Long Beach Island Consolidated School District Curriculum Guide

Grade: 6	**Content Area: Theater**

Introduction

The grade 6 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:
● 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
● 1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
● 1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work
● 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
● 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theater.
1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theater performance.
● 1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theater work.
● 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Primary Interdisciplinary Connections:
Music
1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Visual Art and Dance
- 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 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.

English Language Arts:

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- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution..
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from 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

Career Readiness, Life Literacies and Key Skills

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (MS-ETS1-2)

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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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 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.

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	● 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
Knowledge & Skills	
Enduring Understandings: ● 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.	**Essential Questions:** ● 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 *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?	**Unit Objectives:** *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.

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• 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 s 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?	• 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
• Record Flipgrid video of reader's theater performance
• A Way With Words How can drawing and pantomiming express the meaning of Shakespeare's unique words?
• Russian Folktales
• Sundiata, Mali's Lion King
• Russian Folktales
	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:
	  ○ "Charlie and the Chocolate Factory"

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• Shadow Puppet Plays • 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 • Joy2Learn • Artstor • Home - Artstor Across Disciplines • EDSITEment • 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	○ "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"

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.

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- 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.
- Extended time to complete class work
- Provide copy of class notes
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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.

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- 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, 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

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- 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

Unit 2: Performing	**Duration:** 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:
● 1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
● 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theater production.
● 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theater work.
● 1.4.8.Pr5b: Use various character objectives and tactics in a theater work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

Primary Interdisciplinary Connections:
Visual Art
Combine concepts collaboratively to generate innovative ideas for creating art.

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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
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

Career Readiness, Life Literacies, and Key Skills Practices:
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (MS-ETS1-2)
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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:	**Alternative Assessments:**
● Class participation ● Teacher observation ● Questioning	● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards

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● Discussion ● Demonstration ● Composition ● Think-Pair-Share ● Peer/Self-Assessment ● Thumbs Up/Thumbs Down ● Emoji Self-assessment Door Chart	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

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	vocabulary
Knowledge & Skills	
Enduring Understandings: ● Theater artists develop personal processes and skills for a performance or design. ● 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.	**Essential Questions:** ● How do theater artists fully prepare a performance or design? ● 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 ● Drama Games & Activities for Kids - Hand-picked by a Drama Teacher | Teach Starter ● Creative Drama Lesson Plans ● Creative Drama from Picture Books ● 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	**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 ● Resources about Harriett Tubman ● Grade level texts for reader's theater: ○ "Alexander and the Horrible, No Good Day" ○ "Fox and His Friends" ● "Nature Talks Back" ● "Peter Rabbit" ● "Rikki Tikki Tavi" ● "How the Elephant Got Its Trunk" ● "Amandina" ● "Backstage Cat"

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	● "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.
- 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

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- 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:

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- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
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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

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- 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
- Write longer passages on essays and open ended responses including academic

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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 3: Responding	**Duration:** 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:
1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work
1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.
1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

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 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
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
Develop, implement and model effective problem solving and critical thinking skills

Career Readiness, Life Literacies and Key Skills Practices
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

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9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (MS-ETS1-2)
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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
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Alternative Assessments:

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

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	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
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 ● Creative Drama Lesson Plans ● Creative Drama from Picture Books ● Drama/Home | BYU Arts Partnership	**Varied Levels of Text:** ● Grade level theater scripts and texts ● Grade level theater scripts, and reader's theater scripts: ○ Melissa Stewart - Readers Theater Scripts

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• 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 • 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 • 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	○ 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" • "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)

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- 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.
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Grade: 6	**Content Area: Theater**

- Students may request to use a computer to complete assignments.
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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, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

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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 4: Connecting	**Duration:** 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Focus Standards:
1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.
1.4.8.Cn11a: Research the story elements of a staged drama/theater work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

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.

Science MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Career Readiness, Life Literacies, and Key Skills
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (MS-ETS1-2)
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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:

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- 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?
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Knowledge & Skills	
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 ● The-Greenhouse-Effect-Skit.pdf ● Creative Drama Lesson Plans ● Creative Drama from Picture Books ● 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	**Varied Levels of Text:** ● Grade 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"

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