



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Middle School
Drama I
Intro. to Theater/Playwriting

Curriculum Guide

2024

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved on July 29, 2024

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

a. ELA Courses - Revised to reflect the updated NJSL-ELA standards

- Grades Kindergarten-5 English Language Arts
- Grades 6-8 Communication Arts
- English I
- English II
- English III
- English IV
- DCA Freshman English
- AP English 3 Language and Composition
- AP English 4 Literature and Composition
- Senior Seminar

b. Middle School ELA Elective Courses

- Drama I and II
- Creative Writing
- Journalism-Grade 7

c. High School ELA Elective Courses

- Creative Writing and Poetry
- Drama I
- Film as Literature
- Journalism - High School
- Yearbook
- Tomorrow's Teachers

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

- French 1
- French 2
- French 3
- French 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

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(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 29, 2024 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 30th day of July 2024.

SEAL

A handwritten signature in black ink, appearing to read 'M. Calas', is written over a horizontal line.

Michelle Calas
School Business Administrator/ Board Secretary



Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Ronald Slate ~ Principal

Candice Schiano ~ Supervisor of Humanities

Stephanie Hernandez ~ Teacher



Unit Overview Template

Content Area: Theater **Grade Level:** 6-8 **Unit Title:** Introduction to Drama

Unit Summary: Students will establish background knowledge of core theatrical elements, and define key terminology of drama and theater. Students will also discover and practice key elements of effective public speaking.

Primary Interdisciplinary Connections: English Language Arts, Character Education

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit will provide students with an introduction to basic elements of drama, and help students to identify and practice key elements of effective public speaking and performance.

Career Readiness (Standard 9):

- The mode of information can convey a message to an audience.
- Act as a responsible and contributing community members and employee.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity and increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Learning Targets

Standards: 9.4.8.IML.6, 9.2.5.CAP.1, TH.6-8.1.4.8.Cr1a, TH.6-8.1.4.8.Cr1b, TH.6-8.1.4.8.Cr1c, TH.6-8.1.4.8.Cr2a, TH.6-8.1.4.8.Pr4a, TH.6-8.1.4.8.Pr5a, TH.6-8.1.4.8.Pr5b, W.RW.7.7, L.KL.7.2, L.VI.7.4, TECH.9.4.8.DC.7, SEL.PK-12.1.1, SEL.PK-12.1.3, SEL.PK-12.1.4, SEL.PK-12.2.2, SEL.PK-12.3.1, SEL.PK-12.3.4

Content Statements: Students will be able to explore the elements of effective public speaking, and view and perform a variety of script and screenplay excerpts, from both tragedy and comedy, to explore and analyze characterization and conflict, and ultimately find their performance niche, with regard to creative expression.

CPI#:	Cumulative Progress Indicator (CPI):
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.2.5.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
TH.6-8.1.4.8.Cr1a	Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
TH.6-8.1.4.8.Cr1b	Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.



TH.6-8.1.4. 8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
TH.6-8.1.4. 8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
TH.6-8.1.4. 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.
TH.6-8.1.4. 8.Pr5a	Examine how character relationships assist in telling the story of a devised or scripted theatrical work.
TH.6-8.1.4. 8.Pr5b	Use various character objectives and tactics in a theater work to identify the conflict and overcome the obstacle.
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VI.7.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
TECH.9.4.8 .DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.3	Recognize one's own personal traits, strengths, and limitations.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Unit Essential Questions: • What are the core elements of drama? • How does one differentiate between a dramatic and comedic script? • How do plays mirror society? • How do well developed characters serve as vehicles for the theme and, in turn, contribute to the social-emotional development of the audience? • How do rules of dramaturgy affect communication? • What are the primary tools of dramatic writing?	
Unit Enduring Understandings: • Culture and personal experience affects the creative process and one's personal expression.	



- Every writer, performer, and artist has his/her own style.
- Every time period and culture has its own style.
- Whether a piece is ultimately classified as tragedy or comedic drama has much to do with character development and plot urgency.
- The performing arts and their processes serve 3 primary integral functions: to enlighten, to educate, and to entertain.
- Good writers develop and refine their ideas to enhance their overall craft.
- The artistic process can lead to unpredictable outcomes.

