

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2	Content Area: Theater
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Original Adoption: October 23, 2018
Revised on: March 18, 2019
Revised by: C. McBride, C. Sheplin

Recommended Pacing Guide	
Fundamentals and Basics of Theater	10 Days
Creative Expression	10 Days
Historical and Cultural Context	10 Days
Aesthetic Valuing	10 Days

Unit 1: Fundamentals and Basics of Theater	Duration: 10 Days
Standards/Learning Targets	
<p>New Jersey Student Learning Focus Standards:</p> <ul style="list-style-type: none"> ● Identify basic elements of theatre and describe their use in a variety of theatrical performances. 1.1.2.C.1 ● Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.). 1.1.2.C.2 ● Distinguish between character, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3 ● Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3 ● Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in theatre. 1.4.2.B.1 ● Apply the principles of positive critique in giving and receiving response to performances. 1.4.2.B.2 	
<p>New Jersey Student Learning Supporting Standards:</p> <ul style="list-style-type: none"> ● 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. 	

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- **B. Critique Methodologies:** 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

Primary Interdisciplinary Connections:

- **ELA - NJSLA/ELA:**
 - NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1.2.A.2 : Create a document using a word processing application.
- 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.
- 8.11.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.2.D.1: Digital Citizenship

21st Century Themes/Career Readiness:

- (9.2) For information related to the 12 Career Ready Practices follow the link below.
- <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using culture global competence.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards

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<ul style="list-style-type: none"> ● Discussion ● Demonstration ● Composition ● Think-Pair-Share ● Peer/Self-Assessment ● Thumbs Up/Thumbs Down ● Emoji Self-assessment Door Chart 	<p style="margin-left: 20px;">performance</p> <ul style="list-style-type: none"> ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Listening Exam ● Performance ● Verbal feedback ● Student Critique ● Individual evaluation ● Observation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. ● Oral review of technique and vocabulary
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Imitate or create people, creatures, or things based on observation using body and facial expression ● Demonstrate the ability to follow a simple set of steps in a dramatic task. ● Use body and voice to demonstrate knowledge of holidays and other cultural events. ● Describe the difference between theatre and real life ● Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice. ● Use appropriate theatre vocabulary to critique a live performance ● Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does observing people help you create characters? ● How do actors move to express an emotion? ● How are costumes different from everyday clothes ● What are the similarities between your family and families found in stories? ● Do all stories have a beginning, middle and end structure? ● Why is plot important to a story? ● Why are props important? ● What makes theatre a unique experience? ● Why is stage space necessary? ● How does a performer's vocal quality and movement convey a message about a character? ● Why is it necessary to look at different perspectives of a story?

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	<ul style="list-style-type: none"> • How are performer's impacted by feedback? • How can different members of an audience have different reactions to s dramatization? • When might a critic allow their feelings to impact how they evaluate a dramatization? • Why are there so many plots that revolve around community and family stories?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Scripted works as needed • https://artsedge.kennedy-center.org/educators/standards • https://nhpbs.org/kn/vs/artlabd9.asp • Facility with open space and stage • Props as needed 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Kids-level theater scripts and texts • Grade level books • NewsELA
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Modifications/Accommodations

<p>English Language Learners:</p> <ul style="list-style-type: none"> • Modified Assignments • Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Extended time for assignment completion as needed • Highlight key vocabulary • Use graphic organizers <p>Special Education/504 Plans/Students with Disabilities:</p> <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Repetition and and practice • Model skills / techniques to be mastered. • Extended time to complete class work • Encourage students to count beats out loud along with teacher • Provide copy of class notes • Preferential seating to be mutually determined by the student and teacher • Student may request to use a computer to complete assignments. • Establish expectations for correct spelling on assignments.
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- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Understand that a “mirror effect” may be difficult for student to translate from the instructor in terms of right/left movement.
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Utilize an area that is free of visual, auditory, and physical distractions
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide lots of encouragement and practice.
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Provide materials to participate in all activities
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.

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- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Using cue words rather than long explanations are most effective.
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

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Unit 2: Creative Expression	Duration: 10 Days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- Identify basic elements of theatre and describe their use in a variety of theatrical performances. 1.1.2.C.1
- Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.). 1.1.2.C.2
- Distinguish between character, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3
- Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3
- Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in theatre. 1.4.2.B.1
- Apply the principles of positive critique in giving and receiving response to performances. 1.4.2.B.2

New Jersey Student Learning Supporting Standards:

- **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
- **B. Critique Methodologies:** 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**
 - NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1.2.A.2 : Create a document using a word processing application.
- 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

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- 8.11.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.2.D.1: Digital Citizenship

21st Century Themes/Career Readiness:

- (9.2) For information related to the 12 Career Ready Practices follow the link below.
- <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using culture global competence.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance

Summative Assessments:

- Listening Exam
- Performance
- Verbal feedback
- Student Critique
- Individual evaluation
- Observation

Benchmark Assessments:

- A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.
- Oral review of technique and

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	vocabulary
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Knowledge & Skills	
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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Imitate or create people, creatures, or things based on observation using body and facial expression ● Demonstrate the ability to follow a simple set of steps in a dramatic task. ● Use body and voice to demonstrate knowledge of holidays and other cultural events. ● Describe the difference between theatre and real life ● Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice. ● Use appropriate theatre vocabulary to critique a live performance ● Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does observing people help you create characters? ● How do actors move to express an emotion? ● How are costumes different from everyday clothes ● What are the similarities between your family and families found in stories? ● Do all stories have a beginning, middle and end structure? ● Why is plot important to a story? ● Why are props important? ● What makes theatre a unique experience? ● Why is stage space necessary? ● How does a performer’s vocal quality and movement convey a message about a character? ● Why is is necessary to look at different perspectives of a story? ● How are performer’s impacted by feedback? ● How can different members of an audience have different reactions to s dramatization? ● When might a critic allow their feelings to impact how they evaluate a dramatization? ● Why are there so many plots that revolve around community and family stories?
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Core Instructional & Supplemental Materials	
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Scripted works as needed ● https://artsedge.kennedy-center.org/educators/standards ● https://nhpbs.org/kn/vs/artlabd9.asp ● Facility with open space and stage ● Props as needed 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Kids-level theater scripts and texts ● Grade level books ● NewsELA
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Modifications/Accommodations

English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Encourage students to count beats out loud along with teacher
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Understand that a “mirror effect” may be difficult for student to translate from the instructor in terms of right/left movement.
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
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- Extended time to complete class work
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- Utilize an area that is free of visual, auditory, and physical distractions
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- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide lots of encouragement and practice.
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
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Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Provide materials to participate in all activities
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Using cue words rather than long explanations are most effective.
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- Show photos, videos, and definitions when possible for culturally unique vocabulary

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Grade: K-2	Content Area: Theater
Unit 3: Historical and Cultural Context	Duration: 10 Days
Standards/Learning Targets	
New Jersey Student Learning Focus Standards: <ul style="list-style-type: none">● Identify basic elements of theatre and describe their use in a variety of theatrical performances. 1.1.2.C.1● Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.). 1.1.2.C.2● Distinguish between character, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3● Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3● Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in theatre. 1.4.2.B.1● Apply the principles of positive critique in giving and receiving response to performances. 1.4.2.B.2	
New Jersey Student Learning Supporting Standards: <ul style="list-style-type: none">● 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.● B. Critique Methodologies: 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.	
Primary Interdisciplinary Connections: <ul style="list-style-type: none">● ELA - NJSLA/ELA:<ul style="list-style-type: none">○ NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.○ NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.● Social Studies:<ul style="list-style-type: none">○ 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.	
Technology Standards: <ul style="list-style-type: none">● 8.1.2.A.2 : Create a document using a word processing application.● 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.● 8.11.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.	

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- 8.1.2.D.1: Digital Citizenship

21st Century Themes/Career Readiness:

- (9.2) For information related to the 12 Career Ready Practices follow the link below.
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21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Class participation ● Teacher observation ● Questioning ● Discussion ● Demonstration ● Composition ● Think-Pair-Share ● Peer/Self-Assessment ● Thumbs Up/Thumbs Down ● Emoji Self-assessment Door Chart 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Listening Exam ● Performance ● Verbal feedback ● Student Critique ● Individual evaluation ● Observation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. ● Oral review of technique and vocabulary
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Knowledge & Skills

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Enduring Understandings: <ul style="list-style-type: none">● Imitate or create people, creatures, or things based on observation using body and facial expression● Demonstrate the ability to follow a simple set of steps in a dramatic task.● Use body and voice to demonstrate knowledge of holidays and other cultural events.● Describe the difference between theatre and real life● Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice.● Use appropriate theatre vocabulary to critique a live performance● Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story.	Essential Questions: <ul style="list-style-type: none">● How does observing people help you create characters?● How do actors move to express an emotion?● How are costumes different from everyday clothes● What are the similarities between your family and families found in stories?● Do all stories have a beginning, middle and end structure?● Why is plot important to a story?● Why are props important?● What makes theatre a unique experience?● Why is stage space necessary?● How does a performer's vocal quality and movement convey a message about a character?● Why is it necessary to look at different perspectives of a story?● How are performer's impacted by feedback?● How can different members of an audience have different reactions to a dramatization?● When might a critic allow their feelings to impact how they evaluate a dramatization?● Why are there so many plots that revolve around community and family stories?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none">● Scripted works as needed● https://artsedge.kennedy-center.org/educators/standards● https://nhpbs.org/kn/vs/artlabd9.asp● Facility with open space and stage● Props as needed	Varied Levels of Text: <ul style="list-style-type: none">● Kids-level theater scripts and texts● Grade level books● NewsELA
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Modifications/Accommodations

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English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Encourage students to count beats out loud along with teacher
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Understand that a “mirror effect” may be difficult for student to translate from the instructor in terms of right/left movement.
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
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- Assign a peer helper in the class setting
- Provide lots of encouragement and practice.
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Provide materials to participate in all activities
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
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- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Using cue words rather than long explanations are most effective.
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

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Unit 4: Aesthetic Valuing	Duration: 10 Days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- Identify basic elements of theatre and describe their use in a variety of theatrical performances. 1.1.2.C.1
- Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.). 1.1.2.C.2
- Distinguish between character, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3
- Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3
- Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in theatre. 1.4.2.B.1
- Apply the principles of positive critique in giving and receiving response to performances. 1.4.2.B.2

New Jersey Student Learning Supporting Standards:

- **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
- **B. Critique Methodologies:** 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**
 - NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1.2.A.2 : Create a document using a word processing application.
- 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

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- 8.11.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.2.D.1: Digital Citizenship

21st Century Themes/Career Readiness:

- (9.2) For information related to the 12 Career Ready Practices follow the link below.
- <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using culture global competence.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance

Summative Assessments:

- Listening Exam
- Performance
- Verbal feedback
- Student Critique
- Individual evaluation
- Observation

Benchmark Assessments:

- A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.
- Oral review of technique and

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	vocabulary
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Knowledge & Skills	
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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Imitate or create people, creatures, or things based on observation using body and facial expression ● Demonstrate the ability to follow a simple set of steps in a dramatic task. ● Use body and voice to demonstrate knowledge of holidays and other cultural events. ● Describe the difference between theatre and real life ● Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice. ● Use appropriate theatre vocabulary to critique a live performance ● Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does observing people help you create characters? ● How do actors move to express an emotion? ● How are costumes different from everyday clothes ● What are the similarities between your family and families found in stories? ● Do all stories have a beginning, middle and end structure? ● Why is plot important to a story? ● Why are props important? ● What makes theatre a unique experience? ● Why is stage space necessary? ● How does a performer’s vocal quality and movement convey a message about a character? ● Why is it necessary to look at different perspectives of a story? ● How are performer’s impacted by feedback? ● How can different members of an audience have different reactions to a dramatization? ● When might a critic allow their feelings to impact how they evaluate a dramatization? ● Why are there so many plots that revolve around community and family stories?
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Core Instructional & Supplemental Materials	
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Scripted works as needed ● https://artsedge.kennedy-center.org/educators/standards ● https://nhpbs.org/kn/vs/artlabd9.asp ● Facility with open space and stage ● Props as needed 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Kids-level theater scripts and texts ● Grade level books ● NewsELA
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Modifications/Accommodations

English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Encourage students to count beats out loud along with teacher
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Understand that a “mirror effect” may be difficult for student to translate from the instructor in terms of right/left movement.
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Utilize an area that is free of visual, auditory, and physical distractions

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- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide lots of encouragement and practice.
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Provide materials to participate in all activities
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Using cue words rather than long explanations are most effective.
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary