Moonachie School District
Theatre Curriculum:
Grades 3 - 5

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022
Re-Adopted: August 26, 2025

1.4 Theatre: Grades 3-5
ARTISTIC PROCESS: Creating

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 1: Generating and conceptualizing ideas.	Theatre artists rely on intuition, curiosity and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	Imagine, Envision
Anchor Standard 2: Organizing and developing ideas.	Theatre artists work to discover different ways of communicating meaning.	How, when, and why do theatre artists' choices change?	Plan, Construct
Anchor Standard 3: Refining and completing products.	Theatre artists refine their work and practice their craft through rehearsal.	How do theatre artists transform and edit their initial ideas?	Evaluate, Clarify, Realize

PERFORMANCE EXPECTATIONS

1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.

1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.

1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.

1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.

1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
elements of theater, performers, character, costume, technical production, director, choreography, plot, cause	Students will be able to: ● Demonstrate and understanding of key theatrical elements through participation in an array of theater games that support concepts such	**3rd Grade** Theater Games Different games will be incorporated into programming to help support students' understanding of key elements of theater and to reinforce content-specific vocabulary that is	Playwriting Project Summative: Project / Portfolio Students engage in a project

and effect, setting, theme, message, intent, adaptation, inspiration, characterization, trait, costume, expression, emotion, action, cartoon, scene, background, dialogue, conflict, interact, relationship, script, screenplay, sketchbook drama, purpose, playwriting, experience, framework, resolution, short-story, application, creation, development, adaptation, critic, critique, evaluate, rubric, model, bias, subjective, objective, feedback	as movement, performance, choreography, characterization, etc. ● Interpret direction from a theater leader and create their own unique expressions based on prompting and feedback. ● Evaluate a written work to determine the underlying plot of a story. ● Draw influence from personal experiences to create a unique plot to a story that could be adapted into a theatrical performance. ● Identify the setting of a work and articulate the meaning of the text into a viable scene. ● Utilize a character profile (provided to or created by the student) to develop a representation of the character. ● Identify physical, social, and emotional traits present across different characters and make connections as to how those traits may impact a story. ● List and describe vital elements to a theater work and use that information to develop a single scene for a play that features components including plot, setting, characters, dialogue, conflict, etc. ● Explore aspects of drama, including characters, setting, dialogue, conflict, and further develop an understanding of how to build each component and coordinate them to bring together a cohesive story. ● Evaluate creative choices and the effects they may have on the final	required for the course. Stage directions and navigation, vocal exercises, movement patterns and choreography, and other concepts are encompassed throughout games including "One Word Story", "Simon Says", "Act It Out", improvisation activities, etc. Plot and Setting Tying into major ELA concepts, students will begin to evaluate the plot and setting of selected excerpts. Understanding key elements of plot and setting allow for learners to begin thinking about ways they could alter an original work to write new ending or create a new spin-off using inspiration from the original. Developing Characters Examining the elements that go into creating characters is vital to understanding how to develop connections between an audience and the production. After demonstrating an understanding of physical traits, expressions, emotions, actions, etc., learners will create their own character based off of themselves as an original cartoon, along with an abstract that introduces their character to their peers. "Making a Scene" Students will demonstrate their understanding of key foundational theater concepts by creating a scene implementing all major elements learned throughout their programming (i.e., plot, setting, characters, dialogue, conflict). Learners will have the opportunity to make choices that directly impact their "productions" and final products can be developed as scripts, screenplays, sketchbooks, productions, etc. **4th Grade** Theater Games Different games will be incorporated into programming to help support students' understanding of key elements of theater and to reinforce content-specific vocabulary that is required for the course. Stage directions and navigation,	to create and rehearse an original. Applying skills learned this unit. Writing a Play Ritual Reenactment Formative: Class Participation Students recreate the ritual of the hunt with non verbal acting for an in class activity. Ritual Reenactment Elementary Theatre Benchmark Summative: Written Test End of Unit benchmark on Elements of Theatre/Performance Theatre Benchmark I Elementary Grade 2020 Body Language Quiz Formative: Multiple Choice Quiz on Elements of Body Language Body Language Quiz

| | | production of a theatrical work.
● Explore playwriting and compare and contrast how their process may differ from that of a traditional author.
● Define a systematic approach to writing a play by considering all essential theater elements and how they must be integrated to create a final product.
● Apply understanding related to vital theater elements by completing performance-based tasks pertaining to characters, setting, dialogue, conflict, etc.
● Investigate different criteria by which theatrical works are evaluated, and work to create a rating scale to assess various components of a work. | vocal exercises, movement patterns and choreography, and other concepts are encompassed throughout games including "One Word Story", "Simon Says", "Act It Out", improvisation activities, etc.

Introduction to Theater Essentials
In order to gain a greater understanding of how theatrical performances and created and produced, learners must first be able to grasp the essential elements of the performing arts. Within this unit, learners will explore drama by developing and reinforcing key content-specific vocabulary terms and concepts, identify intent and purpose as intended by the creator and perceived by the audience, and finally, examine essential components to a production including characters, setting, dialogue, conflict, etc. This baseline knowledge is pivotal in preparing learners for more application-based learning in their Theater Essentials in Practice unit (Grade 5).

Theatrical Playwriting
Playwriting is a systematic process that helps an artist tap into their own personality and experiences to draw inspiration when creating a new work. All works follow a similar, general framework when developing each component, and this unit seeks to explore the writing process with regards to drama and theater. Necessary elements, such as defining a plot, building characters, managing interactions and conflict, and developing a resolution, will be explored as a mode to understanding how screenplays are created. Tying into major ELA principles, a culminating activity sees learners developing a short-story script depicting all of the required elements.

5th Grade
Theater Games
Different games will be incorporated into programming to help support students' understanding of key elements of theater and to reinforce content-specific vocabulary that is required for the course. Stage directions and navigation, | |

vocal exercises, movement patterns and choreography, and other concepts are encompassed throughout games including "One Word Story", "Simon Says", "Act It Out", improvisation activities, etc.

Theater Essentials in Practice
Building off of the introductory unit (Grade 4), learners will seek to further enhance their understanding of important theatrical elements through more application-based learning. Performance tasks have been created to help students create a setting based on provided plot details, create a character to fit a certain role, manage interactions and stage a conflict between two or more characters, develop dialogue through verbal and non-verbal communication skills, and ultimately, put the elements together to present a short-story play. Students will leverage their creativity as they are given a scope of creative control to adapt ideas and make decisions directly affecting their production.

Evaluation and Critique
Critics follow an array of criteria and standards when evaluating the effectiveness of a theater production. Learners will be exposed to some of these metrics, and will also learn to articulate subjective versus objective assessment. As students observe performances, both professional works and those performed in class with and by their peers, learners will develop and utilize an age-appropriate rubric to evaluate elements of the production. Critique is a skill that encompasses both giving and receiving feedback, and students will engage in positive and productive conversations to determine ways in which performance can be improved.

Resources/Materials	- Video: Elements of Drama - Video: Drama - Elements of Drama: Characters, Plot, Setting & Symbolism - Acting: A Student's Guide - Kids 4 Broadway - Bailey, Diane. Stage Management and Production. Rosen Publishing Group, Inc., 2009.

	[Glossary of Terms](#) [Theatre Lesson for Kids: History & Timeline](#) [Theatre Lesson for Kids: History of Musical Theatre](#) - DeSpain, Lisa. Kids Musical Theater Anthology. Hal Leonard Corp., 2008 - Meserve, Walter J., and Molly Ann Meserve. A Chronological Outline of World Theatre. Feedback Theatre Books, 1992. [The Lion King: The Circle of Life](#) [Matilda the Musical](#) [Annie: It's Hard Knock Life](#) [Acting for Kids: Episode 1](#) [Childdrama.com](#) - Acting and Improvisation- Ackroyd, Judith, and Jo Boulton. Drama Lessons for Seven to Eleven-Year-Olds. Routledge, 2012. [Theater Folk: Playwriting](#) [Essential Theater](#) [Sample Rubric](#) [Sample Assessment 6: Grade 5](#) [Sample Assessment 6: Grade 5](#) [Sample Scoring Rubric 5: Grade 5](#) [Sample Assessment 5: Grade 5](#) [Sample Scoring Rubric 4: Grade 5](#) [Sample Assessment 4: Grade 5](#) [Sample Scoring Guide 3: Grade 3](#) [Sample Assessment 3: Grade 3](#) [Sample Score Guide 2: Grade 3](#) [Sample Assessment 2: Grade 3](#) [Sample Scoring Guide 1: Grade 3](#) [Sample Assessment 1: Grade 3](#)
Interdisciplinary Connections	- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly - SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification - SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly - SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes - SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly - SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

