voice, expressive movements, emotional interaction and exchange with others.
- Through research, editing, revision and critique, students become aware of the various stages of theatrical play writing.
- Create different characters for a plot.
- Develop a blueprint for a stage scene.
- Create a CD of music and sound effects for a scene.
- Create dialogue for various plots.
- Analyze dramatic elements that create mood. Identify motives and objectives of characters in a story.
- Discuss how character motives influence actions and outcomes.
- Understand the essentials of a scene (setting, change, conflict, character needs).

Accommodations and Modifications

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- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

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x **8.1 Educational Technology:**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Theatre Arts 3-5	
Plan Title	Unit 2: History of the Arts and Culture
Estimated Time	Approximately 10 Weeks

Stage 1 – Desired Results
<p>Desired Goals:</p> <p>New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts</p> <ul style="list-style-type: none"> ● 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. ● 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. ● 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).
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can you recognize the cultural and historical context of a dramatic work? ● How can you identify the historical environment of a theatrical work using scene, costumes and props?
<p>Student Learning Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and understand the purposes of theater in various eras and cultures. ● Understand the role of theater in various communities. ● Identify major historical periods of theater. ● Recognize that theater has a distinct history reflecting the society and culture of its

- time. Describe what can be deduced about a society/community’s values based on a representative play from that culture.
- 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).
- Describe the culture in the world of a play and compare it to the world that produced the play.
- Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- Articulate cultural, historical and social context of their original work.

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21st Century Themes		Indicate whether these skills are:	
		<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed 	
			Career Ready Practices
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	and Careers	T	CRP2. Apply appropriate academic and technical skills.
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	and Debt Management	E	CRP4. Communicate clearly and effectively and with reason.
	g, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	ing a Critical Consumer	E	CRP6. Demonstrate creativity and innovation.
	inancial Responsibility	E	CRP7. Employ valid and reliable research strategies.
	g and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Awareness, Exploration, Preparation		CRP9. Model integrity, ethical leadership and effective management.
x	Awareness		CRP10. Plan education and career paths aligned to personal goals.
x	Exploration		CRP11. Use technology to enhance productivity.

	Preparation		E	CRP12. Work productively in teams while using cultural global competence.
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Interdisciplinary Connections

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Teacher Resources

- [Theatre Lesson for Kids: History & Timeline](#)
- [Theatre Lesson for Kids: History of Musical Theatre](#)
- DeSpain, Lisa. Kids Musical Theater Anthology. Hal Leonard Corp., 2008
- Meserve, Walter J., and Molly Ann Meserve. A Chronological Outline of World Theatre. Feedback Theatre Books, 1992.
- [Glossary of Terms](#)

Stage 2 – Assessment Evidence

- Evaluate written reflections on theatre principles, including reports and journal responses, using a student-created rubric.
- Additional Assessments may include:
 - Analyzing primary source documents on the history of theatre in various cultures.
 - Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research.
 - Use technology to create a presentation on the impact of theatre on specific groups of people and historical events.

[Sample Rubric](#)

[Sample Assessment 1: Grade 3](#)

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[Sample Assessment 2: Grade 3](#)

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[Sample Assessment 3: Grade 3](#)

[Sample Scoring Guide 3: Grade 3](#)

[Sample Assessment 4: Grade 5](#)

[Sample Scoring Rubric 4: Grade 5](#)

[Sample Assessment 5: Grade 5](#)

[Sample Scoring Rubric 5: Grade 5](#)

[Sample Assessment 6: Grade 5](#)

[Sample Assessment 6: Grade 5](#)

Stage 3 – Learning Plan

Instructional Strategies Descriptions/ Suggested Learning Activities

- Compare two productions of the same play by different artistic teams/cultures.
- Hypothesize the ways in which a story would change by being written by a different person from a different time and place.
- Research an artist whose work transformed a genre (e.g., Beckett, Ibsen) or represented a break with the old form, (e.g., Stanislavski, Jerome Kern).
- Use cultural tales with choral readings, reader’s theatre, narrative mimes, etc. to apply and practice performance techniques.
- Locate and identify theater artifacts from contemporary or historical theater using original documents or reprints, including programs, articles, posters, and photos of notable theater professionals.
- Use online resources to deepen students’ understanding of theater performance by researching historical and cultural setting, period dress and customs.

- Create a simple timeline with graphics and text illustrating the major eras of theater history, from antiquity to contemporary times.

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- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

<http://visual.merriamwebster.com/>.

- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
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- Provide copy of class notes
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- Provide students opportunity to make corrections and/or explain their answers
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- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
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Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
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- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
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Technology Integration

x 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- 8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics,

Theatre Arts 3-5

Plan Title	Unit 3: Aesthetic Response
Estimated Time	Approximately 10 Weeks

Stage 1 – Desired Results

***Desired* Goals:**

New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts

- 1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- 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.

