

**Long Beach Island Consolidated School District Curriculum Guide**

<b>Grade: 6</b>	<b>Content Area: Theater</b>
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<b>Original Adoption: October 23, 2018</b>
<b>Revised on: March 18, 2019</b>
<b>Revised by: C. McBride, C. Sheplin</b>

<b>Recommended Pacing Guide</b>	
Fundamentals and Basics of Theater	10 Days
Creative Expression	10 Days
Historical and Cultural Context	10 Days
Aesthetic Value	10 Days

<b>Unit 1: Fundamentals and Basics of Theater</b>	<b>Duration: 10 Days</b>
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**Standards/Learning Targets**

**New Jersey Student Learning Standards:**

- **Create**
  - Map historical innovations in theatre that were caused by the creation of new technologies. - 1.1.8.C.1
  - Create short dramatizations in selected styles of theatre, such as: melodrama, vaudeville, and musical theatre. - 1.3.8.C.1, 1.3.8.C.2
- **Perform**
  - Participate in improvisational and/or scripted activities, demonstrating an understanding of theatrical skills and context. -1.3.8.C.1, 1.3.8.C.2
  - Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. - 1.1.8.C.2
- **Critically Respond**
  - Analyze the structural components of a variety of plays and performances from different cultures and different eras. - 1.1.8.C.1
  - Differentiate the theatrical traditions of cultures across the world. - 1.4.8.A.3
  - Interpret symbolism and metaphors in various works. - 1.4.8.A.5
  - Explain how cultural influences affect the content or meaning of works of theatre. - 1.4.8.A.1
  - Identify examples of how theatre, television, and film can influence or be influenced by politics and culture. - 1.1.8.D.1
  - Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. - 1.1.8.C.3

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**Grade: 6**

**Content Area: Theater**

- Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company. - 1.1.8.C.4
- Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. - 1.4.8.B.1

### **Primary Interdisciplinary Connections:**

- **SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly
- **SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### **Technology Standards:**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### **21st Century Themes/Career Readiness:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.

### **21st Century Life and Career Standards:**

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

**Evidence of Student Learning**

**Long Beach Island Consolidated School District Curriculum Guide**

<b>Grade: 6</b>	<b>Content Area: Theater</b>
<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Peer Assessment</li> <li>● Pair-share</li> <li>● Peer evaluation and observation</li> <li>● Lesson task checklist</li> <li>● Performance task checklist</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Self-Assessment</li> <li>● Journal entries</li> <li>● Self reflection - Mapping ones journey</li> <li>● Flipgrid</li> <li>● Seesaw (Digital Portfolio)</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubric on Fundamentals and Basics of Theater</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral review of techniques and vocabulary</li> </ul>
<b>Knowledge &amp; Skills</b>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● There are certain roles that are integral in composing and performing theater productions.</li> <li>● Social, cultural, geographical, and historical elements influence theater.</li> <li>● Vocal attributes affect elements of the theater piece.</li> <li>● Character traits and feelings impact an actor's performance.</li> <li>● There are varying purposes of theater.</li> <li>● Styles, trends, and movements vary across cultures and historical eras.</li> <li>● Shifts in societal norms, beliefs or values impact messages and themes in theater.</li> <li>● There are elements that should be considered in critiquing the effectiveness of a work or performance.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What roles are integral in composing and performing theater productions?</li> <li>● How do social, cultural, geographical, and historical elements influence theater?</li> <li>● How do vocal attributes affect elements of the theater piece?</li> <li>● How do character traits and feelings impact an actor's performance?</li> <li>● What are the varying purposes of theater?</li> <li>● How do styles, trends, and movements vary across cultures and historical eras?</li> <li>● How do shifts in societal norms, beliefs, or values impact messages and themes in theater?</li> <li>● What elements should be considered in critiquing the effectiveness of a work or performance?</li> </ul>
<b>Core Instructional &amp; Supplemental Materials</b>	
<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● Scripted works as needed</li> <li>● Facility with open space</li> <li>● <a href="https://artsedge.kennedy-center.org/educators/standards">https://artsedge.kennedy-center.org/educators/standards</a></li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Newsela</li> <li>● CommonLit</li> <li>● ReadWorks</li> <li>● EPIC</li> </ul>

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Grade: 6

Content Area: Theater

- <https://nhpbs.org/kn/vs/artlabd9.asp>
- Projector and speakers for visual/audio recordings

### Modifications/Accommodations

#### English Language Learners:

- Students work with buddies
- Preferential Seating
- Devise a communication system most effective such as picture exchange, pen and paper, or yes/no answers.
- Restate, reword or clarify directions

#### Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Give short clear instructions. Avoid changing the subject suddenly.
- If you do not know sign language, use facial expressions, gestures, pictures or written messages to communicate ideas.