	● 1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.
Career Readiness, Life Literacies and Key Skills	● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). ● 9.4 Life Literacies and Key Skills: Critical Thinking and Problem-solving ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4 Life Literacies and Key Skills: Digital Citizenship ● 9.4.5.DC.1: Explain the need for and use of copyrights. ● 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. ● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). ● 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
Computer Science and Design Thinking	● 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks. ● 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods. ● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. ● 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Modifications				
Multilingual Learners	**Special Education**	**At Risk of School Failure**	**Gifted and Talented**	**504**
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.4 Theatre: Grades 3-5
ARTISTIC PROCESS: Performing

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4: Selecting, analyzing, and interpreting work.	Theatre artists develop personal processes and skills for a performance or design.	How do theatre artists fully prepare a performance or design?	Choose, Rehearse
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Theatre artists make choices to convey meaning.	How do theatre artists use tools and techniques to communicate ideas and feelings?	Establish, Analyze
Anchor Standard 6: Conveying meaning through art.	Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share creative experiences?	Share

PERFORMANCE EXPECTATIONS

1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.

1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.

1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.

1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.

1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
elements of theater, performers, character, costume, technical production, director, choreography, plot, cause and effect, setting, theme, message, intent, adaptation, inspiration, characterization, trait, costume, expression, emotion, action, cartoon, culture, impact, influence, traits, geography, society, scene, background, dialogue, conflict, interact, relationship, script, screenplay, sketchbook, drama, purpose, playwriting, experience, framework, resolution, short-story, application,	Students will be able to: ● Demonstrate their understanding of key theatrical elements by completing performance-based tasks in a series of theater games. ● Make creative decisions based on performance elements (voice, movement, etc.) to relay intent and meaning to the audience. ● Utilize understanding of improvisation and draw	**3rd Grade** Theater Games Different games will be incorporated into programming to help support students' understanding of key elements of theater and to reinforce content-specific vocabulary that is required for the course. Stage directions and navigation, vocal exercises, movement patterns and choreography, and other concepts are encompassed throughout games including "One Word Story", "Simon Says", "Act It Out", improvisation activities, etc. Plot and Setting Tying into major ELA concepts, students will begin to	Monologue Performance Summative: Performance Task Presentation of- scripted Monologue of choice from unit that is evaluated by in class rubric. Performance of Scripted Monologue- Elementary Rehearsal Process/Rubric Formative: Teacher