Essential Questions:

- What are some methods that can be used to support and critique yourself and your peers in positive way?
- How can you review a theater event based on the elements found in the performance and production of the dramatic work being observed?

Student Learning Objectives

Students will be able to:

- Review a theater event based on observed elements in theater performance and production.
- Understand theater as a shared communal experience between audience and actor.
- Develop an understanding of personal aesthetic and choice as related to production intent.
- Critique themselves and others in a respectful and constructive manner.
- Use reflection and analysis to evaluate their work and the work of their peers in a productive way.
- Compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theater and dramatic media, including, film, television, electronic media, and other art forms

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy	E	CRP1. Act as a responsible and contributing citizen and employee.
	Work and Careers	E	CRP2. Apply appropriate academic and technical skills.
	Business Management		CRP3. Attend to personal health and financial well-being.
	Personal and Debt Management	T	CRP4. Communicate clearly and effectively and with reason.
	Personal Budgeting, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Identifying a Critical Consumer	T	CRP6. Demonstrate creativity and innovation.
	Personal Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Personal Budgeting and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
x	Awareness		CRP10. Plan education and career paths aligned to personal goals.
x	Exploration		CRP11. Use technology to enhance productivity.

	Preparation		E	CRP12. Work productively in teams while using cultural global competence.
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Interdisciplinary Connections

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Teacher Resources

- [Theatre Lesson for Kids: History & Timeline](#)
- Broadway video clips that can be used to teaching the art of critique:
- [The Lion King: The Circle of Life](#)
 - [Matilda the Musical](#)
 - [Annie: It's Hard Knock Life](#)
- [Glossary of Terms](#)

Stage 2 – Assessment Evidence

Write a critique of a performance. Share compositions orally.

[Sample Rubric](#)

[Sample Assessment 1: Grade 3](#)

[Sample Scoring Guide 1: Grade 3](#)

[Sample Assessment 2: Grade 3](#)

[Sample Score Guide 2: Grade 3](#)

[Sample Assessment 3: Grade 3](#)

[Sample Scoring Guide 3: Grade 3](#)

[Sample Assessment 4: Grade 5](#)

[Sample Scoring Rubric 4: Grade 5](#)

[Sample Assessment 5: Grade 5](#)

[Sample Scoring Rubric 5: Grade 5](#)

[Sample Assessment 6: Grade 5](#)

[Sample Assessment 6: Grade 5](#)

Stage 3 – Learning Plan

Instructional Strategies Descriptions/ Suggested Learning Activities

- Identify and express in a class discussion students' favorite parts of a performance.
- Evaluate a production based on the based on the merits of its physical realization, direction, blocking, actors' interpretation of character, design, faithfulness to the ideas of the playwright, and clarity of communication.
- Critique the technical proficiency of a production based on how well sets, light and sound are used in realizing the director's vision.
students' understanding of theater performance by researching historical and cultural setting, period dress and customs.
- Create a simple timeline with graphics and text illustrating the major eras of theater history, from antiquity to contemporary times.

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency

- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics

- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
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High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
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- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
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- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
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- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
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Technology Integration

x **8.1 Educational Technology:**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- 8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics

Theatre Arts 3-5	
Plan Title	Unit 4: Performance
Planned Time	2-3 Weeks

Stage 1 – Desired Results	
Planned Goals:	
New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts	
<ul style="list-style-type: none"> ● 1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction. ● 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. 	
Essential Questions:	
<ul style="list-style-type: none"> ● How can you apply imaginative, analytical and process skills needed when creating original dramaturgical works? 	
Student Learning Objectives	
Students will be able to:	
<ul style="list-style-type: none"> ● Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction. ● Plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater. ● Cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations. 	

In this unit plan, the following 21st Century Life and Careers skills are addressed:			
Check ALL that apply –		Indicate whether these skills are:	
21st Century Themes		<ul style="list-style-type: none"> ● E – encouraged ● T – taught ● A – assessed 	
		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
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	and Debt Management		T	CRP4. Communicate clearly and effectively and with reason.
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	ing a Critical Consumer		T	CRP6. Demonstrate creativity and innovation.
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Interdisciplinary Connections

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Teacher Resources

- [Acting for Kids: Episode 1](#)
- [Childdrama.com](#)
- Acting and Improvisation- Ackroyd, Judith, and Jo Boulton. Drama Lessons for Seven to Eleven-Year-Olds. Routledge, 2012.
- [Glossary of Terms](#)

Stage 2 – Assessment Evidence

Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

[Sample Rubric](#)

[Sample Assessment 1: Grade 3](#)

[Sample Scoring Guide 1: Grade 3](#)

[Sample Assessment 2: Grade 3](#)

[Sample Score Guide 2: Grade 3](#)

