

Springfield Public Schools
Springfield, New Jersey 07081

Middle School
Drama II
Acting and Performance

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 NJSLS-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

(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

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 the Stage

Unit Summary: Students will expand upon background knowledge of core theatrical elements, and define key terminology of the stage and theatrical performance. Students will also discover and practice key elements of effective posture, movement, and vocal technique.

Primary Interdisciplinary Connections: English Language Arts, Character Education

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

Unit Rationale: This unit will provide students with an introduction to basic elements of stage and theatrical performance, and help students to identify and practice key elements of effective public speaking, vocal delivery and performance, and creative movement.

Career Readiness (Standard 9):

- The mode of information can convey a message to an audience.
- Act as a responsible and contributing community member 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.8.7, L.KL.8.2, L.VI.8.4, 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 master the elements of effective public speaking, and practice character portrayal and performance expression. Students will be able to 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.8.7	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.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VI.8.4	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 acting?
- What are the core elements of the stage?
- How does one differentiate between improvisation and a staged performance?
- 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 vocal interpretation?
- How did Europe impact the development of theatrical entertainment?

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.
- American Theater has been greatly influenced by European history, particularly by British and Greek writers and performers
- 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 stage directions and areas on a stage.

Be able to differentiate between different stages and theater designs (e.g. proscenium v. blackbox, etc.).

Be able to identify parts of a script.

Be able to identify key elements of effective performers.

Analyze dramatic and comedic elements in action.

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

Evidence of Learning

Summative Assessment: 54 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 the Stage**	**54 min. lesson/1 day**
Lesson 2 **Vocal Technique: Vocal Interpretation**	**54 min. lessons/2 days**
Lesson 3 **Improvisation: Superheroes**	**54 min. lessons/1-2 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.oncoursesystems.springfieldschools.com
www.theatrefolk.com
www.freedrama.net
www.nj.gov/education
www.englishpost.org



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Lesson Plan 1 Template					
Content Area:	Theater	Lesson Title:	Elements of the Stage	Time Frame:	54 min. lesson/ 1 day

Lesson Components

21st Century Themes

X 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
History
Music

Integration of Technology:
Video demo integration
Google Slides

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. • Be able to identify Historical origins of key significance (e.g. British round theatre, and Greek soliloquy and tragedy) • Establish background knowledge of the following theatrical elements: public speaking, acting, script,	Lesson Sequence 1. Do Now: Students will complete a background knowledge and interest survey. 2. Introductory Discussion: Students will have the opportunity to articulate their expectations and preconceived understandings of what drama entails. 3. Students will receive their drama notebooks for the semester	• Background Knowledge and student interest surveys • Student interest and engagement observations • Terminology vocab. quiz (to be taken hereafter, as follow-up to this lesson)

improvisation, and playwriting. • Identify the overlapping key elements between effective public speaking and drama.	4. Video Demo: Elements of the Stage - As the video plays, the teacher will pause at certain points for student interaction and engagement. 5. Resource distribution. 6. Overview of key terminology, with accompanying examples, when appropriate. 7. 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



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Lesson Plan 2 Template					
Content Area:	Theater	Lesson Title:	Vocal Technique: Vocal Interpretation	Time Frame:	54 min. lessons/2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:
English Language Arts/Communication Arts
Character Education and SEL
Health

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: • Identify and understand that, just like the body, one's voice is a tool that, when properly exercised and trained, gets stronger and is able to perform better • Understand and apply proper breathing techniques when speaking and performing	Lesson Sequence 1. Do Now: Vocal Terms pre-test 2. Discussion: How can you exercise your vocal cords? How important is it to do so? 3. Lesson: a. Day One: Teacher will review basic vocal terms (e.g. articulation,	• Do Now responses (original student-generated definitions) • "Change and Repeat" student participation and assessed vocal deliveries • Group reflections • Independent Practice evaluations (OnCourse follow-up task)

• Use proper vocal projection • Define and use vocal tone and color • Apply variety in pitch, volume, and rate during performance • Understand and apply vocal articulation skills • Use proper pronunciation when speaking • Evaluate characters' needs and apply dialect appropriate for that character's delivery	diaphragm, inflection, nasality, etc.) via Google Slides Presentation b. Day Two: Part One- Breathing Exercise and demonstration (breathing from the diaphragm; a diagram will also be projected and provided, to show students which muscles are engaged when practicing diaphragmatic breathing) c. Day Two: Part Two- "Change and Repeat" Activity (an exercise in Tone & Color) 4. Closing: Independent evaluations task- Students will be presented with several clips of professional vocal deliveries, and asked to identify the tone and emotional color of each	• Post-test on vocal terms (to be administered in a future class session, to allow time for student review)

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:
- Google Slides (Vocal Terms)
- Video Clips demonstrating vocal delivery, with accompanying script/screenplay, as available
- Teacher generated/programmed OnCourse practice assessment/post test



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Lesson Plan 3 Template					
Content Area:	Theater	Lesson Title:	Improvisation: Superheroes!	Time Frame:	54 min. lessons/1-2 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy

X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English Language Arts/Communication Arts
Character Education/SEL
Technology

Integration of Technology:

Students will utilize Google Forms or JamBoard to report their experience evaluations

Equipment Needed:

Laptops
Activity Practice forms
Paper/Writing Utensils
Highlighters

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Develop creative thinking, and learn to "think outside the box" • Develop critical teamwork and SEL skills by working with a small group ensemble • Develop critical speaking and listening skills • Be able to identify and use the rules of improvisation • Apply characterization techniques • Build confidence for performance	Lesson Sequence 1. Do Now: Brainstorming Activity- SuperPowers unite! 2. Students will be broken into Performance groups of 3-4 students (teacher may choose how to best approach groupings) 3. One group at a time will go up to the staging area 4. Drawing from the opening brainstorm activity, members of the audience (classmates and/or teacher) will give the actors interesting powers and scenarios that a superhero might need to overcome 5. Actors will respond and "go with" the suggested scenarios by working as a group to create dialogue and scene performance "on the fly" that shows their group fighting for the needed justice and/or heroism 6. Once one group has completed their improv. scene, they will take their seats to become audience members, and another group will move to the staging area (such rotation can continue as time and interest/creativity will allow)	• Anticipatory Do Now submissions (OnCourse) • Student participation and time-on task • Participation Record • Performance evaluations (Google Form) • Student "Bonus Connection" task submissions, if applicable

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:

- Game Directions
- Props box, as needed
- Information review & support
- 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 Stage

Created: Stephanie Hernandez **Board Approved on:**



Unit Overview Template

Content Area:	Theater	**Grade Level:**	6-8	**Unit Title:**	Intermediate Acting

Unit Summary: Students will expand upon and practice key elements of effective public speaking and performance. Students will explore a variety of acting techniques and improvisation exercises, to find their creative voices and individual performance styles and strengths. This unit will emphasize character development and scripted characterization, as well as provide opportunities for character analysis, cultural appreciation, and will promote valuing each other's differences.

Primary Interdisciplinary Connections: English Language Arts, Character Education/SEL, Social Sciences

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

Unit Rationale: This unit will provide students with more in-depth knowledge and experience with 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 voices and creative strengths throughout the processes.

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.8.4, W.NW.8.3, SL.PE.8.1.D, SL.II.8.2, SL.AS.8.6, 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 vhoives 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.8.4	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.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SL.PE.8.1.D	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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 analyze dialogue and identify its role within the context of a scene/act/show.
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).
Demonstrate critical thinking by analyzing characters in several scenes of drama and comedy.
Identify and evaluate character portrayals among different texts.
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:	54 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
- Scripts and excerpts of dialogue
- Applicable student questions and feedback submissions
- Character monologues
- Small dialogue performances

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 **Tragedy v. Comedy: To laugh, or cry?**	**54 min. lessons/ 1 day**
Lesson 2 **Storytelling: Reader's Theater**	**54 min. lessons/ 2 days**
Lesson 3 **Monologue Recitation: Bringing Characters' Thoughts to Life**	**54 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.oncoursesystems.springfieldschools.com
www.theatrefolk.com
www.freedrama.net
www.nj.gov/education



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Lesson Plan 1 Template					
Content Area:	Theater	Lesson Title:	Tragedy v. Comedy: To laugh, or cry?	Time Frame:	54 min. lesson/ 1 day

Lesson Components

21st Century Themes

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

X Civic Literacy ***X*** Health Literacy

21st Century Skills

X Creativity and Innovation ☐ Critical Thinking and Problem Solving ***X*** Information Literacy

X Life and Career Skills ***X*** 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: • 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 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 • Connect public speaking techniques to those used by actors during rehearsal and performance	Lesson Sequence 1. Do Now: Students will compose their own original definitions for *tragedy* and *comedy,* and think of example(s) for each 2. Teacher will project a short introductory video that reviews each (approx. 5-7 mins) 3. Students will be asked to self-reflect. Were their original definitions reflective of the elements presented in the formal explanations? 4. Discussion: What roles do drama and comedy play in entertainment? In helping to shape society? How can theater help to bring people together? 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	• Pre-assessment survey • Introductory examples • Student Participation • Wellness and comfort level check-ins • Identification Assessment (OnCourse and/or Google Suite Follow Up)

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:

- Performance exemplars
- Task sheet(s), when applicable
- Anchor charts for dramatic v. comedic elements
- Sample scripts and performance excerpts (digital)



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Lesson Plan 2 Template					
Content Area:	Theater	Lesson Title:	Storytelling through Reader's Theater	Time Frame:	54 min. lessons/ 2 days

Lesson Components

21st Century Themes

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

X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation ***X*** Critical Thinking and Problem Solving ☐ Information Literacy

X Life and Career Skills ***X*** Communication and Collaboration ***X*** Media Literacy ☐ ICT Literacy

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

Integration of Technology:
www.theliteracynest.com (Video: "Guidelines for Performing Reader's Theater")
YouTube's Educational channel (Sample Reader's Theatre performances)
Wheel of Names for Story Elements
Google Form (exit ticket)

Equipment Needed:
Classroom whiteboard
Mini whiteboards or clearboards for student brainstorming
Laptops
Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Review and practice prior information on theater etiquette • Expand upon their understanding of characterization and character development • Master vocal skills for performance	Lesson Sequence (Note: Background information will have been taught and reviewed prior to this lesson.) 1. Do Now: Students will be asked to view 1 or 2 examples of Reader's Theater on the YouTube Educational Channel 2. Discussion: Working in a large group can sometimes be	• Do Now responses • Student participation • Student generated questions • Read-through evaluation • Student improvisation performances • Exit performance: "A Character's Farewell" • Peer Nominations

• Explore creative choice and artistic voice • Utilize public speaking skills to convey meaning to an audience • Demonstrate good audience/viewer practices	challenging, especially if you are not familiar with everybody who has been cast or if you disagree with some of the casting decisions. However, the ability to work in larger ensembles, and to allow characters to connect with one another even when performers' personalities may not, is critical to the overall effectiveness and impact of a production 3. Lesson- Day One: a. Cast list is announced, and scripts are distributed to each student (note: for today's activity, the teacher will use the students' observation logs and participation records to create a cast list) b. Students will work to engage in an initial read-through c. Exit Ticket Activity: Students will reflect on their own performance and credit one of their peers by nominating one as "Performance of the Day" 4. Lesson- Day Two: a. Students will be asked to take out the scripts from	• Student self reflections (Google Form exit ticket)

	the prior lesson, and highlight his/her/their lines and integral stage directions b. Students will work together to begin a vocal rehearsal and staging c. Teacher will circulate during the rehearsal process to question character motivation d. Closing Exercise ("A Character's Farewell"): Students will be asked to end class or say goodbye as their character	

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:
- Reader's Theater prompts
- Highlighters



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Lesson Plan 3 Template					
Content Area:	Theater	Lesson Title:	Monologue Recitation: Bringing Characters' Thoughts to Life	Time Frame:	54 min. lessons/3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy ***X*** Health Literacy

21st Century Skills

X Creativity and Innovation ***X*** Critical Thinking and Problem Solving ***X*** Information Literacy

X Life and Career Skills ***X*** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
English Language Arts/Communication Arts
Character Education and SEL (Resilience)
Social Sciences

Integration of Technology:
www.freedrama.net (an online library of free student monologues, many specifically written for middle grades' performers)
OnCourse Classroom (Exit Ticket responses)

Equipment Needed:
Laptops
Projector and speakers

Goals/Objectives	**Learning Activities/ Instructional Strategies**	**Formative Assessment Tasks**
Students will: • Be able to reflect on personal strengths, and identify areas for improvement through self reflection • Analyze a script • Analyze a character for motive, objective, and tactics • Create a character's internal thought-track	Lesson Sequence 1. Do Now: Students will be asked to complete a "Strengths & Battles" self evaluation 2. Review characteristics of a monologue, a.k.a. character speech 3. Define Monologue choice requirements and expectations	• Do Now survey responses • Monologue choice: processes of evaluation, elimination, and choice • Student participation and inflection/tone during monologue rehearsal • Active participation in class discussion(s) • Final Monologue Performance (to be

• Infer a character's personality and behavior patterns • Be able to use critical thinking to offer problem-solving solutions to conflict scenarios • Identify potential setbacks for theater artists and synthesize solutions	4. Students will review published monologues and begin to narrow down selections a. For students who struggle with where to begin, help sheets and starter links should be prepared prior to this lesson/step, and available to guide students, as needed 5. As each student selects his/her monologue, the monologue should be presented to the teacher for final approval. Once approved, the student may begin rehearsing delivery, and creating staging, as appropriate 6. In a subsequent class, students will perform their memorized monologue. Time frame between this lesson and the performance date will vary, depending on students' comfort levels, and on the difficulty level of the students' chosen monologues a. Note: For intro. to drama, monologues were filmed and submitted privately to the teacher. This will be the first time students are asked to recite and	scored using the Intermediate Level rubric)

	perform a solo character speech, live	

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, if a student is overwhelmed when choosing a monologue for performance, the instructor may present that student with a pre-selected two or three, to still allow for the student to make a choice and take ownership, while also helping to eliminate the overwhelm.

Resources Provided:

- Character Speech Guidelines
- Monologue Tips for Effective Delivery
- Rehearsal Feedback: Self-Assessment Checklist
- Monologue Performance Rubric, clearly posted and accessible



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:** Intermediate Acting

Created: Stephanie D. Hernandez **Board Approved on:**



Unit Overview Template

Content Area:	Theater	**Grade Level:**	6-8	**Unit Title:**	Performance as a Process

Unit Summary: Performance as a Process: Students use what they've learned throughout the first half of the course as well as during their prerequisite experiences to rehearse and perform scenes/acts from published works. Students will cultivate an understanding of how the rehearsal process runs before a production can professionally take the stage.

Primary Interdisciplinary Connections:

English Language Arts and Technology

SEL (Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making)

(Additional interdisciplinary connections will vary, depending on students' chosen and/or assigned scripts)

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

Unit Rationale: Students will engage in the full creative process to audition, rehearse, and properly direct scenes, complete with character development and conflict execution designed to entertain an audience. This unit is the culmination of all previously taught skills and allows students to create performance art, by working together as an ensemble, to engage in a mock production process.

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.8.4, SL.II.8.2, SL.AS.8.6

Content Statements: Students will be able to create, rehearse, and perform a selection from a published 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.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
SL.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CR.9.2.8.CAP.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 performer's final product?
- How do good actors 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 rehearse a piece of theater.
Be able to develop conflict and characterization through an interpretive character portrayal.
Be able to choose vocal techniques and expressions to enhance characterization and written word through performance.
Be able to safely engage in choreographed conflict, when necessary
Be able to convey meaning through scripted dialogue and performance instruction (a.k.a. stage directions).
Be able to collaborate in small group learning situations.
Be able to collaborate and perform in ensemble groups.
Be able to understand and demonstrate proper theater and performance etiquette.
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
- Google JamBoard blog activities
- Script Analysis benchmark submissions
- Student small group performances

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 **Evaluating Scripts**	**54 minute lesson/2-3 days**
Lesson 2 **Rehearsal Safety: Stage Combat & Conflict Choreography**	**54 minute lessons/1-2 days**
Lesson 3 **Behind the Scenes of Production: Small Cast Performance**	**54 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.oncoursesystems.springfieldschools.com
www.theatrefolk.com
www.readwritethink.org
www.writopialab.org
www.nj.gov/education



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Lesson Plan 1 Template					
Content Area:	Theater	Lesson Title:	Evaluating Scripts	Time Frame:	54 min./2-3 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ***X*** Critical Thinking and Problem Solving ☐ Information Literacy

X Life and Career Skills ***X*** Communication and Collaboration ***X*** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
English Language Arts/Communication Arts

Integration of Technology:
Google Doc collaborative practice exercise
Google 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: • 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 • Distinguish the difference between static and dynamic characters • Identify and express the emotional color present within the different	Lesson Sequence 1. Do Now: 3-5 Critical review questions to reinforce information needed for today's lesson 2. Teacher will introduce today's objectives and deliver a whole class mini lesson 3. In cooperative learning groups, students will review script selections and analyze and annotate each for the presence of each of the core elements of drama 4. Students will read an excerpt from "Brian's	• Do Now responses • Student generated questions • Student generated dialogue • Google Doc submissions

characters' lines of dialogue • Perform a table reading of a published dramatic excerpt ("Brian's Song") and an excerpt from a Vaudeville comedy ("Who's on First?") • 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	Song" and analyze the selection for effectiveness and audience appeal a. NOTE: If a section's group of students is particularly interested or skilled with either this, or the comedic excerpt, the teacher may choose to extend this lesson to stretch and tackle more of the presented script. 5. 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 6. Exit Card: "Based on this scene, would you classify this work as a tragedy, comedy, or tragicomedy? Be sure to identify the elements that support your response, when answering." 7. Day Two: Repeat the process of steps 1-6 but, using a comedic script sample from Abbott and Costello's classic Vaudeville Circus comedy, "Who's on First?" 8. Day Three (as needed) Use a third lesson to finish, if needed, or to compare and contrast the	

	traits of the dramatic and comedic excerpts 9. ***Optional Connection Bonus Task:*** Students may choose to make the bonus interdisciplinary connection by identifying what literary element the assigned/chosen script excerpts employ (i.e. dramatic irony)	

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



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Lesson Plan 2 Template					
Content Area:	Theater	Lesson Title:	Rehearsal Safety: Stage Combat and Choreographing Conflict	Time Frame:	54 min. lessons/1-2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:
English Language Arts/Communication Arts
Character Education/SEL
Physical Education, Health, and Safety

Integration of Technology:
Google Classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.)

Equipment Needed:
Whiteboard
Notebooks (Instructions sheets)
Pool noodles (or other foam props to use for stage combat demo)
Props (will vary, depending on character needs)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand and practice stage combat • Learn safety guidelines that must be put in place when rehearsing more active scenes • Understand the connections between physical movement (independent body control, and movement	Lesson Sequence 1. Do Now: Think about all the plays, TV Shows, and movies that you've ever seen. Write about a scene that involved a physical altercation, or staged injury. 2. Discuss student responses to the Do Now for 5-10 minutes. Evaluate the scenes: Did	• Student Do Now responses • Class Discussions • Group interactive demonstration • Characterization Proposal • Independent "fall" performance • Partner work for stage combat demo

within two or more performers' shared space) and vocal delivery • Understand muscle control as it applies to choreographed conflict and stage combat • Create original stories to accompany and motivate physical performance tasks • Perform as an ensemble	they appear realistic? As an audience member, were you drawn in? Did you feel sympathy/empathy for one or more characters? Or, on the other hand, did you feel pushed away? 3. Teacher will explain today's task expectations and safety guidelines 4. Students will first engage in guided "scene fall" exercise to demonstrate how much control and flexibility is demanded to safely stage life's tougher moments for live theater 5. Students will engage in guided stage combat demo 6. Students will collaboratively split and "duel" one another, as the teacher circulates to provide feedback on posture, eye contact, and believability of movement	

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, if a student has physical limitations due to injury or physical handicap or disability, the teacher will adjust the lesson accordingly. For example, the teacher may also provide combat techniques suitable for wheelchair users, explain/demonstrate how cues are presented differently for performers with hearing and vision impairments, etc.

Resources Provided:
- Laptops
- Character Cards, for inspiration
- Characterization and Costume Plot worksheets

- Foam Props (may vary, depending on availability, number of students present, character needs, etc.)



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Lesson Plan 3 Template					
Content Area:	Theater	Lesson Title:	Behind the Scenes of Production: Preparing for a Small Cast Performance	Time Frame:	54 min. lessons/3 days

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 **X** Critical Thinking and Problem Solving ☐ Information Literacy

X Life and Career Skills **X** Communication and Collaboration **X** 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 scene selections and character developments.

Integration of Technology:

Garage Band (Sound FX)
iMovie (any applicable visual FX or projections)
Google Doc collaborative practice exercise
FlipGrid (optional)
Google 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. • Be able to create characterizations for the characters they plan to perform • Be able to determine relationships between those characters and thus identify how those connections impact and drive the plot • Analyze archetypal characterizations • Make connections between a relevant playwriting "emergency" to quality character development • Perform in front of an audience of their peers • 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	Lesson Sequence 1. Note: Prior to this lesson, students will have chosen, printed, analyzed and annotated scenes for their end of semester "Director's Workshop" 2. Students will begin practicing their chosen scenes, developing the roles in which they've been cast. 3. For applicable scripts, any and all necessary sound and visual FX would have been saved and cued for this segment of the unit. 4. Student groups will be allowed 15 minutes to plan and gather/organize all materials needed for the final presentations. 5. The first group will come up to "set the stage" and performances will commence. 6. Over the course of 2-3 class sessions, students will have the opportunity to not only perform their final pieces, but serve as respectful audience members and constructive critics (directors) as well, while their classmates perform. 7. When performing, students will demonstrate vocal technique, postures and expressions as appropriate to their	• Student-chosen scripts (to be checked/approved prior to this lesson) • Audition Forms and Cast Lists (to be completed prior to this lesson) • Rehearsal performance • Student self-evaluations • Group final performances • Completed constructive performance critiques

	script(s) and character(s), and the team dynamic will also be shared during each performance. 8. While watching peers' performances, students will be asked to complete a constructive critique of each, to be collected/submitted.	

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:

- 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:**	Performance as a Process
Created:	Stephanie Hernandez	**Board Approved on:**			



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

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:

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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/assignemt
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

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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.