Unit Learning Targets:

Students will....

Be able to define and identify various components of drama.

Be able to explore vocal techniques and expressions to enhance characterization and written word through performance.

Be able to differentiate between dramatic comedy and tragedy, and be able to identify tragicomedies.

Be able to identify parts of a script.

Be able to identify key attributes of effective writers/artists.

Be able to identify key elements of effective performers.

Analyze dramatic and comedic elements in action.

Demonstrate critical thinking by analyzing characters in several scenes of drama and comedy.

Identify and evaluate character portrayals among different texts.

Develop increased comfort level(s) when speaking on stage.



Evidence of Learning

Summative Assessment: 42 min. lesson/ 1 day

Equipment Needed: Laptops

Teacher Resources: Laptop

Formative Assessments:

- Initial background knowledge survey
- Student Participation and Check-ins
- Feedback Forms
- Whole Class discussions
- Small Group Learning Tasks
- Individual student exit ticket submissions



Lesson Plans

Lesson	Time Frame
Lesson 1 Elements of Drama	42 min. lesson/ 1 day
Lesson 2 Tragedy v. Comedy	42 min. lessons/ 2 days
Lesson 3 Evaluating Scripts	42 min. lessons/2- 3 days

Teacher Notes:

Lessons can be modified at the teacher's (general ed. or special ed.) discretion, in efforts to best meet students' interests, performance abilities, and/or to meet the accommodations set forth in any/all applicable IEPs or 504 plans.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.theatrefolk.com

www.nj.gov/education

www.englishpost.org



Lesson Plan 1 Template

Content Area: Theater Lesson Title: Elements of Drama Time Frame: 42 min. lesson/ 1 day

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation ☐ Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills ☐ Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English Language Arts/Communication Arts

Integration of Technology:

Video demo integration

Equipment Needed:

Laptop
Terminology Glossary
Practice worksheets and docs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to identify the core elements of drama. - Be able to define key terminology of drama. - Establish background knowledge of the following theatrical elements: public speaking, acting, script, improvisation, and playwriting. - Identify the overlapping key elements between effective public speaking and drama.	Lesson Sequence - Do Now: Students will complete a background knowledge and interest survey. - Introductory Discussion: Students will have the opportunity to articulate their expectations and preconceived understandings of what drama entails. - Video Demo: Elements of Drama - As the video plays, the teacher will pause at certain points for student interaction and engagement. - Resource distribution.	- Background Knowledge and student interest surveys - Student interest and engagement observations - Terminology vocab. quiz (to be taken hereafter, as follow-up to this lesson)



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|--|---|--|
| | <ol style="list-style-type: none">5. Overview of key terminology, with accompanying examples, when appropriate.6. To practice applying the new terms, students will work together to complete a scenario-based vocabulary challenge activity (size of student groups and method of delivery and execution may vary, based on teacher's discretion and class size/student needs). | |
|--|---|--|

Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, terminology glossaries may include illustrations, when possible, to aid visual learners.

Resources Provided:

- Terminology glossaries
- Practice worksheet
- Demonstration video access



Lesson Plan 2 Template

Content Area: Theater Lesson Title: Tragedy v. Comedy Time Frame: 42 min. lessons/2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

English Language Arts/Communication Arts
 Character Education and SEL
 History

Integration of Technology:

Supporting A/V review provided to help students make visual connections to newly taught concepts
 OnCourse will be used to share and administer a skills practice sorting assessment

Equipment Needed:

Laptops
 Activity Practice forms
 Paper/Writing Utensils
 Applicable Script Excerpts
 Support links to information review and video enhanced summaries