creation, development, adaptation, critic, critique, evaluate, rubric, model, bias, subjective, objective, feedback	influence from personal experiences to respond to various prompts presented by the director. ● Identify and describe elements including plot and setting in order to articulate a message during the performance of a theatrical work. ● Adapt an original work by making changes to various components of the performance while respecting the artist's intent to share a specific message. ● Use information provided in character profiles to perform as a the character. to an audience. ● Leverage props and costume options to further enhance a performance as a character. ● Participate in dramatic readings and short plays based on woks from a variety of cultural backgrounds. ● Interpret information from a short-story script to present a scene created by their peers. ● List and describe various theatrical elements (characters, setting, dialogue, conflict, etc.) and discuss the impact they have on a performance. ● Explore the role of a playwright in articulating expectations and visions for a	evaluate the plot and setting of selected excerpts. Understanding key elements of plot and setting allow for learners to begin thinking about ways they could alter an original work to write new ending or create a new spin-off using inspiration from the original. Developing Characters Examining the elements that go into creating characters is vital to understanding how to develop connections between an audience and the production. After demonstrating an understanding of physical traits, expressions, emotions, actions, etc., learners will create their own character based off of themselves as an original cartoon, along with an abstract that introduces their character to their peers. Cultural Tales Learners are exposed to to theater throughout different cultural contexts as a way to compare and contrast the value of the arts across cultural bounds. A culminating activity sees learners comparing two productions of the same work as a mode to evaluate the elements of theater in different locales. "Making a Scene" Students will demonstrate their understanding of key foundational theater concepts by creating a scene implementing all major elements learned throughout their programming (i.e., plot, setting, characters, dialogue, conflict). Learners will have the opportunity to make choices that directly impact their "productions" and final products can be developed as scripts, screenplays, sketchbooks, productions, etc. **4th Grade** Theater Games	Observation Sample rubric Scene Presentation Summative: Performance / Recital Evaluate in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. Elementary Performance Rubric Performance Rubric Elementary Summative: Performance / Recital Performance Rubric 5th Grade SGO Body Language 2020-2021 Sample Rubric Rhyme Performance Summative: Performance / Recital Final Performance of Rhyme utilizing all elements from unit. Elementary Performance Benchmark Introducing Me Monologue

		performance of a theatrical work.	Different games will be incorporated into programming to help support students' understanding of key elements of theater and to reinforce content-specific vocabulary that is required for the course. Stage directions and navigation, vocal exercises, movement patterns and choreography, and other concepts are encompassed throughout games including "One Word Story", "Simon Says", "Act It Out", improvisation activities, etc.	Summative: Performance / Recital
		● Discuss the importance of the writer's vison in comparison of the vision of a director when presenting to an audience.		Original 30 second monologue presentations to class. [Introducing Me Monologue](#)
		● Participate in performance-based tasks related to characters, setting, dialogue, conflict, etc. to further demonstrate the ability to apply conceptual knowledge in practice.		Rehearsal and Performance Observation
		● Use a rubric or critique template to evaluate performance elements of a theatrical work.	Introduction to Theater Essentials In order to gain a greater understanding of how theatrical performances and created and produced, learners must first be able to grasp the essential elements of the performing arts. Within this unit, learners will explore drama by developing and reinforcing key content-specific vocabulary terms and concepts, identify intent and purpose as intended by the creator and perceived by the audience, and finally, examine essential components to a production including characters, setting, dialogue, conflict, etc. This baseline knowledge is pivotal in preparing learners for more application-based learning in their Theater Essentials in Practice unit (Grade 5).	Summative: Teacher Observation [Sample Rubric](#)
			Cultural Tales Learners are exposed to to theater throughout different cultural contexts as a way to compare and contrast the value of the arts across cultural bounds. A culminating activity sees learners comparing two productions of the same work as a mode to evaluate the elements of theater in different locales.	
			Theatrical Playwriting Playwriting is a systematic process that helps an artist tap into their own personality and experiences to draw inspiration when creating a new work. All works follow a similar, general framework when	

developing each component, and this unit seeks to explore the writing process with regards to drama and theater. Necessary elements, such as defining a plot, building characters, managing interactions and conflict, and developing a resolution, will be explored as a mode to understanding how screenplays are created. Tying into major ELA principles, a culminating activity sees learners developing a short-story script depicting all of the required elements.

5th Grade
Theater Games
Different games will be incorporated into programming to help support students' understanding of key elements of theater and to reinforce content-specific vocabulary that is required for the course. Stage directions and navigation, vocal exercises, movement patterns and choreography, and other concepts are encompassed throughout games including "One Word Story", "Simon Says", "Act It Out", improvisation activities, etc.

Theater Essentials in Practice
Building off of the introductory unit (Grade 4), learners will seek to further enhance their understanding of important theatrical elements through more application-based learning. Performance tasks have been created to help students create a setting based on provided plot details, create a character to fit a certain role, manage interactions and stage a conflict between two or more characters, develop dialogue through verbal and non-verbal communication skills, and ultimately, put the elements together to present a short-story play. Students will leverage their creativity as they are given a scope of creative control to adapt ideas and make decisions directly affecting their production.

		Cultural Tales Learners are exposed to to theater throughout different cultural contexts as a way to compare and contrast the value of the arts across cultural bounds. As they make greater connections across the different cultures, students may adapt an original work to be representative of different cultural elements to expand on their own cultural awareness with supporting theatrical concepts. Evaluation and Critique Critics follow an array of criteria and standards when evaluating the effectiveness of a theater production. Learners will be exposed to some of these metrics, and will also learn to articulate subjective versus objective assessment. As students observe performances, both professional works and those performed in class with and by their peers, learners will develop and utilize an age-appropriate rubric to evaluate elements of the production. Critique is a skill that encompasses both giving and receiving feedback, and students will engage in positive and productive conversations to determine ways in which performance can be improved.	
Resources/Materials	- Video: Elements of Drama - Video: Drama - Elements of Drama: Characters, Plot, Setting & Symbolism - Acting: A Student's Guide - Kids 4 Broadway - Bailey, Diane. Stage Management and Production. Rosen Publishing Group, Inc., 2009. - Glossary of Terms - Theatre Lesson for Kids: History & Timeline - Theatre Lesson for Kids: History of Musical Theatre - DeSpain, Lisa. Kids Musical Theater Anthology. Hal Leonard Corp., 2008 - Meserve, Walter J., and Molly Ann Meserve. A Chronological Outline of World Theatre. Feedback Theatre Books, 1992. - The Lion King: The Circle of Life - Matilda the Musical		

	● [Annie: It's Hard Knock Life](#) ● [Acting for Kids: Episode 1](#) ● [Childdrama.com](#) ● Acting and Improvisation- Ackroyd, Judith, and Jo Boulton. Drama Lessons for Seven to Eleven-Year-Olds. Routledge, 2012. ● [Theater Folk: Playwriting](#) ● [Essential Theater](#) ● [Sample Rubric](#) ● [Sample Assessment 6: Grade 5](#) ● [Sample Assessment 6: Grade 5](#) ● [Sample Scoring Rubric 5: Grade 5](#) ● [Sample Assessment 5: Grade 5](#) ● [Sample Scoring Rubric 4: Grade 5](#) ● [Sample Assessment 4: Grade 5](#) ● [Sample Scoring Guide 3: Grade 3](#) ● [Sample Assessment 3: Grade 3](#) ● [Sample Score Guide 2: Grade 3](#) ● [Sample Assessment 2: Grade 3](#) ● [Sample Scoring Guide 1: Grade 3](#) ● [Sample Assessment 1: Grade 3](#)
Interdisciplinary Connections	● 1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.) ● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). ● 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). ● SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly ● SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification ● SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly ● SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes ● SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly ● SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Career Readiness, Life Literacies and	● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Key Skills	● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). ● 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. ● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). ● 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
Computer Science and Design Thinking	● 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods. ● 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Modifications				
Multilingual Learners	**Special Education**	**At Risk for School Failure**	**Gifted and Talented**	**504**
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.4 Theatre: Grades 3-5

ARTISTIC PROCESS: Responding			
ANCHOR STANDARD	**ENDURING UNDERSTANDING**	**ESSENTIAL QUESTION**	**PRACTICE**
Anchor Standard 7: Perceiving and analyzing products.	Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?	Examine, Discern
Anchor Standard 8: Interpreting intent and meaning.	Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?	Interpret
Anchor Standard 9: Applying criteria to evaluate products.	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	Critique

PERFORMANCE EXPECTATIONS
1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.
1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.
1.4.5.Re2b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.
1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.
1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.
1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
elements of theater, performers, character, costume, technical production, director, choreography, characterization, trait, costume, expression, emotion, action, cartoon, culture, impact, influence, traits,	Students will be able to: ● Interpret directions and make creative choices pertaining to various elements of theater through participation in a variety of theater games. ● Explore elements of theater and expression as a mode to	**3rd Grade** Theater Games Different games will be incorporated into programming to help support students' understanding of key elements of theater and to reinforce content-specific vocabulary that is required for the course. Stage directions and navigation, vocal exercises, movement patterns and choreography, and other concepts are encompassed throughout games	

geography, society, scene, background, dialogue, conflict, interact, relationship, script, screenplay, sketchbook, artist, background, history, research, puppet, puppetry, origins, timeline, growth, principles, identify, classify, critic, critique, evaluate, rubric, model, bias, subjective, objective, feedback	determine intent of the creator. ● Evaluate the creative choices made by a director and how those choices impacted the overall production of a theater work. ● Identify important physical and character traits to evaluate the effectiveness of the development of a character. ● Use their understanding of different cultural elements of theater to create a profile for a certain style of theater. ● Explore various thematic units and genres of theater to better understand similarities and differences between various styles of theater productions. ● Apply evaluation criteria to articulate the effectiveness of a production in relate to the original work and intent of the creator. ● Conduct research pertaining to a member of the theater community as a mode to shed light on intent and meaning of an individual artist, a culture, a style of theater, etc. ● Identify technical elements consistent with different types and styles of theater through appropriate critique methodologies. ● Investigate historical events in the world of theater as a gateway to understanding the	including "One Word Story", "Simon Says", "Act It Out", improvisation activities, etc. Developing Characters Examining the elements that go into creating characters is vital to understanding how to develop connections between an audience and the production. After demonstrating an understanding of physical traits, expressions, emotions, actions, etc., learners will create their own character based off of themselves as an original cartoon, along with an abstract that introduces their character to their peers. Cultural Tales Learners are exposed to to theater throughout different cultural contexts as a way to compare and contrast the value of the arts across cultural bounds. A culminating activity sees learners comparing two productions of the same work as a mode to evaluate the elements of theater in different locales. "Making a Scene" Students will demonstrate their understanding of key foundational theater concepts by creating a scene implementing all major elements learned throughout their programming (i.e., plot, setting, characters, dialogue, conflict). Learners will have the opportunity to make choices that directly impact their "productions" and final products can be developed as scripts, screenplays, sketchbooks, productions, etc. **4th Grade** Theater Games Different games will be incorporated into programming to help support students' understanding of key elements of theater and to reinforce content-specific vocabulary that is required for the course. Stage directions and navigation, vocal exercises, movement patterns and choreography, and other concepts are encompassed throughout games including "One Word Story", "Simon Says", "Act It Out",	

| | intent and meaning of the art and how that has changed throughout time.
● Define bias an how it could effect our interpretation and evaluation of a production.
● Explore different evaluating tools ad resources to gain a greater understanding as to how works may be assessed. | improvisation activities, etc.

Cultural Tales
Learners are exposed to to theater throughout different cultural contexts as a way to compare and contrast the value of the arts across cultural bounds. A culminating activity sees learners comparing two productions of the same work as a mode to evaluate the elements of theater in different locales.

Artist Study
Students will research artists and works based on the directives of the teacher (i.e., transformational artists, thematic focus, etc.) to expand their historical knowledge of theater. Appropriate research databases and resources, including those from professional organizations, colleges and universities, etc. will be leveraged to support appropriate information literacy skills. Learners are expected to present their findings in a manner that suits their interests and strengths.

History of Theater
Puppet Theater - One of the most common and relatable forms of theater for children is puppet theater, and students will explore puppetry across cultural influences. Students will watch and evaluate different performances with the culminating activity involving creating their own unique puppet characters and casting them into collaborative performances with their peers.

5th Grade
Theater Games
Different games will be incorporated into programming to help support students' understanding of key elements of theater and to reinforce content-specific vocabulary that is required for the course. Stage directions and navigation, vocal exercises, movement patterns and choreography, and other concepts are encompassed throughout games including "One Word Story", "Simon Says", "Act It Out", | |

