



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

Springfield Public Schools
Springfield, New Jersey 07081

Music Grade 6
Theater 101

Curriculum Guide

2025

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

Springfield Board of Education
Approved February 24, 2025

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:20

Introduced By: Mrs. Turnbull

Seconded By: Mrs. Murphy

Adopted: February 24, 2025

Curriculum Revisions

To approve the following curriculum revisions.

- a. Elementary School Level
 - i. Grade 3 Art
 - ii. Vocal/General Music Grade 5
 - iii. Instrumental Grade 5
- b. Middle School Level
 - i. Grade 6 Theater 101
 - ii. Introduction to Dance
 - iii. Music 8 21st Century Musician
 - iv. Art Grade 6
 - v. Grade 6 3d Art
- c. High School
 - i. Accounting I
 - ii. Accounting II
 - iii. Dance Fitness
 - iv. Intro to Technical Theater
 - v. Intro to Lighting and Sound
 - vi. Music Production Lab I
 - vii. Music Production Lab II
 - viii. Foundations in Studio Art

Michelle Calas, School Business Administrator/Board Secretary

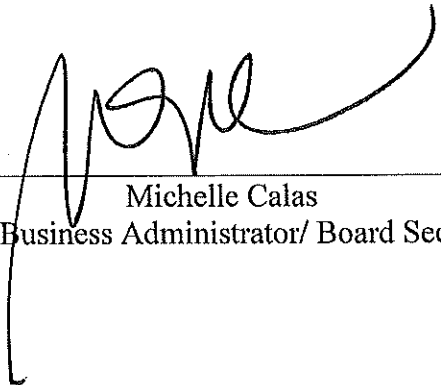
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(continued)

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 February 24, 2025 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 25th day of February 2025.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



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**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent of Curriculum and Instruction**

Curriculum Developed By:

Mr. Ronald Slate ~ Principal of Florence M. Gaudineer Middle School

Mrs. Ashley Bauers ~ Music Teacher, Department Coordinator



Unit Overview Template

Content Area: Theatre **Grade Level:** 6 **Unit Title:** Improvisation & Expression

Unit Summary: Students will be able to identify, discuss and demonstrate improvisation and components of verbal and non-verbal expression.

Primary Interdisciplinary Connections: Language Arts, Career Readiness

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 provides students with knowledge of improvisational skills, including creation and performance in front of a small group. Students will practice characterization skills, including verbal and non-verbal communication skills. Students will learn how to express emotions visually and vocally, as well as recognize and interpret various communicative clues.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.4, RL.6, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Core Idea: There are a variety of resources available to help navigate the career planning process.

Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Core Idea: Multiple solutions often exist to solve a problem.

Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Core Idea: The mode of information can convey a message to consumers or an audience.

RL.6: Reading Domain

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
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1.4.8.Cr1a	Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
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1.4.8.Cr1b	Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work
1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theater.
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theater performance.
1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theater work.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
RL.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3	Analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.



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RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
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 and awareness of the differences among individuals, groups and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
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-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.1	Establish and maintain healthy relationships.
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 social pressure.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
Unit Essential Questions: • What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry? • How, when, and why do theater artists' choices change? • How do theater artists transform and edit their initial ideas?	
Unit Enduring Understandings: • Theater artists rely on intuition, curiosity, and critical inquiry.	



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- Theater artists work to discover different ways of communicating meaning.
- Theater artists refine their work and practice their craft through rehearsal.

Unit Learning Targets:

Students will be able to identify, explain and demonstrate the significance of improvisation and characterization skills from the perspective of both the actor and audience member.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Stage area to "play", improvisation games, markers, crayons, drawing paper and various textiles (yarn, fabric, construction paper, etc.), scissors, iPads

Teacher Resources: www.musictheory.net, www.teoria.com, www.gmajormusictheory.org, <http://anarchon.tripod.com/indexGREEKTH.html>

Formative Assessments:

- Class discussion, critique
- Participation in improvisation games
- Vocabulary test
- Storyboard
- Photos/recorded segments
- Tableau project

Lesson Plans

Lesson	Time Frame
Lesson 1 Facial Expressions & Body Language	15 minutes/30 days
Lesson 2 Tone, Tempo & Volume of Speech	15 minutes/30 days
Lesson 3 Stage Directions	10 minutes/30 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.nafme.org
www.njmea.org
www.ascd.org
www.stanj.com
www.musictheory.net
www.teoria.com
www.gmajormusictheory.org
<http://anarchon.tripod.com/indexGREEKTH.html>