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Compare/Contrast tragedy v. comedy. • Define and identify the 3 main categories of drama: tragedy, comedy, and tragicomedy (a.k.a. dramedy). • View comedic and dramatic elements in performance. • Be able to apply new information and	Lesson Sequence 1. Do Now: Students will compose their own original definitions for <i>tragedy</i> and <i>comedy</i>. 2. Teacher will project a short introductory video that explains each (approx. 5-7 mins). 3. Students will be asked to self-reflect. Were their original definitions reflective of the elements	• Do Now responses (original student-generated definitions) • Group reflections • Independent Practice submissions (OnCourse sorting task)



knowledge by sorting examples (script and screenplay performance samples) into their appropriate categories. • Evaluate samples and identify which pieces of those samples qualify the script to fall under its appropriate category.	presented in the formal explanations? 4. Discussion: Knowing tragedy v. comedy, how might one define or explain the third, lesser discussed genre, <i>tragicomedies</i> (more commonly and informally referred to as <i>dramedies</i>)? 5. Students will break into small groups to review examples of each. 6. Independent Follow Up: Students will view short clips of plays and screenplay performances, and sort each into its appropriate genre category (OnCourse). 7. Optional Reinforcement: Students may choose to create a Google Slides presentation of their own to classify tragedies, comedies, and “dramedies” that they’ve connected to, personally.	
Differentiation: Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.		
Resources Provided: • Screenplay Sample (Genre: Drama and/or Dramedy) • Video Clips from “Clue” (Genre: Comedy), with accompanying script/screenplay, as available • Teacher generated/programmed OnCourse practice assessment		



Lesson Plan 3 Template

Content Area: Theater Lesson Title: Evaluating Scripts Time Frame: 42 min. lessons/2-3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English Language Arts/Communication Arts
 Character Education/SEL
 Technology

Integration of Technology:

Students will utilize Google Forms to report their evaluations

Equipment Needed:

Laptops
 Activity Practice forms
 Paper/Writing Utensils
 Highlighters
 Applicable Script Excerpts

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze dramatic and comedic elements in action. - Demonstrate critical thinking by analyzing characters in several scenes of drama and comedy. - Evaluate character portrayals among different texts.	Lesson Sequence - Do Now: 3-5 Critical review questions to reinforce information needed for today's lesson. - Teacher will introduce today's objectives and deliver a whole class mini lesson. - In cooperative learning groups, students will review script selections	- Anticipatory Do Now submissions (OnCourse) - Student participation and time-on task - Whole class discussion - Script Sample annotations (elemental highlights, color coded for spot-check review and assessment)



Distinguish the difference between static and dynamic characters.	and analyze and annotate each for the presence of each of the core elements of drama. - Students will read an excerpt from “The Burgundy Letter” and analyze the selection for effectiveness and audience appeal. - Upon completing group review tasks, each student will independently log on to the assigned Google Form and complete a personal evaluation of the published work. Optional Connection Bonus Task: Students may choose to make the bonus interdisciplinary connection by identifying what literary element “The Burgundy Letter” employs.	- Script evaluations (Google Form) - Student Bonus Connection task submissions, if applicable
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Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Script Samples
- Highlighters
- Information review & support
- Excerpt from “The Burgundy Letter” (or similar work, if this text becomes unavailable)
- Google Form Assessment link
- Student laptops



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Theater	Grade Level: 6-8	Unit Title: Introduction to Drama
Created: Stephanie Hernandez	Board Approved on:	



Unit Overview Template

Content Area:	Theater	Grade Level:	6-8	Unit Title:	Acting/Public Speaking
Unit Summary: Students will expand upon and practice key elements of effective public speaking and performance. Students will explore a variety of acting and improvisation exercises, to find their creative voice and individual performance styles and strengths. This unit will emphasize character development and characterization, as well as provide opportunities for character analysis, cultural appreciation, and further discovering to value each other's differences.					
Primary Interdisciplinary Connections: English Language Arts, Character Education/SEL, Social Sciences					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale: This unit will provide students with an introduction to the art of acting, and help students to identify and practice key elements of effective public speaking and performance. Unit will provide students with ample opportunity to create, perform, and expand their craft, finding their voice in the process.					
Career Readiness (Standard 9): • Multiple solutions often exist to solve a problem. • An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. • Demonstrate creativity and innovation. • Utilize critical thinking to make sense of problems and persevere in solving them. • Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. • Use technology to enhance productivity, increase collaboration, and communicate effectively.					