#### Students at Risk of Failure:

- Create a space that feels safe and is free of distractions. Consider room size, temperature, and color.
- Work with activities that can build confidence through quickly-achieved success.
- Incorporate positive physical contact into the lessons if the child responds positively.

#### Economically Disadvantaged:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy

#### Culturally Diverse:

- Establish a positive connection with parents
- Communicate high expectations for the success of all students
- Devise a communication system most effective such as picture exchange, pen and paper, or yes/no answers.
- Provide social/emotional support
- Seek information about home culture to gain understanding

## Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: Theater

Unit 2: Creative Expression

Duration: 10 Days

### Standards/Learning Targets

#### New Jersey Student Learning Standards:

- **Create**
  - Map historical innovations in theatre that were caused by the creation of new technologies. - 1.1.8.C.1
  - Create short dramatizations in selected styles of theatre, such as: melodrama, vaudeville, and musical theatre. - 1.3.8.C.1, 1.3.8.C.2
- **Perform**
  - Participate in improvisational and/or scripted activities, demonstrating an understanding of theatrical skills and context. -1.3.8.C.1, 1.3.8.C.2
  - Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. - 1.1.8.C.2
- **Critically Respond**
  - Analyze the structural components of a variety of plays and performances from different cultures and different eras. - 1.1.8.C.1
  - Differentiate the theatrical traditions of cultures across the world. - 1.4.8.A.3
  - Interpret symbolism and metaphors in various works. - 1.4.8.A.5
  - Explain how cultural influences affect the content or meaning of works of theatre. - 1.4.8.A.1
  - Identify examples of how theatre, television, and film can influence or be influenced by politics and culture. - 1.1.8.D.1
  - Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. - 1.1.8.C.3
  - Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company. - 1.1.8.C.4
  - Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. - 1.4.8.B.1

#### Primary Interdisciplinary Connections:

- **SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly
- **SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

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<p><b>Technology Standards:</b></p> <ul style="list-style-type: none"> <li>● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</li> <li>● A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</li> <li>● D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</li> </ul>	
<p><b>21st Century Themes/Career Readiness:</b></p> <ul style="list-style-type: none"> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> </ul> <p><b>21st Century Life and Career Standards:</b></p> <p>9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <ul style="list-style-type: none"> <li>● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career</li> </ul>	
<b>Evidence of Student Learning</b>	
<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Peer Assessment</li> <li>● Pair-share</li> <li>● Peer evaluation and observation</li> <li>● Lesson task checklist</li> <li>● Performance task checklist</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Self-Assessment</li> <li>● Journal entries</li> <li>● Self reflection - Mapping ones journey</li> <li>● Flipgrid</li> <li>● Seesaw (Digital Portfolio)</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubric on Fundamentals and Basics of Theater</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral review of techniques and vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Knowledge &amp; Skills</b></li> </ul>	
<p><b>Enduring Understandings:</b></p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What roles are integral in composing and performing theater productions?</li> </ul>

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<ul style="list-style-type: none"> <li>● There are certain roles that are integral in composing and performing theater productions.</li> <li>● Social, cultural, geographical, and historical elements influence theater.</li> <li>● Vocal attributes affect elements of the theater piece.</li> <li>● Character traits and feelings impact an actor's performance.</li> <li>● There are varying purposes of theater.</li> <li>● Styles, trends, and movements vary across cultures and historical eras.</li> <li>● Shifts in societal norms, beliefs or values impact messages and themes in theater.</li> <li>● There are elements that should be considered in critiquing the effectiveness of a work or performance.</li> </ul>	<ul style="list-style-type: none"> <li>● How do social, cultural, geographical, and historical elements influence theater?</li> <li>● How do vocal attributes affect elements of the theater piece?</li> <li>● How do character traits and feelings impact an actor's performance?</li> <li>● What are the varying purposes of theater?</li> <li>● How do styles, trends, and movements vary across cultures and historical eras?</li> <li>● How do shifts in societal norms, beliefs, or values impact messages and themes in theater?</li> <li>● What elements should be considered in critiquing the effectiveness of a work or performance?</li> </ul>
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<ul style="list-style-type: none"> <li>● <b>Core Instructional &amp; Supplemental Materials</b></li> </ul>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● Scripted works as needed</li> <li>● Facility with open space</li> <li>● <a href="https://artsedge.kennedy-center.org/educators/standards">https://artsedge.kennedy-center.org/educators/standards</a></li> <li>● <a href="https://nhpbs.org/kn/vs/artlabd9.asp">https://nhpbs.org/kn/vs/artlabd9.asp</a></li> <li>● Projector and speakers for visual/audio recordings</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Newsela</li> <li>● CommonLit</li> <li>● ReadWorks</li> <li>● EPIC</li> </ul>
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<p><b>Modifications/Accommodations</b></p>
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<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Students work with buddies</li> <li>● Preferential Seating</li> <li>● Devise a communication system most effective such as picture exchange, pen and paper, or yes/no answers.</li> <li>● Restate, reword or clarify directions</li> </ul> <p><b>Special Education/504 Plans/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Follow all IEP modifications/504 plan</li> </ul>
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**Grade: 6**

**Content Area: Theater**

- Provide manipulatives or the opportunity to draw solution strategies
- Give short clear instructions. Avoid changing the subject suddenly.
- If you do not know sign language, use facial expressions, gestures, pictures or written messages to communicate ideas.

### **Students at Risk of Failure:**

- Create a space that feels safe and is free of distractions. Consider room size, temperature, and color.
- Work with activities that can build confidence through quickly-achieved success.
- Incorporate positive physical contact into the lessons if the child responds positively.

### **Economically Disadvantaged:**

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy

### **Culturally Diverse:**

- Establish a positive connection with parents
- Communicate high expectations for the success of all students
- Devise a communication system most effective such as picture exchange, pen and paper, or yes/no answers.
- Provide social/emotional support
- Seek information about home culture to gain understanding

**Unit 3: Historical and Cultural Context**

**Duration: 10 Days**

### **Standards/Learning Targets**

#### **New Jersey Student Learning Standards:**

- **Create**
  - Map historical innovations in theatre that were caused by the creation of new technologies. - 1.1.8.C.1
  - Create short dramatizations in selected styles of theatre, such as: melodrama, vaudeville, and musical theatre. - 1.3.8.C.1, 1.3.8.C.2
- **Perform**
  - Participate in improvisational and/or scripted activities, demonstrating an understanding of theatrical skills and context. -1.3.8.C.1, 1.3.8.C.2
  - Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. - 1.1.8.C.2
- **Critically Respond**
  - Analyze the structural components of a variety of plays and performances from different cultures and different eras. - 1.1.8.C.1

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- Differentiate the theatrical traditions of cultures across the world. - 1.4.8.A.3
- Interpret symbolism and metaphors in various works. - 1.4.8.A.5
- Explain how cultural influences affect the content or meaning of works of theatre. - 1.4.8.A.1
- Identify examples of how theatre, television, and film can influence or be influenced by politics and culture. - 1.1.8.D.1
- Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. - 1.1.8.C.3
- Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company. - 1.1.8.C.4
- Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. - 1.4.8.B.1

### **Primary Interdisciplinary Connections:**

- **SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly
- **SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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### **Technology Standards:**

- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- **A. Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems and operations.
- **D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### **21st Century Themes/Career Readiness:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.

### **21st Century Life and Career Standards:**

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9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

**Evidence of Student Learning**

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Peer Assessment</li> <li>● Pair-share</li> <li>● Peer evaluation and observation</li> <li>● Lesson task checklist</li> <li>● Performance task checklist</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Self-Assessment</li> <li>● Journal entries</li> <li>● Self reflection - Mapping ones journey</li> <li>● Flipgrid</li> <li>● Seesaw (Digital Portfolio)</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubric on Fundamentals and Basics of Theater</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral review of techniques and vocabulary</li> </ul>

**● Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● There are certain roles that are integral in composing and performing theater productions.</li> <li>● Social, cultural, geographical, and historical elements influence theater.</li> <li>● Vocal attributes affect elements of the theater piece.</li> <li>● Character traits and feelings impact an actor's performance.</li> <li>● There are varying purposes of theater.</li> <li>● Styles, trends, and movements vary across cultures and historical eras.</li> <li>● Shifts in societal norms, beliefs or values impact messages and themes in theater.</li> <li>● There are elements that should be considered in critiquing the effectiveness of a work or performance.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What roles are integral in composing and performing theater productions?</li> <li>● How do social, cultural, geographical, and historical elements influence theater?</li> <li>● How do vocal attributes affect elements of the theater piece?</li> <li>● How do character traits and feelings impact an actor's performance?</li> <li>● What are the varying purposes of theater?</li> <li>● How do styles, trends, and movements vary across cultures and historical eras?</li> <li>● How do shifts in societal norms, beliefs, or values impact messages and themes in theater?</li> <li>● What elements should be considered in critiquing the effectiveness of a work or performance?</li> </ul>
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<b>• Core Instructional &amp; Supplemental Materials</b>	
<b>Suggested Activities/Resources:</b> <ul style="list-style-type: none"><li>• Scripted works as needed</li><li>• Facility with open space</li><li>• <a href="https://artsedge.kennedy-center.org/educators/standards">https://artsedge.kennedy-center.org/educators/standards</a></li><li>• <a href="https://nhpbs.org/kn/vs/artlabd9.asp">https://nhpbs.org/kn/vs/artlabd9.asp</a></li><li>• Projector and speakers for visual/audio recordings</li></ul>	<b>Varied Levels of Text:</b> <ul style="list-style-type: none"><li>• Newsela</li><li>• CommonLit</li><li>• ReadWorks</li><li>• EPIC</li></ul>

<b>Modifications/Accommodations</b>
<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"><li>• Students work with buddies</li><li>• Preferential Seating</li><li>• Devise a communication system most effective such as picture exchange, pen and paper, or yes/no answers.</li><li>• Restate, reword or clarify directions</li></ul> <p><b>Special Education/504 Plans/Students with Disabilities:</b></p> <ul style="list-style-type: none"><li>• Provide differentiated instruction as needed</li><li>• Follow all IEP modifications/504 plan</li><li>• Provide manipulatives or the opportunity to draw solution strategies</li><li>• Give short clear instructions. Avoid changing the subject suddenly.</li><li>• If you do not know sign language, use facial expressions, gestures, pictures or written messages to communicate ideas.</li></ul> <p><b>Students at Risk of Failure:</b></p> <ul style="list-style-type: none"><li>• Create a space that feels safe and is free of distractions. Consider room size, temperature, and color.</li><li>• Work with activities that can build confidence through quickly-achieved success.</li><li>• Incorporate positive physical contact into the lessons if the child responds positively.</li></ul> <p><b>Economically Disadvantaged:</b></p> <ul style="list-style-type: none"><li>• Make sure children feel welcome and comfortable while being discrete</li><li>• Help to provide basic needs while the child is in school (food, clothing, etc)</li><li>• Provide resources for basic needs outside of school (medical, shelter, food, etc)</li><li>• Keep nutritious snacks available</li><li>• Pair with adult mentor or buddy</li></ul> <p><b>Culturally Diverse:</b></p> <ul style="list-style-type: none"><li>• Establish a positive connection with parents</li><li>• Communicate high expectations for the success of all students</li><li>• Devise a communication system most effective such as picture exchange, pen and paper, or yes/no answers.</li></ul>

**Long Beach Island Consolidated School District Curriculum Guide**

**Grade: 6**

**Content Area: Theater**

- Provide social/emotional support
- Seek information about home culture to gain understanding

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Grade: 6	Content Area: Theater
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Unit 4: Aesthetic Value	Duration: 10 Days
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**Standards/Learning Targets**