Lesson Plan 1 Template

Content Area: Theatre Lesson Title: Facial Expressions & Body Language Time Frame: 15 minutes/30 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: Language Arts

Integration of Technology: Students will take pictures/videos of themselves expressing emotion through face/body (Photobooth)

Equipment Needed: Pencils, paper, crayons, markers, colored pencils, magazines, construction paper, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be actively engaged in the learning environment. - Contribute positively to classroom activities - Learn to appropriately give, interpret, and react to non-verbal clues. - Act and react appropriately in a given scenario as a specific character.	Lesson Sequence - Students will engage in class discussion regarding human emotions, including how they are expressed, especially non-verbally. - Students will draw pictures or cut out pictures from magazines illustrating those emotions. - Students will create a storyboard using those pictures. - Students will engage in discussion exploring what components are involved in the facial expression and body language of different emotions (happy, sad, angry, scared, annoyed, excited, etc.) - Students will work in small groups to recreate	- Vocabulary test - Participation in improvisation games - Class discussion and critique - Recorded segments of emotional expression - Storyboard assignment - Tableau project



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famous tableaux.

Students will critique each other's work.

6. Students will participate in improvisation games practicing giving and receiving of non-verbal clues (i.e. Emotion Party, Mirror Mirror, etc.)
7. Working with a partner, students will visually record themselves engaging in a conversation without using words.

Differentiation:

Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- iPads
- Teacher generated notes
- Various magazines
- Art supplies



Lesson Plan 2 Template

Content Area: Theatre Lesson Title: Tone, Tempo and Volume of Speech Time Frame: 15 minutes/30 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: Language Arts

Integration of Technology: GarageBand

Equipment Needed: iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be actively engaged in the learning environment. • Contribute positively to classroom activities. • Learn to appropriately give, interpret, and react to non-verbal clues. • Act and react appropriately in a given scenario as a specific character.	Lesson Sequence 1. Students will engage in discussion exploring what components are involved in the spoken language of different emotions (i.e. tone, tempo and volume). 2. Students will engage in class discussion regarding how they can distinguish how someone feels through tone, vocal dynamic, and word choice, as well as the anticipated effect on the other party. 3. Students will work in pairs to write and record a list of commands and requests with at least two varied vocal inflections. 4. Students will participate in improvisation games practicing giving and receiving of non-verbal clues (i.e. One Word	• Discussion and critique • Vocal recording of commands/requests • Participation in improvisational games • Vocal recording of contrasted conversation.



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- Story Telling, Energy Pass, Sound Ball, etc.)
5. Working with a partner, students will audio record themselves engaging in a conversation using typical (expected) inflection to achieve a specific goal.
 6. Groups will then record themselves having the same conversation, but with different inflections to convey a different, or opposite, story.
 7. Students will critique other groups' work, providing interpretation and feedback.

Differentiation:

Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Teacher generated notes
- Improvisation games
- Recording device



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Lesson Plan 3 Template

Content Area: Theatre Lesson Title: Stage Directions and Classroom Guidelines Time Frame: 10 minutes/30 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: Career Readiness

Integration of Technology: Photobooth

Equipment Needed: iPads, teacher generated notes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate knowledge of acceptable classroom behavior. • Demonstrate knowledge of stage directions. • Learn origins of stage directions.	Lesson Sequence 1. Students will receive the rules for being a member of the Theater 101 class. We will read and discuss their importance as a class. 2. Students will receive teacher generated notes regarding the Greek theater, as well as stage directions. 3. As a class, we will define stage directions and discuss their origins in the Greek theater. 4. Students will work in pairs to take pictures of each area of the stage, as well as the area's viewpoint of the audience. Both pictures will be cropped so they are side by side.	• Class discussion • Returned syllabus, signed by parent/guardian • Pictures of stage directions

Differentiation:

Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.



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Resources Provided:

- Teacher generated notes & diagrams
- iPads



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

Curriculum Design Template

Content Area: Theatre	Grade Level: 6	Course Title: Theater 101
Created: Ashley Bauers	Board Approved on:	



Unit Overview Template

Content Area: Theatre **Grade Level:** 6 **Unit Title:** Greek Theater

Unit Summary: Students will discuss the Greek origins of modern theater and specific Greek gods. Students will read and perform Greek style plays, as well as write an ending to a Greek style play.

Primary Interdisciplinary Connections: Language Arts

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 establish and explore the origins of modern theater in an historical setting.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.4, RL.6, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 4: Selecting, analyzing and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income

Core Idea: Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.

Core Idea: There are a variety of resources available to help navigate the career planning process.

Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Core Idea: Multiple solutions often exist to solve a problem.

Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Core Idea: The mode of information can convey a message to consumers or an audience.

RL.6: Reading Domain

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

CPI#:

Cumulative Progress Indicator (CPI):

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.



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1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theater production.
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theater work.
1.4.8.Pr5b	Use various character objectives and tactics in a theater work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience.
9.2.8.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.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
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.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3	Analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.



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SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
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 and awareness of the differences among individuals, groups and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
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-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.1	Establish and maintain healthy relationships.
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 social pressure.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.

Unit Essential Questions:

- How do theater artists fully prepare a performance or design?
- How do theater artists use tools and techniques to communicate ideas and feelings?
- What happens when theater artists and audiences share creative experiences?

Unit Enduring Understandings:

- Theater artists develop personal processes and skills for a performance or design.
- Theater artists make choices to convey meaning.
- Theater artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience.

Unit Learning Targets:

Students will be able to identify and explain the significance of the evolution of theater, as well as it's social and cultural impact.



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Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: iPads, teacher generated notes.

Teacher Resources: www.musictheory.net, www.teoria.com, www.gmajormusictheory.org,
<http://anarchon.tripod.com/indexGREEKTH.html>

Formative Assessments:

- Class discussion
- Greek Theater Unit Test



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Lesson Plans

Lesson	Time Frame
Lesson 1 Origins of Greek Theater	10 minutes/30 days
Lesson 2 Identifying Greek Gods	10 minutes/30 days
Lesson 3 Writing the ending to a Greek play	20 minutes/30 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.nafme.org

www.njmea.org

www.ascd.org

www.stanj.com

www.musictheory.net

www.teoria.com

www.gmajormusictheory.org

<http://anarchon.tripod.com/indexGREEKTH.html>



Lesson Plan 1 Template

Content Area: Theatre Lesson Title: Origins of Greek theater Time
 Frame: 10 minutes/30 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: Language Arts

Integration of Technology: Use of iPads

Equipment Needed: Stage, study guide, hand outs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn about the original religious purposes of theater. - Draw a timeline to illustrate the difference between BC and AD time periods. - Discuss the importance of music, texts, actors and patrons of the Greek theater. - Link the similarities and differences between ancient and modern theater.	Lesson Sequence - Students will share and discuss their theatrical experiences. - Students will identify and define vocabulary used in this lesson. - Students will receive a Greek Theater Study Guide, which will be discussed in class. - Students will independently research diagrams/pictures of Greek theaters, as well as thrust and theater in the round styles. The research will be shared and discussed in class. - Students will diagram and color code a Greek style theater, and as a class identify and tape spaces in the classroom to correspond to their diagrams. - Students will visit the FMG stage in order to	- Class discussion - Research findings - Greek Unit Test



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compare and contrast our stage with other discussed theater examples.

Differentiation:

Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Teacher generated notes
- Various pictures/diagrams as related to class discussion
- Tape



Lesson Plan 2 Template

Content Area: Theatre Lesson Title: Identifying Greek Gods Time Frame: 10 minutes/30 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: Language Arts

Integration of Technology: Digital camera

Equipment Needed: Digital camera, iPads, materials for Greek doll project

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify various Greek gods, including those related to the theater. - Create "life size" pictures of the gods and/or 3-D models.	Lesson Sequence - Students will be asked to research specific Greek gods using their iPads and books in the FMG library. - Through guided discussion, students will be asked to relate the god Dionysus to Greek theater. - Students will work in small groups (2-3 students) to design a "life size" picture of a god of their choosing (tracing their own body as a basis for their creation). Paper bodies will then be stuffed to add dimension. - Once the gods are finished, groups of students will take turns arranging the "dolls" for a posed picture and taking pictures from a few different angles.	- Class discussion - Greek god "doll" - Posed picture with caption project.



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- | | | |
|--|---|--|
| | 5. Groups will pick one of their pictures to add an appropriate caption or short story which explains the shot. | |
|--|---|--|

Differentiation:

Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Library books
- Appropriate informative websites
- Materials to create life sized Greek dolls



Lesson Plan 3 Template

Content Area: Theatre Lesson Title: Writing the ending to a Greek style play Time Frame: 20 minutes/30 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: Language Arts

Integration of Technology: Use of iPads to research Greece, provided by teacher (listed in resources)

Equipment Needed: iPads, teacher generated notes, writing prompt

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Research the geography/topography of Greece. - Learn basic script format - Write a creative and appropriate ending to a Greek style play prompt. - Choose one of the endings to perform as a class.	Lesson Sequence - Students will use maps and their iPads to research the geography and topography of Greece to discuss as a class. - Students will be given a writing prompt (the beginning of "The Naming of Athens"). Students will identify script format. - Students will complete a story map for "The Naming of Athens". - Students will write their ending to "The Naming of Athens" in proper script format and submit via dropbox. - Students will have a table reading of all plays, rotating roles as necessary. - Students will vote to choose one or two plays (depending on class size) to perform.	- Submitted ending to "The Naming of Athens" in proper format - Class discussion



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Differentiation:

Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Teacher generated notes & diagrams
- "The Naming of Athens" prompt



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

Curriculum Design Template

Content Area: Theatre **Grade Level:** 6 **Course Title:** Theater 101

Created: Ashley Bauers

Board Approved on:



Unit Overview Template

Content Area: Theatre **Grade Level:** 6 **Unit Title:** Greek Theater & Script Format Writing

Unit Summary: Students will design Greek style masks based on developed characterizations, write and perform a Greek style play.

Primary Interdisciplinary Connections: Language Arts, Visual Art

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 provides students with knowledge of the Greek mask as it pertains to theater, as well as allowing them to creatively express themselves within the parameters of the Greek play while submitting to proper script writing format.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.4, RL.6, W.6, L.6, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income

Core Idea: Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.

Core Idea: There are a variety of resources available to help navigate the career planning process.

Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Core Idea: Multiple solutions often exist to solve a problem.

Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Core Idea: The mode of information can convey a message to consumers or an audience.

RL.6: Reading Domain

W.6: Writing Domain

L.6: System and Structure of Language

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

CPI#:

Cumulative Progress Indicator (CPI):



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1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theater.
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re8c	Assess the impact of a theatrical work on a specific audience.
9.2.8.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.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
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.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.



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RL.IT.6.3	Analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
W.WP.6.4	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 fit composition needs and purposes; and attempting to address purpose and audience.
L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
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 and awareness of the differences among individuals, groups and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
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-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.1	Establish and maintain healthy relationships.
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 social pressure.



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SEL.PK-12.5.4

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

SEL.PK-12.5.5

Identify who, when, where, or how to seek help for oneself or others when needed.

Unit Essential Questions:

- How, when, and why do theater artists' choices change?
- How do theater artists comprehend the essence of drama processes and theater experiences?
- How can the same work of art communicate different messages to different people?

Unit Enduring Understandings:

- Theater artists work to discover different ways of communicating meaning.
- Theater artists reflect to understand the impact of drama processes and theater experiences.
- Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.

Unit Learning Targets:

Students will be able to identify, explain and demonstrate various styles of Greek theater, write and perform a Greek style play and design masks appropriate for their character in said play.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: paper bags and art supplies (glue, crayons, colored pencils, markers, fabric, construction paper, yarn, glitter), iPads

Teacher Resources: www.musictheory.net, www.teoria.com, www.gmajormusictheory.org, www.stanj.org

Formative Assessments:

- Class discussion, participation
- Greek mask
- Greek play



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Lesson Plans

Lesson	Time Frame
Lesson 1 Greek Masks	10 minutes/30 days
Lesson 2 Write Greek Style Play	20 minutes/30 days
Lesson 3 Performance	15 minutes/30 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.nafme.org

www.njmea.org

www.ascd.or

www.stanj.com

www.musictheory.net

www.teoria.com

www.gmajormusictheory.org



Lesson Plan 1 Template

Content Area: Theatre Lesson Title: Greek Masks
 minutes/30 days

Time Frame: 10

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: Language Arts, Visual Arts

Integration of Technology: Digital camera

Equipment Needed: digital camera, iPads, pictures of Greek masks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the importance of Greek masks. - Discuss the characterization their mask will convey. - Design and execute their Greek mask.	Lesson Sequence - Students will engage in a class discussion regarding the importance of Greek masks in the theater and the reasons they are no longer utilized in modern theater. - Students will design a mask that is aligned with the character they are portraying in the Greek style play that will be performed. - Students will use art supplies to bring their mask design to fruition. - Students will take pictures of themselves modeling the mask for the play's publicity poster. - Students will wear the mask during the performance of their play.	- Class discussion - Completed mask - Publicity pictures



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Differentiation:

Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Teacher generated notes
- Supplies to make masks
- Digital cameras
- iPads



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Lesson Plan 2 Template

Content Area: Theatre Lesson Title: Write Greek Style Play Time Frame: 20 minutes/30 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: Language Arts

Integration of Technology: Microsoft Word

Equipment Needed: iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Brainstorm an ancient Greek problem and solution, drawing on information of Greek life from previous units. - Complete a story map. - Write a Greek style play in proper script format.	Lesson Sequence - Students will be asked to use their notes and research from the library and internet to determine a problem/solution to be used as the basis for their play. - Students will complete a story map, utilizing Greek gods as main characters. - Students will complete a script following their story map in proper script format. - Students will perform their original play for class.	- Story map - Play
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.		
Resources Provided: Story map template		



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Lesson Plan 3 Template

Content Area: Theatre Lesson Title: Performance
 days

Time Frame: 15 minutes/30 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: Language Arts

Integration of Technology: Video recording

Equipment Needed: iPads, scripts, masks, video recording device

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Complete a table read of every script. - Choose two scripts to stage. - Cast characters in each play. - Rehearse each play on stage with and without masks. - Record performances.	Lesson Sequence - Students will submit the scripts they wrote in this unit via dropbox, which will be copied and distributed to everyone. - Scripts will be read around a table, rotating roles as necessary. - Class will vote to choose two scripts to perform on stage. Class will work in two groups to stage each play. - Class will practice basic blocking movements using previously discussed stage directions. - Each group will rehearse their original play. Groups will watch and provide critique of content, emotion, and blocking. - Students will perform each play, which will be video recorded.	- Rehearsals for plays - Critique/discussion of staged play - Recorded performance of plays



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Differentiation:

Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Copies of scripts
- Video recording device



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

Curriculum Design Template

Content Area: Theatre **Grade Level:** 6 **Course Title:** Theater 101

Created: Ashley Bauers

Board Approved on:



Unit Overview Template

Content Area: Theatre **Grade Level:** 6 **Unit Title:** Costumes, Make- Up/Masks, Sets, & Careers

Unit Summary: Students will discuss and demonstrate various facets of the theater, including costumes, make-up, sets, director, stage manager, lighting and blocking.

Primary Interdisciplinary Connections: Career Readiness

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 provides students with knowledge of the different careers associated with theater, both performance and non-performance based.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.4, RL.6, W.6, L.6, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Anchor Standard 11: Relating artistic ideas to works within societal, cultural, and historical contexts to deepen understanding.

Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income

Core Idea: Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.

Core Idea: There are a variety of resources available to help navigate the career planning process.

Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Core Idea: Multiple solutions often exist to solve a problem.

Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Core Idea: The mode of information can convey a message to consumers or an audience.

RL.6: Reading Domain

W.6: Writing Doman

L.6: System and Structure of Language

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills



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CPI#:	Cumulative Progress Indicator (CPI):
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re8c	Assess the impact of a theatrical work on a specific audience.
1.4.8.Re9a	Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Re9b	Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
1.4.8.Cn11a	Research the story elements of a staged drama/theater work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
1.4.8.Cn11b	Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3	Analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
W.WP.6.4	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 fit composition needs and purposes; and attempting to address purpose and audience.
L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
9.2.8.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.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.



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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.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
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 and awareness of the differences among individuals, groups and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
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-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.1	Establish and maintain healthy relationships.
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 social pressure.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.



SEL.PK-12.5.5

Identify who, when, where, or how to seek help for oneself or others when needed.

Unit Essential Questions:

- How do theater artists comprehend the essence of drama processes and theater experiences?
- How can the same work of art communicate different messages to different people?
- How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?
- What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?

Unit Enduring Understandings:

- Theater artists reflect to understand the impact of drama processes and theater experiences.
- Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.
- Theater artists apply criteria to investigate, explore, and assess drama and theater work.
- As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

Unit Learning Targets:

Students will be able to identify, explain and demonstrate various theatrical roles and practices of performative work, both on and off stage.



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Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: stage, use of costumes and stage make-up, duct tape, heavy cardboard, scissors, digital camera

Teacher Resources: stanj.org, www.musictheory.net, www.teoria.com, www.gmajormusictheory.org

Formative Assessments:

- Class discussion
- Set design for Greek plays from last unit
- Make-up and costume design for plays from last unit
- Vocabulary test



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Lesson Plans

Lesson	Time Frame
Lesson 1 Careers in Theater	10 minutes/30 days
Lesson 2 Set Design & Construction	15 minutes/30 days
Lesson 3 Makeup/Costume design	10 minutes/60 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.nafme.org

www.njmea.org

www.ascd.or

www.stanj.com

www.musictheory.net

www.teoria.com

www.gmajormusictheory.org



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Lesson Plan 1 Template

Content Area: Theatre Lesson Title: Careers in Theater Time Frame: 10 minutes/30 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: Career Readiness

Integration of Technology: Examples of technology used in theater (lighting, sound)

Equipment Needed: Stage lighting for observation, microphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and define non performance theatrical jobs. - Students will identify ways in which playwriting can comment on public policy, such as our response to climate change	Lesson Sequence - Students will brainstorm all the jobs that need to be filled to run a successful theater. - Students will engage in class discussion based on the vocabulary list we define. - Students will define the provided vocabulary list. - Students will identify a public policy to address via writing an original play. - Students will each write one scene in response to the above prompt.	- Class discussion - Vocabulary test - Original scene
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.		
Resources Provided: - Teacher generated notes - Lighting and sound equipment		



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Lesson Plan 2 Template

Content Area: Theatre Lesson Title: Set Design & Construction Time Frame: 15 minutes/30 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: Career Readiness

Integration of Technology: Use of simple tools (scissors, duct tape) to construct a set

Equipment Needed: Heavy cardboard, colored paper, scissors, duct tape, glue

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn the influence an effective set has on a production. - Design and construct a simple set.	Lesson Sequence - Discuss the influence color, shape and set design have on a production. - View examples of effective sets, both simple and complicated. - Design a simple set that serves the blocking needs of the last unit's play. - Using the equipment listed above, build and decorate the walls for the set (only a teacher should use the Exacto knife!). - Using the materials found in the FMG prop room, dress the set appropriately for the play.	- Class discussion - Design plans - Participation in set construction
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.		
Resources Provided: Set building materials		



Lesson Plan 3 Template

Content Area: Theatre Lesson Title: Make-up & Costume Design Time Frame: 15 minutes/30 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: Career Readiness

Integration of Technology: Digital photography

Equipment Needed: Stage make-up, costumes, colored pencils, markers, crayons, blank faces and bodies (on paper) for sketching

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn the influence an effective costume and make up plot have on a production - Design a costume and make up for the last unit's play.	Lesson Sequence - Discuss the influence color, shape and fabric have on a production. - Discuss how make-up can be used to age or make a character appear younger. - View examples of effective costumes, both simple and complicated. - Plot costumes and make up (instead of using the masks) to update and enhance the play from the last unit.	- Costume and make up design - Class discussions
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.		
Resources Provided: - Teacher generated notes & diagrams - Appropriate examples of costume & make-up design - Stage make-up - Costumes		



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

Curriculum Design Template

Content Area: Theatre **Grade Level:** 6 **Course Title:** Theater 101

Created: Ashley Bauers

Board Approved on:



Unit Overview Template

Content Area: Theatre	Grade Level: 6	Unit Title: Performance & Critique
Unit Summary: Students will critically analyze and evaluate themselves and others in practice and performance.		
Primary Interdisciplinary Connections: Career Readiness, Language Arts		
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 provides students with knowledge of how to behave as a respectful audience member, opportunities to perform in public, and of critique of a theatrical piece.		
Career Readiness (Standard 9): 9.2, 9.4		

Learning Targets

Standards: 1.4, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, RL.6, L.6,	
Content Statements: Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. Core Idea: Multiple solutions often exist to solve a problem. Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. Core Idea: The mode of information can convey a message to consumers or an audience. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills RL.6: Reading Domain L.6: Language Domain	
CPI#:	Cumulative Progress Indicator (CPI):
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re9a	Analyze how personal experiences affect artistic choices in a theatrical work.



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1.4.8.Re9b	Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
1.4.8.Cn10a	Examine a community issue through multiple perspectives in a theatrical work
1.4.8.Cn11a	Research the story elements of a staged drama/theater work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
1.4.8.Cn11b	Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
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 and awareness of the differences among individuals, groups and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
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.



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SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.1	Establish and maintain healthy relationships.
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 social pressure.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
RL.IT.6.3	Analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.

Unit Essential Questions:

- How do theater artists comprehend the essence of drama processes and theater experiences?
- How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?
- What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
- What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?

Unit Enduring Understandings:

- Theater artists reflect to understand the impact of drama processes and theater experiences.
- Theater artists apply criteria to investigate, explore, and assess drama and theater work.
- Theater artists allow awareness of interrelationships between self and others to inform their work.
- As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

Unit Learning Targets:

Students will be able to plan, write, direct, and perform their own unique plays.



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Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: iPad, digital camera, video recorder, medium to review audio/visual recordings

Teacher Resources: www.musictheory.net, www.teoria.com, www.gmajormusictheory.org, www.stanj.org

Formative Assessments:

- Class discussion
- Written and oral analysis of performance

Lesson Plans

Lesson	Time Frame
Lesson 1 Audience Behavior	10 minutes/30 days
Lesson 2 Final Production	30 minutes/30 days
Lesson 3 Rehearsal Process	On going

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.nafme.org

www.njmea.org

www.ascd.org

www.stanj.com

www.musictheory.net

www.teoria.com

www.gmajormusictheory.org



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Lesson Plan 1 Template

Content Area: Theatre Lesson Title: Audience Behavior Time Frame: 10 minutes/30 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: Career Readiness

Integration of Technology: Audio and/or visual recordings of amateur and professional live theater productions

Equipment Needed: TV, appropriate recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the objectives and benefits of being a courteous audience member. - Create a checklist of qualities of a good audience member.	Lesson Sequence - Introduce the concept of the audience member playing an active role in a performance. - View performances with both courteous and disruptive audiences. - Create a rubric for those behaviors necessary to be an attentive audience member.	- Class discussion - Rubric
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.		
Resources Provided: - Teacher generated notes - Appropriate recordings		



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Lesson Plan 2 Template

Content Area: Theatre Lesson Title: Final Production Time Frame: 30 minutes/30 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: Language Arts, Career Readiness

Integration of Technology: Use of iMovie

Equipment Needed: Footage of performance for review

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a thoughtful rubric for critiquing a musical performance. • Use the rubric to critique both amateur and professional performances.	Lesson Sequence 1. Review the fundamental techniques for a great performance. 2. Determine how to qualify those techniques. 3. Practice critiquing using the rubric by watching examples showcasing poor and good performance. 4. Write a critique of excerpts from the FMG Musical/JD Musical or other theatrical performance.	• Rubric • Class discussion • Written critique
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.		
Resources Provided: • Piano • Concert repertoire • Teacher generated notes • Rubric • Appropriate recordings		



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Lesson Plan 3 Template

Content Area: Theatre Lesson Title: Rehearsal Process

Time Frame: Ongoing

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: Career Readiness, Language Arts

Integration of Technology: Visual recordings of rehearsal for critique.

Equipment Needed: iPads, teacher generated note, scripts, pencils, set building materials from previous unit.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Record rehearsals for later critique. - Write, cast and rehearse new script - Design costumes, make-up and sets for new productions.	Lesson Sequence - Students will work as a class to develop a new script for a single scene, including story mapping and utilizing proper script format. - Students will cast the play, as well as assigning the jobs of director, costume designer, make-up designer and props master. - Students will discuss and decide upon blocking as a group and begin to stage their scene. - The costume and make-up designers will sketch ideas and find appropriate materials in the FMG costume closet. Props master will make a list of props and find them within the FMG prop room.	- Class participation - Written critique - Performance



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5. Students will design and build a set appropriate to their needs.
6. Students will work together to perform their original scene for an audience, as well as being visually recorded.
7. Students will view their performance and write a critique of all aspects of the performance.

Differentiation:

Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Set, costume, prop and costume needs
- digital camera
- video camera



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

Curriculum Design Template

Content Area: Theatre **Grade Level:** 6 **Course Title:** Theater 101

Created: Ashley Bauers

Board Approved on:



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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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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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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



SPRINGFIELD PUBLIC SCHOOLS

**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

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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
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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/>

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Supplemental Resources/Programming for Gifted Students

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