		improvisation activities, etc.	
		Cultural Tales	
		Learners are exposed to to theater throughout different cultural contexts as a way to compare and contrast the value of the arts across cultural bounds. As they make greater connections across the different cultures, students may adapt an original work to be representative of different cultural elements to expand on their own cultural awareness with supporting theatrical concepts.	
		Artist Study	
		Students will research artists and works based on the directives of the teacher (i.e., transformational artists, thematic focus, etc.) to expand their historical knowledge of theater. Appropriate research databases and resources, including those from professional organizations, colleges and universities, etc. will be leveraged to support appropriate information literacy skills. Learners are expected to present their findings in a manner that suits their interests and strengths.	
		History of Theater	
		Origins of Theater - Students will explore a general timeframe demonstrating where and how theater became relevant across various cultures. This initial introduction prefaces future programming related to specific cultural histories (Greek Theater, Elizabethan/Roman Theater, and Modern Drama/Musical Theater) and will help build foundational knowledge to support those more intensive units. Learners are exposed to general principles of each type of theater, and will begin to examine some of the identifying factors of each.	
		Evaluation and Critique	
		Critics follow an array of criteria and standards when evaluating the effectiveness of a theater production. Learners will be exposed to some of these metrics, and will also learn to articulate subjective versus objective assessment. As students observe performances, both	

		professional works and those performed in class with and by their peers, learners will develop and utilize an age-appropriate rubric to evaluate elements of the production. Critique is a skill that encompasses both giving and receiving feedback, and students will engage in positive and productive conversations to determine ways in which performance can be improved.	
Resources/Materials	- Video: Elements of Drama - Video: Drama - Elements of Drama: Characters, Plot, Setting & Symbolism - Acting: A Student's Guide - Kids 4 Broadway - Bailey, Diane. Stage Management and Production. Rosen Publishing Group, Inc., 2009. - Glossary of Terms - Theatre Lesson for Kids: History & Timeline - Theatre Lesson for Kids: History of Musical Theatre - DeSpain, Lisa. Kids Musical Theater Anthology. Hal Leonard Corp., 2008 - Meserve, Walter J., and Molly Ann Meserve. A Chronological Outline of World Theatre. Feedback Theatre Books, 1992. - The Lion King: The Circle of Life - Matilda the Musical - Annie: It's Hard Knock Life - Acting for Kids: Episode 1 - Childdrama.com - Acting and Improvisation- Ackroyd, Judith, and Jo Boulton. Drama Lessons for Seven to Eleven-Year-Olds. Routledge, 2012. - Theater Folk: Playwriting - Essential Theater - Sample Rubric - Sample Assessment 6: Grade 5 - Sample Assessment 6: Grade 5 - Sample Scoring Rubric 5: Grade 5 - Sample Assessment 5: Grade 5 - Sample Scoring Rubric 4: Grade 5 - Sample Assessment 4: Grade 5 - Sample Scoring Guide 3: Grade 3 - Sample Assessment 3: Grade 3 - Sample Score Guide 2: Grade 3 - Sample Assessment 2: Grade 3 - Sample Scoring Guide 1: Grade 3 - Sample Assessment 1: Grade 3		

Interdisciplinary Connections	- Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. - LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35. - SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly - SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification - SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly - SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes - SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly - SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
Career Readiness, Life Literacies and Key Skills	9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
Computer Science and Design Thinking	8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and

			determine its short- and long-term effects.		

Modifications				
Multilingual Learners	**Special Education**	**At Risk of School Failure**	**Gifted and Talented**	**504**
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.4 Theatre: Grades 3-5			
ARTISTIC PROCESS: Connecting			
ANCHOR STANDARD	**ENDURING UNDERSTANDING**	**ESSENTIAL QUESTION**	**PRACTICE**
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Theatre artists allow awareness of interrelationships between self and others to inform their work.	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?	Incorporate
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.	What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre	Affect, Expand

		and the purpose of their work?	

PERFORMANCE EXPECTATIONS

1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.

1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.