**New Jersey Student Learning Standards:**

- **Create**
  - Map historical innovations in theatre that were caused by the creation of new technologies. - 1.1.8.C.1
  - Create short dramatizations in selected styles of theatre, such as: melodrama, vaudeville, and musical theatre. - 1.3.8.C.1, 1.3.8.C.2
- **Perform**
  - Participate in improvisational and/or scripted activities, demonstrating an understanding of theatrical skills and context. -1.3.8.C.1, 1.3.8.C.2
  - Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. - 1.1.8.C.2
- **Critically Respond**
  - Analyze the structural components of a variety of plays and performances from different cultures and different eras. - 1.1.8.C.1
  - Differentiate the theatrical traditions of cultures across the world. - 1.4.8.A.3
  - Interpret symbolism and metaphors in various works. - 1.4.8.A.5
  - Explain how cultural influences affect the content or meaning of works of theatre. - 1.4.8.A.1
  - Identify examples of how theatre, television, and film can influence or be influenced by politics and culture. - 1.1.8.D.1
  - Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. - 1.1.8.C.3
  - Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company. - 1.1.8.C.4
  - Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. - 1.4.8.B.1

**Primary Interdisciplinary Connections:**

- **SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly
- **SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

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**Technology Standards:**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**21st Century Themes/Career Readiness:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.

**21st Century Life and Career Standards:**

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

**Evidence of Student Learning**

**Formative Tasks:**

- Peer Assessment
- Pair-share
- Peer evaluation and observation
- Lesson task checklist
- Performance task checklist

**Alternative Assessments:**

- Self-Assessment
- Journal entries
- Self reflection - Mapping ones journey
- Flipgrid
- Seesaw (Digital Portfolio)

**Summative Assessments:**

- Rubric on Fundamentals and Basics of Theater

**Benchmark Assessments:**

- Oral review of techniques and vocabulary

- **Knowledge & Skills**

**Enduring Understandings:**

**Essential Questions:**

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<ul style="list-style-type: none"> <li>● There are certain roles that are integral in composing and performing theater productions.</li> <li>● Social, cultural, geographical, and historical elements influence theater.</li> <li>● Vocal attributes affect elements of the theater piece.</li> <li>● Character traits and feelings impact an actor’s performance.</li> <li>● There are varying purposes of theater.</li> <li>● Styles, trends, and movements vary across cultures and historical eras.</li> <li>● Shifts in societal norms, beliefs or values impact messages and themes in theater.</li> <li>● There are elements that should be considered in critiquing the effectiveness of a work or performance.</li> </ul>	<ul style="list-style-type: none"> <li>● What roles are integral in composing and performing theater productions?</li> <li>● How do social, cultural, geographical, and historical elements influence theater?</li> <li>● How do vocal attributes affect elements of the theater piece?</li> <li>● How do character traits and feelings impact an actor’s performance?</li> <li>● What are the varying purposes of theater?</li> <li>● How do styles, trends, and movements vary across cultures and historical eras?</li> <li>● How do shifts in societal norms, beliefs, or values impact messages and themes in theater?</li> <li>● What elements should be considered in critiquing the effectiveness of a work or performance?</li> </ul>
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<b>● Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● Scripted works as needed</li> <li>● Facility with open space</li> <li>● <a href="https://artsedge.kennedy-center.org/educators/standards">https://artsedge.kennedy-center.org/educators/standards</a></li> <li>● <a href="https://nhpbs.org/kn/vs/artlabd9.asp">https://nhpbs.org/kn/vs/artlabd9.asp</a></li> <li>● Projector and speakers for visual/audio recordings</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Newsela</li> <li>● CommonLit</li> <li>● ReadWorks</li> <li>● EPIC</li> </ul>
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<b>Modifications/Accommodations</b>
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<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Students work with buddies</li> <li>● Preferential Seating</li> <li>● Devise a communication system most effective such as picture exchange, pen and paper, or yes/no answers.</li> <li>● Restate, reword or clarify directions</li> </ul>
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**Grade: 6**

**Content Area: Theater**

### **Special Education/504 Plans/Students with Disabilities:**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Give short clear instructions. Avoid changing the subject suddenly.
- If you do not know sign language, use facial expressions, gestures, pictures or written messages to communicate ideas.

### **Students at Risk of Failure:**

- Create a space that feels safe and is free of distractions. Consider room size, temperature, and color.
- Work with activities that can build confidence through quickly-achieved success.
- Incorporate positive physical contact into the lessons if the child responds positively.

### **Economically Disadvantaged:**

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy

### **Culturally Diverse:**

- Establish a positive connection with parents
- Communicate high expectations for the success of all students
- Devise a communication system most effective such as picture exchange, pen and paper, or yes/no answers.
- Provide social/emotional support
- Seek information about home culture to gain understanding