Learning Targets

Standards:	9.4.8.CT.2, 9.4.8.GCA.1, 9.4.8.GCA.2, TH.6-8.1.4.8.Cr2a, TH.6-8.1.4.8.Cr2b, TH.6-8.1.4.8.Cr3b, TH.6-8.1.4.8.Pr4a, TH.6-8.1.4.8.Pr4b, TH.6-8.1.4.8.Pr5a, TH.6-8.1.4.8.Pr5b, TH.6-8.1.4.8.Cn10, W.WP.7.4, W.NW.7.3, LA.SL.7.2, TECH.9.4.8.CT.1-2, TECH.9.4.8.GCA.1, SEL.PK-12.4.1, SEL.PK-12.4.2, SEL.PK-12.5.2
Content Statements:	Students will be able to explore the elements of effective public speaking, and view and perform a variety of script and screenplay excerpts, from both tragedy and comedy, to explore and analyze characterization and conflict, and ultimately find their performance niche, with regard to creative expression.
CPI#:	Cumulative Progress Indicator (CPI):
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option



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.
TH.6-8.1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
TH.6-8.1.4.8.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.
TH.6-8.1.4.8.Cr3b	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theater performance.
TH.6-8.1.4.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.
TH.6-8.1.4.8.Pr4b	Use a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
TH.6-8.1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theater work.
TH.6-8.1.4.8.Pr5b	Use various character objectives and tactics in a theater work to identify the conflict and overcome the obstacle.
TH.6-8.1.4.8.Cn10	Synthesize and relate knowledge and personal experience to create products. Examine an issue through multiple perspectives in a theatrical work.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
TECH.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.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving and critical thinking skills.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- How can we expand our skills of expression?



- Should we fear or embrace audience evaluation and criticism?
- 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 actors' choices change?
- How do theater artists transform and edit their initial ideas?
- How do theater artists prepare for a performance or design?
- How do theater artists use tools and techniques to communicate ideas and feelings?
- What happens when artists and audiences share creative experiences?

Unit Enduring Understandings:

- Opening ourselves up to trying new things helps to strengthen our skills of expression.
- 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.
- Rehearsal and creative experimentation are integral parts of the dramatic process.
- Performers and artists develop personal processes and skills for a performance or design.
- Theater artists make pointed creative choices to convey meaning.
- Performers and theater artists, through a shared experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

Unit Learning Targets:

Students will....

Be able to develop conflict and characterization.

Be able to choose vocal techniques and expressions to enhance characterization and written word through performance.

Be able to convey meaning through original dialogue and performance instruction (a.k.a. stage directions).

Be able to collaborate in small group learning situations.

Be able to share their original pieces with one another through performance-based presentation.



Evidence of Learning

Summative Assessment: 42 min. lessons/2 days

Equipment Needed: Performance space, props, student laptops

Teacher Resources: Laptop, performative feedback and adjudication forms, performance space (divided into two sections- a devoted space for the players. and another for the audience)

Formative Assessments:

- Introductory exercises
- Improvisation exercises and icebreakers
- Applicable student questions and feedback submissions
- Character monologues
- Small dialogue performances



Lesson Plans

Lesson	Time Frame
Lesson 1 The Art of Public Speaking: Techniques & Tips of the Trade (Intro.)	42 min. lessons/ 2 days
Lesson 2 From Page to Stage: Bringing Characters to Life	42 min. lessons/ 2 days
Lesson 3 The Show Must Go On: Overcoming Conflict and Unforeseen Obstacles	42 min. lessons/3 days

Teacher Notes:

Lessons can be modified at the teacher's (general ed. or special ed.) discretion, in efforts to best meet students' interests, performance abilities, and/or to meet the accommodations set forth in any/all applicable IEPs or 504 plans.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.onsourcesystems.springfieldschools.com

www.theatrefolk.com

www.nj.gov/education



Lesson Plan 1 Template

Content Area: Theater	Lesson Title: The Art of Public Speaking: Techniques and Tips of the Trade (Intro.)	Time Frame: 42 min. lesson/ 2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English Language Arts
 Character Education and SEL
 Health

Integration of Technology:

BrainPop: Presenting with Confidence
 Google Slides
 iMovie and/or FlipGrid virtual “rehearsal” assessment

Equipment Needed:

Laptop
 Projector and Speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Reflect upon their background knowledge and personal feelings about public speaking. - Identify key elements of public speaking. - Engage in preparatory public speaking exercises. - Connect public speaking techniques to those used by actors during	Lesson Sequence - Do Now: Students will independently complete a pre-assessment survey. - Opening Whole Class Discussion: Why is there such extreme hesitation when it comes to public speaking? - Note: The above discussion may be conducted using	- Pre-assessment survey - Introduction recitations - Student Participation - Wellness and comfort level check-ins “My Day” introductory acting performance



rehearsal and performance.	“fishbowl” or Socratic form. 3. Elements of Effective Public Speaking and Tricks of the Trade: a. Teacher will present a whole class mini lesson (approximately 10 mins.), offering students stop point challenges (3 minute research tasks, etc.) to engage and promote interaction. b. BrainPop: Presenting with Confidence 4. Students will be asked to “present” their day, by stepping up to share their day. a. If student comfort levels establish earlier, during Unit One, this exercise can double as an acting exercise. For example, students can present a piece of their day in a specific <i>tone</i>, and their peers (the audience) can try to guess the tone. 5. Closing: Time permitting and/or as needed, the teacher/director/instructor may share overall feedback, but students will moreover	
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- have a chance to self-reflect in a “Tug of War” exit ticket activity.
6. To follow, students will be assigned to use iMovie or FlipGrid to record a virtual “rehearsal” (assignment will be tailored to match student comfort levels, as reported in the pre-assessment survey).

Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, students who struggle with anxiety or fear of public speaking may be scaffolded to first speak in pairs or small teams.

Resources Provided:

- Public Speaking exemplars
- Task sheet(s)
- Anchor charts for effective public speaking
- “Tug of War” line for exit card



Lesson Plan 2 Template

Content Area: Theater	Lesson Title: From Page to Stage: Bringing Characters to Life	Time Frame: 42 min. lessons/ 2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English Language Arts/Communication Arts
 Character Education and SEL
 Social Sciences (Sociology and Psychology)

Integration of Technology:

Wheel of Names for Character Traits
 Google Form (exit ticket)

Equipment Needed:

Classroom whiteboard
 Mini whiteboards or clear boards for student brainstorming
 Laptops
 Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Review prior information. - Expand upon their understanding of characterization and character development. - Improvise a performance for an audience, in response to a selected scenario.	Lesson Sequence - Do Now: - Review (connecting to previously completed lessons): What elements and qualities make up well developed characters? What might an audience find appealing and intriguing? - Taking turns, each student will spin for their	- Do Now responses - Student participation - Student generated questions - Student improvisation performances - Peer Nominations - Student self reflections (Google Form exit ticket)



- Explore creative choice and artistic voice.
- Utilize public speaking skills to convey meaning to an audience.
- Assess performances, as an audience member.
- Demonstrate good audience/viewer practices.

- assigned character trait(s).
4. Students will improvise performances one by one (and potentially together), demonstrating the character trait or scenario on which they've landed (use of props optional).
 5. Exit Ticket Activity: Students will reflect on their own performance and credit one of their peers by nominating one as "Performance of the Day."

Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, students who struggle with writing may be provided with additional outlines or topic prompts to help jumpstart the creative writing process by generating characterization ideas and suggestions.

Resources Provided:

- Character Speech prompts
- Monologue outline
- Rubrics, clearly posted and accessible



Lesson Plan 3 Template			
Content Area:	Theater	Lesson Title:	The Show Must Go On: Overcoming Conflict and Unforeseen Obstacles
		Time Frame:	42 min. lessons/3 days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: English Language Arts/Communication Arts Character Education and SEL (Resilience) Social Sciences			
Integration of Technology: Jamboard (or other online collaborative Clipboard site, if Jamboard should become unavailable) Film Adaptation and MultiMedia excerpts OnCourse Classroom (Exit Ticket responses)			
Equipment Needed: Laptops PDF of script excerpt (“Noises Off”) DVD or link to streamed edition of “Noises Off” (1992 film ed.) Projector and speakers			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to use critical thinking to offer problem-solving solutions to conflict scenarios. - Identify potential setbacks for theater	Lesson Sequence - Do Now: What would you do if you were acting in a play and, on opening night, everything went wrong? - Class discussion - Students will log into the posted JamBoard link;	- Do Now responses - Student participation and inflection/tone during the table reading exercise - Active participation in class discussion(s)



artists and synthesize solutions. • Perform a table reading of a published <i>comedy of errors</i>. • View a professional performance. • Evaluate a professional performance. • Compare and contrast a written scene to its film portrayal. • Evaluate directing and performance choices and imagine how they might use creative license to direct this same scene.	students will therein contribute to “problem-boards” and react to/constructively critique one another’s solutions. 4. Students will conduct a table reading of a scene from Michael Frayn’s play, “Noises Off” (comedy). 5. Discussion: What went wrong for the players in this scene, and could it have been avoided? 6. Watch the corresponding clips of “Noises Off” (1992 film, directed by Peter Bogdanovich) 7. Short Constructed Response: Students will be asked to compare and contrast the scene to its film counterpart. 8. Exit Ticket: If you had the chance to direct this same scene in modern times, who would you cast, and why? Would you make any changes to set or staging?	• Written responses (compare/contrast short constructed response) • Exit Ticket responses
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Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, as this lesson’s excerpt is from a British piece of theatre, a similar selection of playwriting with fewer instances of unfamiliar colloquialisms (i.e. “Play On!” or “The Play That Goes Wrong”), to assist in understanding and attainment.

Resources Provided:

- Jamboard slides and access link
- Excerpt of “Noises Off” (script)
- Corresponding clip of “Noises Off” (1992 film)
- Pairing Worksheet: “What would YOU do?”



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Theater	Grade Level: 6-8	Unit Title:	Acting/Public Speaking
Created: Stephanie D. Hernandez	Board Approved on:		



Unit Overview Template

Content Area:	Theater	Grade Level:	6-8	Unit Title:	Playwriting
Unit Summary: Playwriting: Creating and composing an original theatrical piece and Playwriting: Performance and evaluation					
Primary Interdisciplinary Connections: English Language Arts and Technology (Additional interdisciplinary connections will vary, depending on students' chosen playwriting topics)					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Students will engage in the full creative process to create, write, and properly format their own original scenes, complete with character development and conflict designed to entertain an audience.					
Career Readiness (Standard 9):					
• Act as a responsible and contributing community member. • Demonstrate creativity and innovation. • Utilize critical thinking to make sense of problems and persevere in solving them. • Use technology to enhance productivity, increase collaboration, and communicate effectively.					

Learning Targets

Standards:	TH.6-8.1.4.8.Cr2a, TH.6-8.1.4.8.Cr2b, TH.6-8.1.4.8.Cr3a, TH.6-8.1.4.8.Cr3c, TH.6-8.1.4.8.Cn10a, TH.6-8.1.4.8.Cn11, TH.6-8.1.4.8.Pr6a, TH.6-8.1.4.8.Re7a, TH.6-8.1.4.8.Re7b, TH.6-8.1.4.8.Re8b, W.WP.7.4, W.NW.7.3, SL.II.7.2
Content Statements:	Students will be able to create, compose, format, and perform an original piece of theater.
CPI#:	Cumulative Progress Indicator (CPI):
TH.6-8.1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
TH.6-8.1.4.8.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.
TH.6-8.1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theater performance.
TH.6-8.1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
TH.6-8.1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience.
TH.6-8.1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.



TH.6-8.1.4. 8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
TH.6-8.1.4. 8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
TH.6-8.1.4. 8.Cn10a	Examine a community issue through multiple perspectives in a theatrical work.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SL.II.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CR.9.2.8.C AP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
TECH.9.4.8 .CI.3	Examine challenges that may exist in the adoption of new ideas.
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 3.2	Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12. 5.3	Identify ways to resist inappropriate peer pressure.
SEL.PK-12. 5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Unit Essential Questions:

- How does the dramatic process shape a playwright's final product?
- How do good playwright's express themselves?
- How does theatrical performance influence society on both local and global levels?
- How does one's own culture(s) impact character design and performance?
- How, when, and why do theatre artists' choices change?
- How do theater artists transform and edit their initial ideas?
- 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?



Unit Enduring Understandings:

- Through the creative process, students will discover how our own world is indeed “a stage”
- Theater artists work to discover different ways of communicating meaning.
- Theater artists rely on intuition, curiosity, and critical inquiry.
- Theater artists refine their work and practice their craft through rehearsal.
- 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.

Unit Learning Targets:

Students will....

Be able to, over a period of time, plan and compose an original piece of theater.

Be able to develop conflict and characterization through an original composition.

Be able to choose vocal techniques and expressions to enhance characterization and written word through performance.

Be able to convey meaning through original dialogue and performance instruction (a.k.a. stage directions).

Be able to collaborate in small group learning situations.

Be able to share their original pieces with one another through performance-based presentation.



Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: Performance space, Laptop, Props, Consumable Scripts and/or copies of applicable PDF's, worksheets, etc.

Teacher Resources: Laptop, Scripts and/or copies of applicable PDF's, worksheets, feedback forms, etc.

Formative Assessments:

- Open-response questions
- Ongoing Evidence Logs
- Exit Card activities
- OnCourse Classroom and Google JamBoard blog activities
- Student Script benchmark submissions
- Student small group performances



Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction: Playwriting Format	42 minute lesson/1 day
Lesson 2 Composing: Character Development	42 minute lessons/3 days
Lesson 3 Playwriting: Small Group Performance	42 minute lessons/3 days

Teacher Notes:

Lessons can be modified at the teacher's (general ed. or special ed.) discretion, in efforts to best meet students' interests, performance abilities, and/or to meet the accommodations set forth in any/all applicable IEPs or 504 plans.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.theatrefolk.com

www.readwritethink.org

www.writopialab.org

www.nj.gov/education



Lesson Plan 1 Template

Content Area: Theater Lesson Title: Introduction: Time Frame: 42 min./1 day
 Playwriting
 Format

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English Language Arts/Communication Arts

Integration of Technology:

Google Doc collaborative practice exercise
 OnCourse Classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.)

Equipment Needed:

Laptops
 Whiteboard
 Projector/mimeo

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to differentiate between proper and improper script formatting. - Be able to note the visual difference(s) between spoken dialogue and stage directions, as formatted in a manuscript. - Be able to practice reading from a properly formatted manuscript.	Lesson Sequence - Do Now: What is your experience with writing dialogue and narration? - Students engage with one another in an opportunity to pair and share their responses. - One member from each group will share with the class whether his/her group found that they shared similar experiences, when	- Do Now responses - Student generated questions - Student generated dialogue - Google Doc submissions



Collaborate with one another to practice composing properly formatted dialogue.	writing scripts in the past? 4. Through definitions, examples, and a student demonstration, the teacher will lead a lesson on how to properly format a script. Supplemental materials will be provided, but students will be held responsible for also taking notes. 5. Students will put today's lesson into practice through the following procedure: groups will be given a problem-based scenario, and will be asked to collaborate on Google Docs (one doc for each scenario) to create and format dialogue that responds to the assigned scenario.	
Differentiation: Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling writers may be provided with prompts such as “starter lines” to give scenes and/or dialogue exchanges a jump start.		
Resources Provided: ● Demonstration Doc (a formatting exemplar) ● Scenario writing prompts ● Pre-created Google Docs		



Lesson Plan 2 Template			
Content Area:	Theater	Lesson Title:	Composing Character Development
		Time Frame:	42 min. lessons/3 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: English Language Arts/Communication Arts Character Education/SEL Sociology (Interpersonal Connections and Cultural Perspectives) Psychology (Metacognition)			
Integration of Technology: Google Doc collaborative practice exercise FlipGrid OnCourse Classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.)			
Equipment Needed: Laptops Whiteboard Notebooks Props (will vary, depending on character needs)			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to create characterizations for the characters they plan to write. - Be able to determine relationships between those characters and thus begin to brainstorm	Lesson Sequence Do Now: Think about all the plays, TV Shows, and movies that you've ever seen. Write about a character that you remember being really stand-out and interesting. What was it about that character that	- Student Do Now responses - Class Discussions - Group interactive notes - Characterization Proposal - Individual Character Monologues (to be completed)



moments that could happen in the plot. - Analyze archetypal characterizations. - Make connections between a relevant playwriting “emergency” to quality character development.	kept you so involved and interested in his/her story? Why did you care about what would happen next for him/her? - Discuss student responses to the Do Now for 5-10 minutes. - Teacher will explain today's task expectations. - Student groups will draft 4-5 characterizations and costume plots for their play's characters. - Students will collaboratively split and “assign” one characterization to each member, for which that group member will be asked to write and record a character monologue (a.k.a. character speech).	independently, as a follow-up assessment - summative to this portion of the unit)
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Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling writers may be provided with prompts such as “starter lines” to give scenes and/or dialogue exchanges a jump start.

Resources Provided:

- Laptops
- Character Cards, for inspiration
- Characterization and Costume Plot worksheets
- Props (will vary, depending on character needs)



Lesson Plan 3 Template			
Content Area:	Theater	Lesson Title:	Playwriting and Performance
		Time Frame:	42 min. lessons/3 days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: English Language Arts/Communication Arts Character Education and SEL (Interpersonal Connections and Collaboration) Additional interdisciplinary connections will vary, based on students' individual and group topic selections and character developments.			
Integration of Technology: Garage Band (Sound FX) iMovie (any applicable visual FX or projections) Google Doc collaborative practice exercise OnCourse Classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.)			
Equipment Needed: Laptops Whiteboard Projector (for any/all visual FX that may require projection) Speakers (for any/all sound FX that may have been incorporated into the students' original scripts) Notebooks Props (will vary, depending on character needs)			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Envision character interactions, and bring those visions to the stage. - Perform in front of an audience of their peers.	Lesson Sequence Note: Prior to this lesson, students will have composed, formatted, printed, and begun practicing their original scenes. For applicable	- Student-written original scripts (to be checked/approved prior to this lesson) - Student self-evaluations - Group performances



• Self-evaluate their successes in planning, creating, and performing. • Reflect on what they may have chosen to do differently, if given more time or the chance to do so. • Examine performances and analyze each script's application of dramatic elements.	scripts, any and all necessary sound and visual FX would have been saved and cued for this segment of the unit. 2. Student groups will be allowed 15 minutes to plan and gather/organize all materials needed for the final presentations. 3. The first group will come up to “set the stage” and performances will commence. 4. Over the course of 2-3 class sessions, students will have the opportunity to not only perform their own pieces, but serve as respectful audience members and constructive critics as well, while their classmates perform. 5. When performing, students will demonstrate vocal technique, postures and expressions as appropriate to their script(s) and character(s), and the team dynamic will also be shared during each performance. 6. While watching peers’ performances, students will be asked to complete a constructive critique of each, to be collected/submitted.	• Completed constructive performance critiques
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Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.



Since students will be performing their original pieces for this particular lesson sequence, the differentiation very organically develops during the creative process, as the students both compose and rehearse.

Resources Provided:

- A clear, safe, performance space
- Projector and speakers, as needed
- Applicable props, as needed
- Photocopied scripts for each performer, as needed (if students were unavailable to print their own)



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Theater	Grade Level: 6-8	Unit Title: Playwriting
Created: Stephanie Hernandez	Board Approved on:	



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.