[Sample Assessment 3: Grade 3](#)

[Sample Scoring Guide 3: Grade 3](#)

[Sample Assessment 4: Grade 5](#)

[Sample Scoring Rubric 4: Grade 5](#)

[Sample Assessment 5: Grade 5](#)

[Sample Scoring Rubric 5: Grade 5](#)

[Sample Assessment 6: Grade 5](#)

[Sample Assessment 6: Grade 5](#)

Stage 3 – Learning Plan

Instructional Strategies Descriptions/ Suggested Learning Activities

- Write an original exchange between two characters in which a conflict is revealed.
- Create and perform a scene using at least three of the senses to communicate the reality of the environment, or the character's situation.
- Through storytelling or puppetry, tell a short original or traditional story using theater skills.
- Develop a real or imaginary character and perform as that character.
- Develop scenes through improvisation theater games, or writing that have distinct characters.
- Improve a scene based on written material such as a newspaper article or journal.
- Create a drama based on a short story or poem. Use simple costumes, props, and light to enhance the drama.
- Work as a member of an ensemble.

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Technology Integration

8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- 8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Theatre Arts 6-8

Plan Title	Unit 1: Elements of Theatre
Estimated Time	2-3 Weeks

Stage 1 – Desired Results

Desired Goals:

New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts

- 1.1.8.C.4 Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.
- 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

Essential Questions:

- How do we respond emotionally to diverse works of theatre?
- How do different components contribute to the overall theatrical performance?
- How do symbolism and metaphor contribute to meaning in the arts?

Student Learning Objectives

Students will be able to:

- Identify the members of a production team and explain how these roles are interdependent
- Understand how sound and lighting create mood in performance events.
- Identify key jobs integral to producing a play (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.) and research the duties and responsibilities of these positions
- Interpret symbolism and metaphors used in selected theatre masterworks; apply metaphor and symbolism in the creation and performance of an original scene, and interpret symbolism and metaphors used in theatre scenes created by peers.
- Differentiate between “traditional” and non-traditional theatre masterworks and analyze the form, function, craftsmanship, and originality of the work.
- Differentiate among basic formal structures and technical proficiency of artists in peer and professional theatrical productions and use rubrics and scoring guides to evaluate the effectiveness of a theatre work.

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: ● E – encouraged ● T – taught ● A – assessed Career Ready Practices	
9.1	al Financial Literacy	E	CRP1. Act as a responsible and contributing citizen and employee.
	and Careers	T	CRP2. Apply appropriate academic and technical skills.

	Management			CRP3. Attend to personal health and financial well-being.
	and Debt Management		T	CRP4. Communicate clearly and effectively and with reason.
	g, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	ing a Critical Consumer		T	CRP6. Demonstrate creativity and innovation.
	inancial Responsibility			CRP7. Employ valid and reliable research strategies.
	g and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Awareness, Exploration, Preparation		E	CRP9. Model integrity, ethical leadership and effective management.
x	Awareness			CRP10. Plan education and career paths aligned to personal goals.
x	Exploration			CRP11. Use technology to enhance productivity.
	Preparation		T	CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Teacher Resources

- [PowerPoint: Elements of Drama](#)
- [Video: Elements of Drama](#)
- [Elements of Drama Lesson Plan](#)
- [Glossary of Terms](#)

Stage 2 – Assessment Evidence

- Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance “notes.”
- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

Sample Assessments

[Sample Assessment #1](#)

- [Sample Assessment #2](#)
- [Sample Assessment #3](#)

Sample Scoring Guides

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Stage 3 – Learning Plan

Instructional Strategies Descriptions/ Suggested Learning Activities

- Stage a short scene showcasing different areas of responsibility that are integral to a theatrical production (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.).
- Direct a short scene in collaboration that demonstrates a directorial vision and choices.
- Research various theatre personnel and their responsibilities and the skills and training that go into the position and how they work collaboratively to make a theatre production.
- Identify and discuss symbols and symbolism in a selected design.
- View and evaluate productions with regard to the design and production elements.

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child’s IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary

- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy

- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
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- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Technology Integration

x 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- 8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Theatre Arts 6-8

Plan Title	Unit 2: History of the Arts and Culture
Planned Time	2-3 Weeks

Stage 1 – Desired Results

Planned Goals:

New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts

- 1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and Non-Western theatrical traditions and from different historical eras.
- 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- 1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Essential Questions:

- How does theatre influence life and life influence theatre over time?
- In what ways do we see the origins of theatre still present in more modern drama?
- How does theatre influence society?
- How does society influence theatre?
- How do past and contemporary works differ in the ideas and events they represent?

Student Learning Objectives

Students will be able to:

- Articulate the cultural, historical and social context of their original work, and a clear statement of theme.
- Identify major movements and periods in history, recognizing that theatre reflects the society and culture of its time.
- Describe and discuss a written text or live performance in terms of its social, historical and cultural context
- Identify and articulate the cultural and historical components of the work and how these components create a particular world of behaviors.
- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. Create and perform in stylistically nuanced scene work from known plays, aligned to the cultural norms and theatrical conventions appropriate to the era of the play.
- Categorize historical innovations in Western and Non-Western theatre history up to and including the early 20th century that stemmed from the creation of new technologies.
- Distinguish ways that theatre has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions.
- Apply characteristics of various Western and non-Western theatrical traditions to scene work that emulates theatre of various and diverse eras and cultures up to and including the 21st Century.

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply –		Indicate whether these skills are:	
21 st Century Themes		<ul style="list-style-type: none"> ● E – encouraged ● T – taught ● A – assessed 	
		Career Ready Practices	
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NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Teacher Resources

- [Video: What is Theatre?](#)
- A Cultural History of Theatre by Jack Watson and Grant McKernie
- History of the Theatre by Oscar Gross Brockett and Franklin J Hildy
- [Glossary of Terms](#)

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Stage 3 – Learning Plan

Instructional Strategies Descriptions/ Suggested Learning Activities

- Contrast and compare one major Western and one non-Western type of theater, recognizing similarities in intended purpose and performance style), such as an ancient Greek arena and Vietnamese water puppets.
- Compare and contrast early theatrical texts to contemporary performances
- Use online and video resources to research and guide the creation of a project that examines Greek, Roman or early non-Western theatre
- Research and write a profile of a NYC theatre, including the performance history, architecture, and the historical, social and political context of when the theatre was built
- The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater.
- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
- Create and perform a theatre piece using masks from a chosen historical era or tradition (e.g., Greek, Commedia Dell’Arte).
- Collaborate to write a short play based on a historical or current event.

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Technology Integration

x 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

Theatre Arts 6-8	
Plan Title	Unit 3: Performance
Planned Time	2-3 Weeks

Stage 1 – Desired Results
<p>Desired Goals:</p> <p>New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts</p> <ul style="list-style-type: none"> ● 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. ● 1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. ● 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. ● 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills. ● 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is it important to create a personality and a background for a character? ● How do posture, breathing, and voice control affect a presentation? ● How do movements, gestures, and expressions help and improve and support a scene? ● How do performers use vocal techniques to communicate meaning and character?
<p>Student Learning Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Define “believability” by identifying common traits of believable performances. ● Differentiate between a character’s actions, intentions and internal dialogue and apply these distinctions to the portrayal of a character. ● Analyze scripted scenes to determine how a character's objectives change throughout a scene and how his or her tactics and subtext change within a scene in response to the actions of other characters. Apply the analysis to the portrayal of characters in a performance. ● Maintain focus and concentration in order to sustain improvisations, scene work and performance.

- Use distinct physical, vocal and emotional choices, to build a believable, multi-dimensional character and perform a scene and/or monologue within the context of two different genres. Compare and contrast the stylistic choices in each scene.
- Make imaginative and expressive use of scenery, props, costumes, lighting and sound in improvisations, scene work and performances.
- Use the body and voice expressively in theater exercises, improvisations, scene work and performances.
- Use theatrical improvisation, both short and long form, as a means of exploring character development (from a physical, vocal and emotional standpoint) while also focusing on objectives and tactics.

In this unit plan, the following 21st Century Life and Careers skills are addressed:

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			<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed
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NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Teacher Resources

Suggested Plays

- The Effect of Gamma Rays On Man-in-the-Moon Marigolds by Paul Zindel
- Our Town by Thornton Wilder
- A Thousand Cranes by Kathryn Schultz Miller
- Step on a Crack by Susan Zeder
- Getting Near to Baby by Y. York
- Wiley and the Hairy Man by Susan Zeder
- Still Life with Iris by Steven Dietz
- Selkie: Between Land and Sea by Laurie Brooks

[Glossary of Terms](#)

Stage 2 – Assessment Evidence

- Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance “notes.”
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Stage 3 – Learning Plan

Instructional Strategies Descriptions/ Suggested Learning Activities

- Create appropriate physical gestures and facial expressions that align to a character.
- Participate in group exercises, drills, improvisations and theater games.
- Rehearse and perform a scene in front of others.
- Research and portray a character, using at least one appropriate costume piece, prop, gesture, need and physical shape.
- Provide feedback to scenes performed by peers in the “director’s voice,” noting character choices, vocal projection and stage pictures.
- Demonstrate physical and vocal warm-ups used as preparation for rehearsal and performance.

Accommodations and Modifications

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- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases

- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials

- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Technology Integration

x **8.1 Educational Technology:**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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An Affirmative Action Equal Opportunity Employer

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