

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2	Content Area: Theater
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Introduction

The grade K-2 Theater curriculum provides a variety of integrated, interdependent learning opportunities for students to develop artistic literacy and fluency in the theater arts discipline. Students are expected to engage in imagining, creating, and performing ways to express their ideas, and analyze and respond to the artistic works of others. Artistic processes, anchor standards, practices, and performance expectations assist in developing these skills along with grade level appropriate vocabulary, resources, and techniques.

Original Adoption: October 23, 2018
Revised on: March 18, 2019
Revised by: C. McBride, C. Sheplin
Revised on: August 16, 2022
Revised by: Cathy McBride

Recommended Pacing Guide	
Creating	10 days throughout
Performing	10 days throughout
Responding	10 days throughout
Connecting	10 days throughout

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Unit 1: Creating

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

- 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama)
- 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3a: With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

Primary Interdisciplinary Connections:

Visual Art and Dance

- Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
- Dance for and with others in a space where the audience and performers occupy different areas.
- Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.
- Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
- Identify safe and non-toxic art materials, tools, and equipment.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

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English Language Arts:

- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Social Emotional Learning [SELARTS](#)

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Recognize and identify the thoughts, feelings and perspectives of others
- 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
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Evaluate personal, ethical, safety and civic impact of decisions
- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices

Social Studies:

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

Technology Standards:

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- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>
<http://www.njamistadcurriculum.net/>

Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance
- Does the students' acting (body, voice, movement, creative choices) demonstrate what they know? How?
- Does the way the students use space demonstrate what they know? Provide evidence.
- Does the content of what the students

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	<p>say demonstrate what they know? Describe how you came to this conclusion.</p> <ul style="list-style-type: none"> Does the way the students say words, make sounds, move their bodies, engage the other actors, and/or engage the audience demonstrate what they know? Explain what you notice about these connections. Does the way the group scripted their work demonstrate what they know? What do you see that supports evidence of learning? Do the creative choices including design, character work, and staging demonstrate what they know? How did you come to this answer? Does the way the group worked together demonstrate what they know? Explain your observations.
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Listening Exam Performance Verbal feedback Student Critique Individual evaluation Observation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. Oral review of technique and vocabulary
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Theater artists rely on intuition, curiosity, and critical inquiry Theater artists work to discover different ways of communicating meaning. Theater artists refine their work and practice their craft through rehearsal. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry? How, when, and why do theater artists' choices change? How do theater artists transform and edit their initial ideas?
Unit Objectives	Unit Objectives:

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Students will know...

- How does observing people help you create characters?
- How do actors move to express an emotion?
- How are costumes different from everyday clothes?
- What are the similarities between your family and families found in stories?
- Do all stories have a beginning, middle and end structure?
- Why is plot important to a story?
- Why are props important?
- What makes theater a unique experience?
- Why is stage space necessary?
- How does a performer's vocal quality and movement convey a message about a character?
- Why is it necessary to look at different perspectives of a story?
- How are performer's impacted by feedback?
- How can different members of an audience have different reactions to a dramatization?
- When might a critic allow their feelings to impact how they evaluate a dramatization?
- Why are there so many plots that revolve around community and family stories?

Students will be able to...

- Imitate or create people, creatures, or things based on observation using body and facial expression
- Demonstrate the ability to follow a simple set of steps in a dramatic task.
- Use body and voice to demonstrate knowledge of holidays and other cultural events.
- Describe the difference between theater and real life
- Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice.
- Use appropriate theater vocabulary to critique a live performance
- Improvise to create original characters and environments from an existing work such as a fairy tale, folktale, or story.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Scripted works as needed
- Facility with open space and stage
- Props as needed
- Reader's theater activities
- Create Google Slides presentation of reader's theater performance
- Record podcasts of reader's theater performances

Varied Levels of Text:

- Grade level theater scripts, and reader's theater scripts:
 - [Melissa Stewart - Readers Theater Scripts](#)
 - https://melissa-stewart.com/img2018/pdfs/Under_Snow_RT_2019.pdf

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| <ul style="list-style-type: none"> ● Record Flipgrid video of reader's theater performance ● Chinese New Year: Lion Dance Puppets ● Aesop's Fables: Comedy & Tragedy Masks ● Reader's Theater Scripts and Plays for the Classroom ● Drama Games & Activities for Kids - Hand-picked by a Drama Teacher Teach Starter ● Creative Drama Lesson Plans ● Creative Drama from Picture Books ● Kindergarten Theatre – 1 ● Theatre – Kindergarten ● Theatre – Grade 1 ● Theatre – Grade 2 ● K-2 Puppetry ● Creative Drama in the Classroom & Beyond by Nellie McCaslin ● Structuring Drama Work: A handbook of available forms in theater and drama by Jonothan Neelands and Tony Goode ● Theater Games for the Classroom: A Teacher's Handbook by Viola Spolin | <ul style="list-style-type: none"> ○ Margie Palatini • Barry Moser READER'S THEATER FUN ○ http://www.margiepalatini.com/wp-content/uploads/readers_theater/PIGGIE_PIE_READERS_THEATER.pdf ● Grade level texts for reader's theater: <ul style="list-style-type: none"> ○ "If You Take a Mouse to School" ○ "Giraffes Can't Dance" ○ "The Three Little Pigs" ○ "Goldilocks and the Three Dinosaurs" ○ "Molly Lou Melon: Stand Tall Molly Lou Melon" ○ "Wolf!" ○ "The Web Files" ○ "Alexander and the Horrible, No Good Day" ○ "Fox and His Friends" ● "The Hare and the Tortoise" ● "Nature Talks Back" ● "Peter Rabbit" ● "Rikki Tikki Tavi" ● "How the Elephant Got Its Trunk" ● "Amandina" ● "Backstage Cat" ● "Rifka Takes a Bow" ● "Moses Sees a Play" ● "Amazing Grace" ● "Kamishibai Man" ● "Stagestruck" ● "Pet of the Met" ● "Louise the Big Cheese: Diving Diva" ● "The Happiest Tree" ● "The Boy, the Bear, the Baron, and the Bard" ● "Full Moon and Star" |
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Suggested Accommodations For All Units

English Language Learners:

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- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.

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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration,

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- individual experimentation
- Use technology tools to enhance content
- Explore real world connections

Response accommodations allow a student to:

- Turn and Talk
- Reward risk taking while encouraging students to think “outside of the box”

Setting accommodations allow a student to:

- Use flexible seating
- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project
- Have rigorous Pacing

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence
- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

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Unit 2: Performing

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

- 1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

Primary Interdisciplinary Connections:

Visual Art

Combine concepts collaboratively to generate innovative ideas for creating art.

English Language Arts:

- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

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

Social Emotional Learning [SELARTS](#)

Recognize one's feelings and thoughts

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

Recognize one's personal traits, strengths and limitations

Recognize the importance of self-confidence in handling daily tasks and challenges

Recognize and identify the thoughts, feelings and perspectives of others

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

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Demonstrate an awareness of the expectations for social interactions in a variety of settings
Utilize positive communication and social skills to interact effectively with others
Identify the consequences associated with one's actions in order to make constructive choices
Develop, implement and model effective problem solving and critical thinking skills

Technology Standards:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills Practices:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

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Alternative Assessments:

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- Does the students' acting (body,

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	<p>voice, movement, creative choices) demonstrate what they know? How?</p> <ul style="list-style-type: none"> • Does the way the students use space demonstrate what they know? Provide evidence. • Does the content of what the students say demonstrate what they know? Describe how you came to this conclusion. • Does the way the students say words, make sounds, move their bodies, engage the other actors, and/or engage the audience demonstrate what they know? Explain what you notice about these connections. • Does the way the group scripted their work demonstrate what they know? What do you see that supports evidence of learning? • Do the creative choices including design, character work, and staging demonstrate what they know? How did you come to this answer? • Does the way the group worked together demonstrate what they know? Explain your observations.
Summative Assessments: <ul style="list-style-type: none"> • Listening Exam • Performance • Verbal feedback • Student Critique • Individual evaluation • Observation 	Benchmark Assessments: <ul style="list-style-type: none"> • A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. • Oral review of technique and vocabulary
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • Theater artists develop personal processes and skills for a performance or design. 	Essential Questions: <ul style="list-style-type: none"> • How do theater artists fully prepare a performance or design?

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- Theater artists make choices to convey meaning
- Theater artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

- How do theater artists use tools and techniques to communicate ideas and feelings?
- What happens when theater artists and audiences share creative experiences?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Scripted works as needed
- Facility with open space and stage
- Props as needed
- Reader's Theater performances
- [Aesop's Fables: Comedy & Tragedy Masks](#)
- [Drama Games & Activities for Kids - Hand-picked by a Drama Teacher | Teach Starter](#)
- [Creative Drama Lesson Plans](#)
- [Creative Drama from Picture Books](#)
- [Kindergarten Theatre – 1](#)
- [Theatre – Kindergarten](#)
- [Theatre – Grade 1](#)
- [Theatre – Grade 2](#)
- [K-2 Puppetry](#)

Varied Levels of Text:

- Grade level theater scripts, and reader's theater scripts:
 - [Melissa Stewart - Readers Theater Scripts](#)
 - https://melissa-stewart.com/img2018/pdfs/Under_Snow_RT_2019.pdf
 - [Margie Palatini • Barry Moser READER'S THEATER FUN](#)
 - http://www.margiepalatini.com/wp-content/uploads/readers_theater/PIGGIE_PIE_READERS_THEATER.pdf
- Grade level texts for reader's theater:
 - "If You Take a Mouse to School"
 - "Giraffes Can't Dance"
 - "The Three Little Pigs"
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 - "Molly Lou Melon: Stand Tall Molly Lou Melon"
 - "Wolf!"
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- "Rikki Tikki Tavi"
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- "Amandina"
- "Backstage Cat"
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- "The Happiest Tree"
- "The Boy, the Bear, the Baron, and the Bard"
- "Full Moon and Star"

Suggested Accommodations For All Units

English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication

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- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
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Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
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- Give every student the same opportunity for success.
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- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.

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- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

Response accommodations allow a student to:

- Turn and Talk
- Reward risk taking while encouraging students to think "outside of the box"

Setting accommodations allow a student to:

- Use flexible seating
- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project
- Have rigorous Pacing

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

- Complete enrichment tasks

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- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence
- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

Unit 3: Responding

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

- 1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama)
- 1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance.
- 1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

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Primary Interdisciplinary Connections:

English Language Arts:

- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

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

Social Emotional Learning [SELARTS](#)

Recognize one's feelings and thoughts

Recognize the importance of self-confidence in handling daily tasks and challenges

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

Utilize positive communication and social skills to interact effectively with others

Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Technology Standards:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies and Key Skills Practices

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>
<http://www.njamistadcurriculum.net/>

Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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Grade: K-2

Content Area: Theater

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance
- Does the students' acting (body, voice, movement, creative choices) demonstrate what they know? How?
- Does the way the students use space demonstrate what they know? Provide evidence.
- Does the content of what the students say demonstrate what they know? Describe how you came to this conclusion.
- Does the way the students say words, make sounds, move their bodies, engage the other actors, and/or engage the audience demonstrate what they know? Explain what you notice about these connections.
- Does the way the group scripted their work demonstrate what they know? What do you see that supports evidence of learning?
- Do the creative choices including design, character work, and staging demonstrate what they know? How did you come to this answer?
- Does the way the group worked together demonstrate what they know? Explain your observations.

Summative Assessments:

- Listening Exam
- Performance
- Verbal feedback
- Student Critique
- Individual evaluation
- Observation

Benchmark Assessments:

- A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.
- Oral review of technique and vocabulary

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Grade: K-2

Content Area: Theater

Knowledge & Skills

Enduring Understandings:

- Theater artists reflect to understand the impact of drama processes and theater experiences.
- Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.
- Theater artists apply criteria to investigate, explore, and assess drama and theater work.

Essential Questions:

- How do theater artists comprehend the essence of drama processes and theater experiences?
- How can the same work of art communicate different messages to different people?
- How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Scripted works as needed
- [Aesop's Fables: Comedy & Tragedy Masks](#)
- [Drama Games & Activities for Kids - Hand-picked by a Drama Teacher | Teach Starter](#)
- [Creative Drama Lesson Plans](#)
- [Creative Drama from Picture Books](#)
- [Kindergarten Theatre – 1](#)
- [Theatre – Kindergarten](#)
- [Theatre – Grade 1](#)
- [Theatre – Grade 2](#)
- [K-2 Puppetry](#)
- [Drama/Home | BYU Arts Partnership](#)
- [From Head to Toe by Eric Carle | McKay School of Education](#)
- [Goin' on a Bear Hunt | McKay School of Education](#)
- [The Day the Crayons Quit and Came Home | McKay School of Education](#)
- [Animal Question-and-Answer Reports | McKay School of Education](#)
- [Resources: Drama | BYU McKay School of Education](#)
- Reader's Theater scripts
- Facility with open space and stage
- Props as needed

Varied Levels of Text:

- Grade level theater scripts and texts
- Grade level theater scripts, and reader's theater scripts:
 - [Melissa Stewart - Readers Theater Scripts](#)
 - https://melissa-stewart.com/img2018/pdfs/Under_Snow_RT_2019.pdf
 - [Margie Palatini • Barry Moser READER'S THEATER FUN](#)
 - http://www.margiepalatini.com/wp-content/uploads/readers_theater/PIGGIE_PIE_READERS_THEATER.pdf
- Grade level texts for reader's theater:
 - "If You Take a Mouse to School"
 - "Giraffes Can't Dance"
 - "The Three Little Pigs"
 - "Goldilocks and the Three Dinosaurs"
 - "Molly Lou Melon: Stand Tall Molly Lou Melon"
 - "Wolf!"
 - "The Web Files"
 - "Alexander and the Horrible, No Good Day"
 - "Fox and His Friends"
- "From Head to Toe by Eric Carle"
- "Goin' on a Bear Hunt"
- "The Day the Crayons Quit"

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Content Area: Theater

- Reader's Theater performances
- Describe settings and causes of character actions
- Compare personal emotions to those of characters
- Compare and contrast characters' responses to challenges

- [A Reader's Theater Script for - The Day the Crayons Quit Written by Drew Daywalt Illustrated by Oliver Jeffers](#)
- "The Day the Crayons Came Home"
- "Nature Talks Back"
- "Peter Rabbit"
- "Rikki Tikki Tavi"
- "How the Elephant Got Its Trunk"
- "Amandina"
- "Backstage Cat"
- "Rifka Takes a Bow"
- "Moses Sees a Play"
- "Amazing Grace"
- "Kamishibai Man"
- "Stagestruck"
- "Pet of the Met"
- "Louise the Big Cheese: Diving Diva"
- "The Happiest Tree"
- "The Boy, the Bear, the Baron, and the Bard"
- "Full Moon and Star"

Suggested Accommodations For All Units

English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.

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Content Area: Theater

- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Theater

- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

Response accommodations allow a student to:

- Turn and Talk
- Reward risk taking while encouraging students to think "outside of the box"

Setting accommodations allow a student to:

- Use flexible seating
- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project
- Have rigorous Pacing

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Theater

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence
- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

Unit 4: Connecting

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).
- 1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.
- 1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

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Grade: K-2

Content Area: Theater

Primary Interdisciplinary Connections:

English Language Arts:

- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

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

Technology Standards:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

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Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance

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Grade: K-2	Content Area: Theater
<ul style="list-style-type: none"> • Demonstration • Composition • Think-Pair-Share • Peer/Self-Assessment • Thumbs Up/Thumbs Down • Emoji Self-assessment Door Chart 	<ul style="list-style-type: none"> • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance • Does the students' acting (body, voice, movement, creative choices) demonstrate what they know? How? • Does the way the students use space demonstrate what they know? Provide evidence. • Does the content of what the students say demonstrate what they know? Describe how you came to this conclusion. • Does the way the students say words, make sounds, move their bodies, engage the other actors, and/or engage the audience demonstrate what they know? Explain what you notice about these connections. • Does the way the group scripted their work demonstrate what they know? What do you see that supports evidence of learning? • Do the creative choices including design, character work, and staging demonstrate what they know? How did you come to this answer? • Does the way the group worked together demonstrate what they know? Explain your observations.
Summative Assessments: <ul style="list-style-type: none"> • Listening Exam • Performance • Verbal feedback • Student Critique • Individual evaluation • Observation 	Benchmark Assessments: <ul style="list-style-type: none"> • A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. • Oral review of technique and vocabulary
Knowledge & Skills	

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Theater

Enduring Understandings:

- Theater artists allow awareness of interrelationships between self and others to inform their work.
- As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood

Essential Questions:

- What happens when theater artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?
- What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Scripted works as needed
- Facility with open space and stage
- Props as needed
- Reader's Theater performances
- [Aesop's Fables: Comedy & Tragedy Masks](#)
- [Drama Games & Activities for Kids - Hand-picked by a Drama Teacher | Teach Starter](#)
- [Creative Drama Lesson Plans](#)
- [Creative Drama from Picture Books](#)
- [Kindergarten Theatre – 1](#)
- [Theatre – Kindergarten](#)
- [Theatre – Grade 1](#)
- [Theatre – Grade 2](#)
- [K-2 Puppetry](#)

Varied Levels of Text:

- Kids-level theater scripts and texts
- Grade level books
- "Nature Talks Back"
- "Peter Rabbit"
- "Rikki Tikki Tavi"
- "How the Elephant Got Its Trunk"
- "Amandina"
- "Backstage Cat"
- "Rifka Takes a Bow"
- "Moses Sees a Play"
- "Amazing Grace"
- "Kamishibai Man"
- "Stagestruck"
- "Pet of the Met"
- "Louise the Big Cheese: Diving Diva"
- "The Happiest Tree"
- "The Boy, the Bear, the Baron, and the Bard"
- "Full Moon and Star"

Suggested Accommodations For All Units

English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Theater

- Extended time for assignment completion as needed

- Highlight key vocabulary

- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
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Grade: K-2

Content Area: Theater

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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
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- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
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- Respect cultural traditions
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Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
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- Explore real world connections

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Theater

Response accommodations allow a student to:

- Turn and Talk
- Reward risk taking while encouraging students to think “outside of the box”

Setting accommodations allow a student to:

- Use flexible seating
- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project
- Have rigorous Pacing

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

- Complete enrichment tasks
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Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
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- Opportunities to get graded or assessed using a different standard than the one for classmates