1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
culture, impact, influence, traits, geography, society, scene, background, dialogue, conflict, interact, relationship, script, screenplay, sketchbook, artist, background, history, research, puppet, puppetry, origins, timeline, growth, principles, identify, classify	Students will be able to: ● Compare and contrast cultural tales with personal experiences as a way to make greater connections to a diverse library of theatrical works. ● Develop an appreciation for cultural values and beliefs through their exposure of age- and developmentally-appropriate works from an array of cultures. ● Explain the importance of the performing arts to a culture or time period based on the types and style of productions put on by those communities. ● Adapt details of a theatrical work to meet the experiences of a student in 21-st Century America without sacrificing the meaning of the original. ● Conduct research on a theater artist as a mode to explore global issues, explore conventions of different groups of theater folk, and determine what characteristics of the artist are representative of their culture, time period, etc. ● Investigate the history of theater	**3rd Grade** <u>Cultural Tales</u> Learners are exposed to theater throughout different cultural contexts as a way to compare and contrast the value of the arts across cultural bounds. A culminating activity sees learners comparing two productions of the same work as a mode to evaluate the elements of theater in different locales. "Making a Scene" Students will demonstrate their understanding of key foundational theater concepts by creating a scene implementing all major elements learned throughout their programming (i.e., plot, setting, characters, dialogue, conflict). Learners will have the opportunity to make choices that directly impact their "productions" and final products can be developed as scripts, screenplays, sketchbooks, productions, etc. **4th Grade** <u>Cultural Tales</u> Learners are exposed to to theater throughout different cultural contexts as a way to compare and contrast the value of the arts across cultural bounds. A culminating activity sees learners comparing two	Theatre Through the Ages Timeline project Summative: Project / Portfolio Timeline history project Theater Through the Ages Theatre History Performance Summative: Performance / Recital Performance of Aesop Fable with Partner History Performance for Elementary Theatre History Quiz Formative: Written Test Theatre History Quiz

| | | throughout different contexts to gain a greater understanding of the influences of the performing arts on the ways of life across time and cultural bounds.
● Distinguish between stylistic traits of different time periods and cultures to evaluate the way in which theater impacts both artists and their audience.
● Compare and contrast historical elements of theater from a specific time period or culture to those of today, and identify similarities and differences between them. | productions of the same work as a mode to evaluate the elements of theater in different locales.

Artist Study
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Cultural Tales
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		awareness with supporting theatrical concepts.

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Artist Study
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Resources/Materials

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- Video: Drama
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- Kids 4 Broadway
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- Glossary of Terms
- Theatre Lesson for Kids: History & Timeline

	[Theatre Lesson for Kids: History of Musical Theatre](#) - DeSpain, Lisa. Kids Musical Theater Anthology. Hal Leonard Corp., 2008 - Meserve, Walter J., and Molly Ann Meserve. A Chronological Outline of World Theatre. Feedback Theatre Books, 1992. [The Lion King: The Circle of Life](#) [Matilda the Musical](#) [Annie: It's Hard Knock Life](#) [Acting for Kids: Episode 1](#) [Childdrama.com](#) - Acting and Improvisation- Ackroyd, Judith, and Jo Boulton. Drama Lessons for Seven to Eleven-Year-Olds. Routledge, 2012. [Theater Folk: Playwriting](#) [Essential Theater](#) [Sample Rubric](#) [Sample Assessment 6: Grade 5](#) [Sample Assessment 6: Grade 5](#) [Sample Scoring Rubric 5: Grade 5](#) [Sample Assessment 5: Grade 5](#) [Sample Scoring Rubric 4: Grade 5](#) [Sample Assessment 4: Grade 5](#) [Sample Scoring Guide 3: Grade 3](#) [Sample Assessment 3: Grade 3](#) [Sample Score Guide 2: Grade 3](#) [Sample Assessment 2: Grade 3](#) [Sample Scoring Guide 1: Grade 3](#) [Sample Assessment 1: Grade 3](#)
Interdisciplinary Connections	- Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. - LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35. - SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly - SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

	- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly - SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes - SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly - SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
Career Readiness, Life Literacies and Key Skills	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
Computer Science and Design Thinking	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies. 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change. 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Modifications				
Multilingual Learners	**Special Education**	**At Risk of School Failure**	**Gifted and Talented**	**504**
Scaffolding Word walls	Word walls Visual aides	Teacher tutoring Peer tutoring	Curriculum compacting Challenge assignments	Word walls Visual aides

Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling