

# **Lebanon Borough Public School**

## **Theatre**

### **Curriculum Guide**

#### **Grades K-8**



**For adoption by all regular education program  
specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy #2200**

**Daniel Elwell: Board President  
David Abeles: Vice President  
Jacklyn Carruthers: Member  
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Benedict Valliere: Member**

**Board Approved: January 8, 2024**

**Grades K-2 Theatre  
Pacing Guide**

**\*Students receive theatre instruction one period per week.\***

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
Unit 1: Elements of Theatre (12- 14 weeks)	Unit 2: History of the Arts and Culture (10-12 weeks)	Unit 3: Performance (12-14 weeks)

Theatre		Grades K-2
	<b>Unit 1: The Elements of Theatre</b>	<b>Pacing: 12-14 weeks/classes</b>
<b>Essential Question(s)</b>	What are the 5 W's and how are they used in identifying setting, plot and character? How can you identify the setting? What are key elements in creating a stage?	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>Visual and Performing Arts: Theatre</b></p> <p>1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p><b>Unit Enduring Understandings:</b></p> <p>Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.</p> <p><b>Student Learning Objective(s):</b></p> <ul style="list-style-type: none"> <li>Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</li> <li>Define technical proficiency, using the elements of the arts and principles of design.</li> <li>Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.</li> <li>Identify how the script requirements of environment, time and actions influence the design of a scene.</li> <li>Observe the relationship between the actor and the audience.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Classroom performances</li> <li>Class discussion</li> <li>Worksheets</li> <li>Check for understanding (each lesson)</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Unit 1 Performance Assessment</li> <li>Classroom performance</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>One-on-one discussion or performance</li> </ul> <p><b>*See also "Curricular</b></p>

1.4.2.Cr3a: With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

#### **Career Readiness, Life Literacies, and Key Skills**

9.4.2.CT.2 Identify possible approaches and resources to execute a plan.

9.4.2.CI.2 Demonstrate originality and inventiveness in work.

#### **Computer Science and Design Thinking**

8.1.2.IC.1 Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.AP.4 Break down a task into a sequence of steps.

#### **Interdisciplinary Connection ENGLISH LANGUAGE ARTS**

- Identify and understand the principal types of theater and performance spaces.
- Identify the basic area of a stage and a theater.
- Describe a setting that will enhance the mood of a scene (e.g., a forest on a moonless night).
- Identify how light can be used to suggest the setting and mood of the play.

#### **Accommodations Insert.”**

RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.9.: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

### **DANCE**

1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.

1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.

1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

### **SOCIAL STUDIES-U.S. History: America in the World by the End of Grade 2:**

6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

<p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p><b>INTERCULTURAL STATEMENTS (Amistad, Holocaust, LGBT, SEL)</b>          Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds          Demonstrate an understanding of the need for mutual respect when viewpoints differ.          Present culturally diverse musical genres.</p> <p><b>Technology Computer Science and Design Thinking</b>          8.1.2.AP.4 Break down a task into a sequence of steps.          8.2.2.B.1: Identify how technology impacts or improves life.          8.2.2.B.4: Identify how the ways people live and work has changed because of technology.</p>		
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Theatre		
		Grades K-2
		<b>Pacing: 10-12 weeks/classes</b>
<b>Essential Question</b>	<p>How can you recognize the cultural and historical context of a dramatic work?          How can you identify the historical environment of a theatrical work using scenes, costumes and props?</p>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>Visual and Performing Arts: Theatre</b>            1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).            1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple</p>	<p><b>Unit Enduring Understandings:</b>            Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.            Theatre artists use curiosity, questioning, observations, experiences, and problem solving to generate ideas, concepts, and feelings that shape a work of theatre.            Theatre requires active participation.</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Classroom performances</li> <li>● Class discussion</li> <li>● Worksheets</li> <li>● Check for understanding (each lesson)</li> </ul> <p><b>Summative/Benchmark</b></p>

representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.

1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character

Theatre artists are aware of their thinking process and analyze their own learning in order to evaluate and make choices for improving the quality of their work.

Theatre interprets and reflects upon history, society, and culture.

#### **Student Learning Objective(s):**

- Identify and understand the purposes of theater in various eras and cultures.
- Understand the role of theater in various communities.
- Identify major historical periods of theater.
- Recognize that theater has a distinct history reflecting the society and culture of its time.
- Describe what can be deduced about a society/community's values based on a representative play from that culture.
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- Describe the culture in the world of a play and compare it to the world that produced the play.
- Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- Articulate cultural, historical and social context of their original work.

#### **Assessment(s):**

- Unit 2 Performance Assessment
- Classroom performance

#### **Alternative Assessments:**

- One-on-one discussion or performance

**\*See also "Curricular Accommodations Insert."**

emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).

1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.

**Career Readiness, Life Literacies, and Key Skills**

9.4.2.CT.2 Identify possible approaches and resources to execute a plan.

9.4.2.CI.2 Demonstrate originality and inventiveness in work.

**Computer Science and Design Thinking**

8.1.2.IC.1 Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.AP.4 Break down a task into a sequence of steps.

**Interdisciplinary Connection  
ENGLISH LANGUAGE ARTS**

RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.9.: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**SOCIAL STUDIES-U.S. History: America in the World by the End of Grade 2:**

<p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p><b>INTERCULTURAL STATEMENTS (Amistad, Holocaust, LGBT, SEL)</b>          Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds          Demonstrate an understanding of the need for mutual respect when viewpoints differ.          Present culturally diverse musical genres.</p> <p><b>Technology Computer Science and Design Thinking</b>          8.1.2.AP.4 Break down a task into a sequence of steps.          8.2.2.B.1: Identify how technology impacts or improves life.          8.2.2.B.4: Identify how the ways people live and work has changed because of technology.</p>		
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Theatre			Grades K-2
	<b>Unit 3: Performance</b>	<b>Pacing: 12-14 weeks/classes</b>	
<b>Essential Question</b>	<p>How can you apply imaginative, analytical and process skills needed when creating original dramatic works?</p> <p>What are some methods that can be used to support and critique yourself and your peers in a positive way?</p> <p>How can you review a theater event based on the elements found in the performance and production of the dramatic work being observed?</p>		
Standards	Knowledge/Skills	Evidence of Learning	
<b>Visual and Performing Arts: Theatre</b>	<b>Unit Enduring Understandings:</b> Theatre artists embrace creative risks and the opportunity	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Classroom performances</li> </ul>	



1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr3a: With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

to learn from the choices they make.

Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.

The arts demand learning to reach beyond one's perceived capacities by taking creative risks.

Theatre artists use curiosity, questioning, observations, experiences, and problem solving to generate ideas, concepts, and feelings that shape a work of theatre.

Theatre artists embrace creative risks and the opportunity to learn from the choices they make.

Theatre artists acquire specific skills and knowledge to use in creating theatre.

Create a setting appropriate to a story.

Use simple objects and materials for props, costumes, and physical settings.

#### **Student Learning Objective(s)**

- Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.
- Plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater.
- Cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations
- Students will use variations of voice, movement, and gesture for different characters.
- Students will perform a musical theatre piece combining the arts of theatre, music, and dance.

- Class discussion
- Worksheets
- Check for understanding (each lesson)

#### **Summative/Benchmark Assessment(s):**

- Unit 3 Performance Assessment
- Classroom performance
- Spring Musical Performance

#### **Alternative Assessments:**

- One-on-one discussion or performance

#### **\*See also "Curricular Accommodations Insert."**

1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.

1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).

1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

### **Career Readiness, Life Literacies, and Key Skills**

9.4.2.CI.2 Demonstrate originality and inventiveness in work.

### **Technology Computer Science and Design Thinking**

8.1.2.AP.4 Break down a task into a sequence of steps.

8.2.2.B.1: Identify how technology impacts or improves life.

8.2.2.B.4: Identify how the ways people live and work has changed because of technology.

**Interdisciplinary Connection**

**ENGLISH LANGUAGE ARTS**

RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.9.: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**DANCE**

1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.

1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.

1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

<p><b>MUSIC</b>  1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.  1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.  1.3A.2.Pr6b: Perform appropriately for the audience and purpose.</p> <p><b>SOCIAL STUDIES</b>  6.1.2. CivicsPD.1  Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.  6.1.2. Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p>		
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<b>Appendix A</b>	<b>Core Instructional &amp; Supplemental Materials</b>	<b>Grades K-2</b>
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<p><b>Core Instructional Materials:</b>  Acting and ImprovisationAckroyd, Judith, and Jo Boulton. Drama Lessons for Seven to Eleven-YearOlds. Routledge, 2012.  Bailey, Diane. Stage Management and Production. Rosen Publishing Group, Inc., 2009.  Elements of Drama (Video)  Elements of Drama: Characters, Plot, Setting &amp; Symbolism  Acting: A Student's Guide  Kids 4 Broadway</p> <p><b>Supplemental Materials:</b>  Glossary of Terms  Acting for Kids: Episode 1  Childdrama.com</p>
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Appendix B	Technology Integration (Computer Science and Design Thinking)	Grades K-2
<b>Standards</b>		
<p>8.2.2.B.1: Identify how technology impacts or improves life.</p> <p>8.2.2.B.4: Identify how the ways people live and work has changed because of technology.</p> <p>8.1.2.AP.4 Break down a task into a sequence of steps.</p>	<p><b>CORE IDEAS:</b></p> <p>Individuals develop and follow directions as part of daily life</p> <p>Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.</p> <p>People work together to develop programs for a purpose, such as expressing ideas or addressing problems.</p> <p>A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.</p> <p>Technology innovation and improvement may be influenced by a variety of factors.</p> <p><b>UNITS 1-3</b></p> <p>*Key points to discuss relating theatre and technology are the influence of technology especially in regards to recording and documenting performances and rehearsals. This is a very useful tool in self-critique.</p>	

Appendix C	Interdisciplinary Connections	Grades K-2
<p>The theatre curriculum is structured to allow for the maximum of crossover with other parts of the school curriculum to create a whole learning approach. It is a guiding principle of this curriculum that drama can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited. Theatre can be used as a tool to teach curriculum, while at the same time stimulating creativity. In addition, theatre can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.</p>		
<p><b>ENGLISH LANGUAGE ARTS</b></p> <p>RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.9.: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>		

**Units 1-3** – Understanding the sequence of events in a story is similar to following the thematic changes in a play. Students are also asked to identify the main topic and themes, which in theatre are similar to the primary theme of a play. Be able to find information about theatre history in a text. Provide opportunities for students to listen for, and speak, read, and write about theatre topics including actors, directors, techniques (ex: Mesiner, etc).

### **DANCE**

1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.

1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.

1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

Ex: Theatre and dance are strongly related in that to effectively form a well-rounded character, movement must be explored. The dance elements of energy, weight, space, time, and energy/flow are keys to creating a character.

### **MUSIC**

1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.

1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Ex: Students will perform a musical theatre piece combining the arts of music, theatre, and dance.

### **SOCIAL STUDIES-U.S. History: America in the World by the End of Grade 2:**

6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Ex: Evaluating the arts can be very subjective. Students must consider the performing requirements for technical accuracy and also their opinions in regards to its impact and personal preferences. Following rules in the arts is extremely important in being able to have effective collaboration as an ensemble.

### **INTERCULTURAL STATEMENTS (Amistad, Holocaust, LGBT, SEL)**

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Present culturally diverse musical genres.

**Ex:** Through all theatre units, present works of varying cultures, time periods, countries, religions, economic classes, etc. Use theatre to introduce concepts relating to expression through theatre.

Appendix D	Career Education Integration	Grades K-2
Standards		
<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <ul style="list-style-type: none"> <li>• 9.1.2.CAP.4: List the potential rewards and risks to starting a business.</li> </ul>	<p>The career education standards addressed in the theatre curriculum outline the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary career options, planning, and career requirements.</p> <p><b>CORE IDEAS:</b></p> <p>Different types of jobs require different knowledge and skills.</p> <p>Income is received from work in different ways including regular payments, tips</p> <p>Brainstorming can create new, innovative ideas.</p>	

**Grades 3-5 Theatre  
Pacing Guide**

**\*Students receive dance instruction one period per week.\***

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
Unit 1: Elements of Theatre (12-14 weeks)	Unit 2: History of the Arts and Culture (10-12 weeks)	Unit 3: Performance (12-14 weeks)

Theatre		Grades 3-5
	<b>Unit 1: Elements of Theatre</b>	<b>Pacing:</b> 12-14 weeks/classes
<b>Essential Question(s)</b>	What are the 5 W's and how are they used in identifying setting, plot and character? How can you identify the setting? What are key elements in creating a stage?	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>Visual and Performing Arts: Theatre</b>            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.</p> <p>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.</p> <p>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.</p> <p>1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.</p>	<p><b>Unit Enduring Understandings:</b>            Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.</p> <p><b>Student Learning Objective(s):</b></p> <ul style="list-style-type: none"> <li>Identify and understand the principal types of theater and performance spaces.</li> <li>Identify the basic area of a stage and a theater.</li> <li>Describe a setting that will enhance the mood of a scene (e.g., a forest on a moonless night).</li> <li>Identify how light can be used to suggest the setting and mood of the play</li> <li>Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</li> <li>Define technical proficiency, using the elements of the arts and principles of design.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Classroom performances</li> <li>Class discussion</li> <li>Worksheets</li> <li>Check for understanding (each lesson)</li> <li>Peer critiques</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Unit 1 Performance Assessment</li> <li>Classroom performance</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>One-on-one discussion or performance</li> </ul> <p><b>*See also "Curricular</b></p>



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.

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.Re9c: Identify and discuss physiological changes connected to emotions in posture, gesture, breathing, and vocal intonation in a drama/theatre work.

**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.

**Technology Literacy (9.4)/ Computer Science**

- Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
- Identify how the script requirements of environment, time and actions influence the design of a scene.
- Observe the relationship between the actor and the audience.

**Accommodations Insert.”**

**and Design Thinking**

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

**Intercultural Statements (Amistad, Holocaust, LGBT, SEL)**

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

**Interdisciplinary Connections**

**DANCE**

1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).

1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.

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.)

**Social Studies**

6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

Theatre		Grades 3-5
	<b>Unit 2: History of the Arts and Culture</b>	<b>Pacing: 12-14 weeks/classes</b>
<b>Essential Question</b>	<p>How can you recognize the cultural and historical context of a dramatic work?            How can you identify the historical environment of a theatrical work using scenes, costumes and props?</p>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>Visual and Performing Arts:</b>            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.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</p>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.</li> <li>● Theatre artists use curiosity, questioning, observations, experiences, and problem solving to generate ideas, concepts, and feelings that shape a work of theatre.</li> <li>● Theatre requires active participation.</li> <li>● Theatre artists are aware of their thinking process and analyze their own learning in order to evaluate and make choices for improving the quality of their work.</li> <li>● Theatre interprets and reflects upon history, society, and culture.</li> </ul> <p><b>Student Learning Objective(s):</b></p> <ul style="list-style-type: none"> <li>● Identify and understand the purposes of theater in various eras and cultures.</li> <li>● Understand the role of theater in various communities.</li> <li>● Identify major historical periods of theater.</li> <li>● Recognize that theater has a distinct history reflecting the society and culture of its time.</li> <li>● Describe what can be deduced about a society/community's values based on a representative play from that culture.</li> <li>● Demonstrate how art communicates ideas about</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Classroom performances</li> <li>● Class discussion</li> <li>● Worksheets</li> <li>● Check for understanding (each lesson)</li> <li>● Peer critiques</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Unit 2 Performance Assessment</li> <li>● Classroom performance</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● One-on-one discussion or performance</li> </ul> <p><b>*See also "Curricular Accommodations Insert."</b></p>

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 in posture, gesture, breathing, and vocal intonation in a drama/theatre work.

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.

**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.

**Technology Literacy (9.4)/ Computer Science and Design Thinking**

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

**Statements (Amistad, Holocaust, LGBT, SEL)**

Demonstrate an awareness of the differences among individuals, groups and others' cultural

personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

- Describe the culture in the world of a play and compare it to the world that produced the play.
- Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- Articulate the cultural, historical and social context of their original work.

<p>backgrounds.</p> <p><b>Interdisciplinary Connections:</b>  <b>Social Studies</b>          6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives</p>		
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<div style="display: flex; justify-content: space-between;"> <span><b>Theatre</b></span> <span><b>Grades 3-5</b></span> </div>		
	<p><b>Unit 3: Performance</b></p>	<p><b>Pacing: 12-14 weeks/classes</b></p>
<p><b>Essential Questions</b></p>	<p>What are some methods that can be used to support and critique yourself and your peers in a positive way?            How can you review a theater event based on the elements found in the performance and production of the dramatic work being observed?</p>	
<p><b>Standards</b></p>	<p><b>Knowledge/Skills</b></p>	<p><b>Evidence of Learning</b></p>
<p><b>Visual and Performing Arts: Theatre</b>            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</p>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Theatre artists embrace creative risks and the opportunity to learn from the choices they make.</li> <li>• Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.</li> <li>• The arts demand learning to reach beyond one's perceived capacities by taking creative risks.</li> <li>• Theatre artists are aware of their thinking process and analyze their own learning in order to evaluate and make choices for improving the quality of their work.</li> <li>• Theatre artists share stories about the human experience.</li> <li>• Theatre fosters an understanding of oneself and his or her place in the world.</li> </ul> <p><b>Student Learning Objective(s):</b></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Classroom performances</li> <li>• Class discussion</li> <li>• Worksheets</li> <li>• Check for understanding (each lesson)</li> <li>• Peer critiques</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Performance Assessment</li> <li>• Classroom performance</li> <li>• Spring Musical Performance</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• One-on-one discussion or</li> </ul>

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.

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.

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.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.

- Review a theater event based on observed elements in theater performance and production.
- Understand theater as a shared communal experience between audience and actor.
- Develop an understanding of personal aesthetic and choice as related to production intent.
- Critique themselves and others in a respectful and constructive manner.
- Use reflection and analysis to evaluate their work and the work of their peers in a productive way.
- Compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theater and dramatic media, including film, television, electronic media, and other art forms.
- Perform a musical theatre piece combining the arts of theatre, music, and dance.

performance

**\*See also "Curricular Accommodations Insert."**  
**\*See also "Curricular Accommodations Insert."**

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 in posture, gesture, breathing, and vocal intonation in a drama/theatre work.

**Technology Literacy (9.4)/ Computer Science and Design Thinking.**

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

**INTERDISCIPLINARY CONNECTIONS**

**Social Studies**

6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

**English Language Arts**

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**MUSIC**

1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.

1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a.

### **DANCE**

1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).

1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.

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.)

### **INTERCULTURAL STATEMENTS (Amistad, Holocaust, LGBT, SEL)**

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Present culturally diverse musical genres.

### **CAREER INTEGRATION EDUCATION**



<p>9.1.5.RMI.1 Identify risks that individuals and households face.</p> <p>9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements</p>		
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## Appendix A

## Core Instructional & Supplemental Materials

## Grades 3-5

### Core Instructional Materials:

Acting and Improvisation Ackroyd, Judith, and Jo Boulton. Drama Lessons for Seven to Eleven-Year-Olds. Routledge, 2012.

Bailey, Diane. Stage Management and Production. Rosen Publishing Group, Inc., 2009.

Elements of Drama (Video)

Elements of Drama: Characters, Plot, Setting & Symbolism

Acting: A Student's Guide

Kids 4 Broadway

### Supplemental Materials:

Glossary of Terms

Acting for Kids: Episode 1

Childdrama.com

Appendix B	Technology Integration (Computer Science and Design Thinking)	Grades 3-5
Standards		
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</p> <p>8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.</p>	<p><b>CORE IDEAS:</b></p> <p>Programs can be broken down into smaller parts to facilitate their design, implementation, and review.</p> <p>Societal needs and wants determine which new tools are developed to address real-world problems.</p> <p>A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.</p> <p>Technology innovation and improvement may be influenced by a variety of factors.</p> <p>Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.</p> <p><b>UNITS 1-3</b></p> <p>*Key points to discuss relating theatre and technology are the influence of technology especially in regards to recording and documenting performances and rehearsals. This is a very useful tool in self-critique.</p>	

Appendix C	Interdisciplinary Connections	Grades 3-5
<p>The theatre curriculum is structured to allow for the maximum of crossover with other parts of the school curriculum to create a whole learning approach. It is a guiding principle of this curriculum that drama can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited. Theatre can be used as a tool to teach curriculum, while at the same time stimulating creativity. In addition, theatre can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.</p> <p><b>English Language Arts</b></p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>		

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**Units 1-3** – Understanding the sequence of events in a story is similar to following the thematic changes in a play. Students are also asked to identify the main topic and themes, which in theatre are similar to the primary theme of a play. Be able to find information about theatre history in a text. Provide opportunities for students to listen for, and speak, read, and write about theatre topics including actors, directors, techniques (ex: Mesiner, etc).

## **DANCE**

1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).

1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.

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.)

Ex: Theatre and dance are strongly related in that to effectively form a well-rounded character, movement must be explored. The dance elements of energy, weight, space, time, and energy/flow are keys to creating a character.

## **MUSIC**

1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.

1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a.

**Ex:** Students will perform a musical theatre piece combining the arts of theatre, music, and dance.

## **US HISTORY**

6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

Ex: Evaluating the arts can be very subjective. Students must consider the performing requirements for technical accuracy and also their opinions in regards to its impact and personal preferences. Following rules in the arts is extremely important in being able to have effective collaboration as an ensemble.

## **INTERCULTURAL STATEMENTS (Amistad, Holocaust, LGBT, SEL)**

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Present culturally diverse musical genres.

**Ex:** Through all theatre units, present works of varying cultures, time periods, countries, religions, economic classes, etc. Use theatre to introduce concepts relating to expression through theatre.

Appendix D	Career Education Integration	Grades 3-5
<b>Standards</b>		
<p>9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements</p>	<p>The career education standards addressed in the theatre curriculum outline the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary career options, planning, and career requirements.</p> <p><b>CORE IDEAS:</b></p> <ul style="list-style-type: none"><li>● An individual's passions, aptitude and skills can affect his/her employment and earning potential.</li><li>● Income and benefits can vary depending on the employer and type of job/career.</li><li>● Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.</li><li>● The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</li><li>● Different types of jobs require different knowledge and skills.</li><li>● An individual's passions, aptitude and skills can affect his/her employment and earning potential.</li></ul>	

**Grade 6 Theatre  
Pacing Guide**

**\*Students receive dance instruction one period per week.\***

<b>Trimester 1 (September - December)</b>	<b>Trimester 2 (December - March)</b>	<b>Trimester 3 (March - June)</b>
Unit 1: Elements of Theatre (12-14 weeks)	Unit 2: History of the Arts and Culture (10-12 weeks)	Unit 3: Performance (12-14 weeks)

<b>Theatre</b>		<b>Grades 6</b>
	<b>Unit 1: Elements of Theatre</b>	<b>Pacing: 12-14 weeks/classes</b>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How do we respond emotionally to diverse works of theatre?</li> <li>How do different components contribute to the overall theatrical performance?</li> <li>How do symbolism and metaphor contribute to meaning in the arts?</li> </ul>	
<b>Standards</b>	<b>Knowledge/Skills</b>	
<p><b>Visual and Performing Arts: Theatre</b></p> <p>1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.</p> <p>1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.</p> <p>1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</p> <p>1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.</p> <p>1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.</p> <p>1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</p> <p>1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical</p>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>All roles of a production team are valuable and interdependent.</li> <li>Adjusting elements of style, setting, music, props, lights, and color integrated with the performers creates a unique aesthetic experience for the audience.</li> <li>Knowledge of spatial and sensory awareness, movement, and other techniques establish theatre preparation and warm-up techniques, including strategies for safe and correct use of the voice.</li> <li>The status of traditional theatrical roles (including director, stage manager, designers, operators, actors, producers) often dictates hierarchical structure within a production.</li> </ul> <p><b>Student Learning Objective(s):</b></p> <ul style="list-style-type: none"> <li>Identify the members of a production team and explain how these roles are interdependent.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Classroom performances</li> <li>Class discussion</li> <li>Worksheets</li> <li>Check for understanding (each lesson)</li> <li>Peer critiques</li> <li>Exit slips</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Unit 1 Performance Assessment</li> <li>Classroom performance</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>One-on-one discussion or performance</li> </ul>

performance that assist in the development of stronger character choices.

1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.

1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work..

1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.

1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

### **Career Readiness, Life Literacies, and Key Skills**

9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

### **Technology Literacy (9.4)/Computer Science and Design Thinking**

8.1.8.F: Critical thinking, problem solving, and decision making

8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

### **Intercultural Statements (Amistad, Holocaust, LGBT, SEL)**

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

- Understand how sound and lighting create mood in key jobs integral to producing a play (e.g., actor, director, set designer, lighting, designer, sound designer, costumer designer, and research the duties and responsibilities of these positions.
- Interpret symbolism and metaphors used in selected theatre masterworks; apply metaphor and symbolism in the creation and performance of an original scene, and interpret symbolism and metaphors used in theatre scenes created by peers.
- Differentiate between “traditional” and nontraditional theatre masterworks and analyze the form, function, craftsmanship, and originality of the work.
- Differentiate among basic formal structures and technical proficiency of artists in peer and professional theatrical productions as well as use rubrics and scoring guides to evaluate the effectiveness of a theatre work.

**\*See also “Curricular Accommodations Insert.”**

<p>Demonstrate an understanding of the need for mutual respect when viewpoints differ.</p> <p><b>Interdisciplinary Connections</b>  <b>ENGLISH LANGUAGE ARTS</b>          RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.          formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  <b>DANCE</b>          1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.          1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.</p>		
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Theatre		Grades 6
	<b>Unit 2: History of the Arts and Culture</b>	<b>Pacing: 12-14 weeks/classes</b>
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>● How does theatre influence life and life influence theatre over time?</li> <li>● In what ways do we see the origins of theatre still present in more modern drama?</li> <li>● How does theatre influence society?</li> <li>● How does society influence theatre?</li> <li>● How do past and contemporary works differ in the ideas and events they represent?</li> </ul>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>Visual and Performing Arts: Theatre</b>          1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.          1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical</p>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Actors can draw on personal experiences, culture, literature, and history to create drama and improvisations, and assume roles within dramatizations.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Classroom performances</li> <li>● Class discussion</li> <li>● Worksheets</li> <li>● Check for understanding</li> </ul>

research, and cultural context related to existing or developing original theatrical work.

1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.

1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.

1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.

1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.

1.4.8.Re9a: Analyze how personal experiences affect artistic choices in a theatrical work.

1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.

1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.

1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.

1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

### **Career Readiness, Life Literacies, and Key Skills.**

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

### **Technology Literacy (9.4)/Computer Science and Design Thinking**

- Directors ensure that historical and cultural components, theatrical traditions and conventions, and technical aspects of production are consistent with the intent of the playwright.
- Cultural references and relationships are embedded within scripted scenes and influence and inspire character development.

●

### **Student Learning Objective(s):**

- Articulate the cultural, historical, and social context of their original work and a clear statement of theme.
- Identify major movements and periods in history, recognizing that theatre reflects the society and culture of its time
- Describe and discuss a written text or live performance in terms of social, historical and cultural context.
- Identify and articulate the cultural and historical components of the work and how these components create a particular world of behaviors.
- Compare and contrast changes in the accepted meaning of known artworks over time, given shifts in societal norms, beliefs, or values.
- Create and perform in stylistically nuanced scene work from known plays, aligned to the cultural norms and theatrical conventions appropriate to the era of the play.
- Categorize historical innovations in Western and non-western theatre history up to and including the early 20th century that stemmed from the creation of new technologies.
- Distinguish ways that theatre has reflected and impacted the society and culture of its time in western and non-Western theatrical traditions
- Apply characteristics of western and non-western theatrical traditions to scene work that emulates theatre of various and diverse eras and cultures up to and including the 21st century.

(each lesson)

- Peer critiques
- Journal Entries
- Exit slips

### **Summative/Benchmark Assessment(s):**

- Unit 2 Performance Assessment
- Classroom performance

### **Alternative Assessments:**

- One-on-one discussion or performance

**\*See also “Curricular Accommodations Insert.”**



8.1.8.F: Critical thinking, problem solving, and decision making

8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

**Intercultural Statements (Amistad, Holocaust, LGBT, SEL)**

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

Demonstrate an understanding of the need for mutual respect when viewpoints differ.

**Interdisciplinary Connection  
English Language Arts**

RL.6.1. Cite textual evidence and make relevant connections

RL.6.3.: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.6.: Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.7.: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Theatre		Grade 6
	<b>Unit 3: Performance</b>	<b>Pacing:</b> 12-14 weeks/classes
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>● Why is it important to create a personality and a background for a character?</li> <li>● How do posture, breathing, and voice control affect a presentation?</li> <li>● How do movements, gestures, and expressions help improve and support a scene?</li> <li>● How do performers use vocal techniques to communicate meaning and character?</li> </ul>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>Visual and Performing Arts: Theatre</b></p> <p>1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.</p> <p>1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.</p> <p>1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</p> <p>1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.</p> <p>1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.</p> <p>1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.</p> <p>1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</p> <p>1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.</p>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.</li> <li>● The arts demand learning to reach beyond one’s perceived capacities by taking creative risks.</li> <li>● Theatre artists use curiosity, questioning, observations, experiences, and problem solving to generate ideas, concepts, and feelings that shape a work of theatre.</li> <li>● Theatre artists explore playfully without a preconceived plan.</li> <li>● Characterization results from careful analysis of roles and incorporates appropriate vocal delivery, movement, costuming, and makeup.</li> <li>● Improvising dramatizations include plot, characterization, and setting.</li> </ul> <p><b>Student Learning Objective(s):</b></p> <ul style="list-style-type: none"> <li>● Perform a musical theatre piece combining the arts of theatre, music, and dance.</li> <li>● Define “believability” by identifying common traits of believable performances.</li> <li>● Differentiate between a character’s actions, intentions and internal dialogue as well as apply these distinctions to the portrayal of the character.</li> <li>● Analyze scripted scenes to determine how a character's objectives change throughout a scene and how his or her tactics and subtext change within a scene in response to the actions of other characters</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Classroom performances</li> <li>● Class discussion</li> <li>● Worksheets</li> <li>● Check for understanding (each lesson)</li> <li>● Peer critiques</li> <li>● Journal Entries</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Unit 3 Performance Assessment</li> <li>● Classroom performance</li> <li>● Spring Musical Performance</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● One-on-one discussion or performance</li> </ul> <p><b>*See also “Curricular Accommodations Insert.”</b></p>

1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.

1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.

1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience.

1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.

### **Interdisciplinary Connections**

#### **ENGLISH LANGUAGE ARTS**

RL.6.3.: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.7.: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  
formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### **MUSIC**

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

- Apply the analysis to the portrayal of characters in a performance.
- Maintain focus and concentration in order to sustain improvisations, scene work and performance.
- Use distinct physical, vocal and emotional choices, to build a believable, multidimensional character and perform a scene and/or monologue within the context of two different genres.
- Compare and contrast the stylistic choices in each scene.
- Make imaginative and expressive use of scenery, props, costumes, lighting, and sound in improvisations, scene work and performances.
- Use the body and voice expressively in theater exercises, improvs, scene work, and performances.
- Use theatrical improvisation, both short and long form, as a means of exploring character development (from a physical, vocal and emotional standpoint) while also focusing on objectives and tactics.

1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a.

#### **DANCE**

1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.

1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.

#### **Career Readiness, Life Literacies, and Key Skills**

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

#### **Technology Literacy (9.4)/Computer Science and Design Thinking**

8.1.8.F: Critical thinking, problem solving, and decision making

8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.		
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**Appendix A**

**Core Instructional & Supplemental Materials**

**Grade 6**

**Core Instructional Materials:**

Acting and Improvisation Ackroyd, Judith, and Jo Boulton. Drama Lessons for Seven to Eleven-Year Olds. Routledge, 2012.

Bailey, Diane. Stage Management and Production. Rosen Publishing Group, Inc., 2009.

[Powerpoint: Elements of Drama](#)

[Elements of Drama \(Video\)](#)

[Elements of Drama: Characters, Plot, Setting & Symbolism](#)

Acting: A Student's Guide

Kids 4 Broadway

PowerPoint: Elements of Drama

A Cultural History of Theatre by Jack Watson and Grant McKernie

History of the Theatre by Oscar Gross Brockett and Franklin J Hildy

**Supplemental Materials:**

Glossary of Terms

Acting for Kids: Episode 1

Childdrama.com

Matilda the Musical (video clips for critique)

Annie: It's Hard Knock Life (video clips for critique)

Suggested Plays:

- The Effect of Gamma Rays On Man-in-the-Moon Marigolds by Paul Zindel
- Our Town by Thornton Wilder
- A Thousand Cranes by Kathryn Schultz Miller
- Step on a Crack by Susan Zeder
- Getting Near to Baby by Y. York
- Wiley and the Hairy Man by Susan Zeder
- Still Life with Iris by Steven Dietz
- Selkie: Between Land and Sea by Laurie Brooks

**Appendix B**

**Technology Integration**

**Grade 6**

(Computer Science and Design Thinking)

Standards	
<p>8.1.8.F: Critical thinking, problem solving, and decision making 8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.</p>	<p><b>CORE IDEAS:</b> The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes. Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient. Technology advances through the processes of innovation and invention which relies upon the imaginative and inventive nature of people. Sometimes a technology developed for one purpose is adapted to serve other purposes Technological disparities have consequences for public health and prosperity.</p> <p><b>UNITS 1-3</b> *Key points to discuss relating theatre and technology are the influence of technology especially in regards to recording and documenting performances and rehearsals. This is a very useful tool in self-critique.</p>

Appendix C

Interdisciplinary Connections

Grade 6

The theatre curriculum is structured to allow for the maximum of crossover with other parts of the school curriculum to create a whole learning approach. It is a guiding principle of this curriculum that drama can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited. Theatre can be used as a tool to teach curriculum, while at the same time stimulating creativity. In addition, theatre can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

**ENGLISH LANGUAGE ARTS**

RL.6.3.: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.7.: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Ex: Students are asked to identify themes, which in theatre are similar to the primary theme of a play. Be able to find information about theatre

history in a text. Provide opportunities for students to listen for, and speak, read, and write about theatre topics including actors, directors, techniques (ex: Mesiner, etc).

**DANCE**

1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.

1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.

Ex: Theatre and dance are strongly related in that to effectively form a well-rounded character, movement must be explored. The dance elements of energy, weight, space, time, and energy/flow are keys to creating a character.

**MUSIC**

1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a.

**Ex:** Students will perform a musical theatre piece combining the arts of theatre, music, and dance.

**INTERCULTURAL STATEMENTS (Amistad, Holocaust, LGBT, SEL)**

Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

Writing music can help us to articulate joyous and challenging moments in our life.

**Ex:** Through all theatre units, present works of varying cultures, time periods, countries, religions, economic classes, etc. Use theatre to introduce concepts relating to expression through theatre.

Appendix D	Career Education Integration	Grade 6
Standards		
9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice. 9.2.8.CAP.8: Compare education and training requirements, income potential,	The career education standards addressed in the theatre curriculum outline the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary career options, planning, and career requirements.  <b>CORE IDEAS:</b>	

and primary duties of at least two jobs of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

- An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
- Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
- Early planning can provide more options to pay for postsecondary training and employment.



	MAT		SCI	SS	HLTH &	WRLD	VIS & PERF
	ELA	H			PE	LANG	
<b>SPECIAL EDUCATION</b>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>CONTENT/MATERIAL</b>							
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide copy of class notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Adjust number of items student is expected to complete	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Allow extra time for task completion	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
Access to electronic text (e.g. Downloaded books)	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD or read aloud computer software	Y	Y	Y	Y	Y	Y	Y
Modified homework assignments (modify content, modify amount, as appropriate)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>ORGANIZATION</b>							
Assistance with organization of planner/schedule	Y	Y	Y	Y	Y	Y	Y
Assistance with organization of materials/notebooks	Y	Y	Y	Y	Y	Y	Y
Use a consistent daily routine	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Assist student in setting short-term goals	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Provide benchmarks for long-term assignments and/or projects	Y	Y	Y	Y	Y	Y	Y
Use of checklists	Y	Y	Y	Y	Y	Y	Y
Use of an assignment notebook or planner	Y	Y	Y	Y	Y	Y	Y
Check homework on a daily basis	Y	Y	Y	Y	Y	Y	Y
Provide timelines for work completion	Y	Y	Y	Y	Y	Y	Y
Develop monthly calendars with assignment due dates marked	Y	Y	Y	Y	Y	Y	Y
Provide organizational support through teacher websites	Y	Y	Y	Y	Y	Y	Y
Enlarge work space areas	Y	Y	Y	Y	Y	Y	Y
Provide organizers/study guides	Y	Y	Y	Y	Y	Y	Y
Require classroom notebooks and/or folders	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>INSTRUCTION</b>							
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Color code important information	Y	Y	Y	Y	Y	Y	Y
Simplify task directions	Y	Y	Y	Y	Y	Y	Y
Provide hands-on learning activities	Y	Y	Y	Y	Y	Y	Y
Provide modeling	Y	Y	Y	Y	Y	Y	Y
Provide guided instruction	Y	Y	Y	Y	Y	Y	Y
Modify pace of instruction to allow additional processing time	Y	Y	Y	Y	Y	Y	Y
Provide small group instruction	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)	Y	Y	Y	Y	Y	Y
Provide outline in advance of lecture	Y	Y	Y	Y	Y	Y	Y
Demonstrate directions and provide a model or example of completed task	Y	Y	Y	Y	Y	Y	Y
Emphasize multi-sensory presentation of data	Y	Y	Y	Y	Y	Y	Y
Encourage use of mnemonic devices	Y	Y	Y	Y	Y	Y	Y
Provide oral as well as written instructions/directions	Y	Y	Y	Y	Y	Y	Y
Allow for repetition and/or clarification of directions, as needed	Y	Y	Y	Y	Y	Y	Y
Reinforce visual directions with verbal cues	Y	Y	Y	Y	Y	Y	Y
Give direct and uncomplicated directions	Y	Y	Y	Y	Y	Y	Y
Orient to task and provide support to complete task	Y	Y	Y	Y	Y	Y	Y
Provide easier tasks first	Y	Y	Y	Y	Y	Y	Y
Help to develop metacognitive skills (self-talk and self-correction)	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified or reworded	Y	Y	Y	Y	Y	Y	Y
Have student demonstrate understanding of instructions/task before beginning assignment	Y	Y	Y	Y	Y	Y	Y
Allow wait time for processing before calling on student for response	Y	Y	Y	Y	Y	Y	Y
Read directions aloud	Y	Y	Y	Y	Y	Y	Y
Administer work in small segments	Y	Y	Y	Y	Y	Y	Y
Provide visual models of completed tasks	Y	Y	Y	Y	Y	Y	Y
Give verbal as well as written directions	Y	Y	Y	Y	Y	Y	Y
Use interests to increase motivation	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Use marker (e.g. index card, ruler) for visual tracking	Y	Y	Y	Y	Y	Y
Enlarge print	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ASSESSMENT							
Modified grading	Y	Y	Y	Y	Y	Y	Y
Additional time to complete classroom tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Announce test with adequate prep time	Y	Y	Y	Y	Y	Y	Y
Small group administration of classroom tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Provide larger white work space on quizzes and tests, particularly in math	Y	Y	Y	Y	Y	Y	Y
Modified tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify the number of choices on tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify length of test	Y	Y	Y	Y	Y	Y	Y
Modify the content of tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Adjust test format to student's ability level	Y	Y	Y	Y	Y	Y	Y
Provide manipulative examples	Y	Y	Y	Y	Y	Y	Y
Develop charts, visual outlines, diagrams, etc.	Y	Y	Y	Y	Y	Y	Y
Verbally guide student through task steps	Y	Y	Y	Y	Y	Y	Y
Allow for oral rather than written responses on tests	Y	Y	Y	Y	Y	Y	Y
Allow for oral follow-up for student to expand on written response	Y	Y	Y	Y	Y	Y	Y
Allow use of a computer	Y	Y	Y	Y	Y	Y	Y
Provide a word bank for fill-in-the blank tests	Y	Y	Y	Y	Y	Y	Y
Allow dictated responses in lieu of written responses	Y	Y	Y	Y	Y	Y	Y
Do not penalize for spelling errors	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y

	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>SPECIAL EDUCATION</b>							
Allow student to circle responses directly on test rather than use Scantron	Y	Y	Y	Y	Y	Y	Y
Provide word banks for recall tests	Y	Y	Y	Y	Y	Y	Y
Read test aloud	Y	Y	Y	Y	Y	Y	Y
Allow student to make test corrections for credit	Y	Y	Y	Y	Y	Y	Y
Mark answers in test booklet	Y	Y	Y	Y	Y	Y	Y
Point to response	Y	Y	Y	Y	Y	Y	Y
Alternate test-taking site	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>ATTENTION/FOCUS</b>							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>WRITTEN LANGUAGE</b>							

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Include brainstorming as a pre-writing activity	Y	Y	Y	Y	Y	Y
Edit written work with teacher guidance	Y	Y	Y	Y	Y	Y	Y
Allow use of word processor	Y	Y	Y	Y	Y	Y	Y
Use graphic organizers	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>SOCIAL/BEHAVIORAL</b>							
Discuss behavioral issues privately with student	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for peer interactions	Y	Y	Y	Y	Y	Y	Y
Utilize student in development of tasks/goals	Y	Y	Y	Y	Y	Y	Y
Encourage student to self-advocate	Y	Y	Y	Y	Y	Y	Y
Minimize negative behavior	Y	Y	Y	Y	Y	Y	Y
Present alternatives to negative behavior	Y	Y	Y	Y	Y	Y	Y
Establish positive scripts	Y	Y	Y	Y	Y	Y	Y
Desensitize student to anxiety causing events	Y	Y	Y	Y	Y	Y	Y
Monitor for overload, excess stimuli	Y	Y	Y	Y	Y	Y	Y
Identify triggers	Y	Y	Y	Y	Y	Y	Y
Help student manage antecedents	Y	Y	Y	Y	Y	Y	Y
Develop signal for when break is needed	Y	Y	Y	Y	Y	Y	Y
Give student choices to allow control	Y	Y	Y	Y	Y	Y	Y
Provide positive reinforcement	Y	Y	Y	Y	Y	Y	Y
Provide consistent praise to elevate self-esteem	Y	Y	Y	Y	Y	Y	Y
Model and role play problem solving	Y	Y	Y	Y	Y	Y	Y
Provide counseling	Y	Y	Y	Y	Y	Y	Y
Use social skills group to teach skills and provide feedback	Y	Y	Y	Y	Y	Y	Y

	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
<b>ENGLISH LANGUAGE LEARNERS</b>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>GRADING</b>							
<a href="#">Standard Grades vs Pass/Fail</a>	Y	Y	Y	Y	Y	Y	Y
<b>CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT</b>							
<a href="#">PreK-K WIDA CAN DO Descriptors</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Grades 1-2 WIDA CAN DO Descriptors</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Grades 3-5 WIDA CAN DO Descriptors</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Grades 6-8 WIDA CAN DO Descriptors</a>	Y	Y	Y	Y	Y	Y	Y
<b>SIOP COMPONENTS AND FEATURES</b>							
<b>PREPARATION</b>							
Write content objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Write language objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Choose content concepts appropriate for age and educational background levels of students	Y	Y	Y	Y	Y	Y	Y
Identify supplementary materials to use	Y	Y	Y	Y	Y	Y	Y
Adapt content to all levels of students proficiency	Y	Y	Y	Y	Y	Y	Y
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking	Y	Y	Y	Y	Y	Y	Y
<b>BUILDING BACKGROUND</b>							
Explicitly link concepts to students' backgrounds and experiences	Y	Y	Y	Y	Y	Y	Y
Explicitly link past learning and new concepts	Y	Y	Y	Y	Y	Y	Y
Emphasize key vocabulary for students	Y	Y	Y	Y	Y	Y	Y

	MAT		SS		WRLD	HLTH &	VIS & PERF
	ELA	H	SCI	SS	LANG	PE	ARTS
<u>ENGLISH LANGUAGE LEARNERS</u>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Y	Y	Y	Y	Y	Y	Y
<b>COMPREHENSIBLE INPUT</b>							
Use speech appropriate for students' proficiency level	Y	Y	Y	Y	Y	Y	Y
Explain academics tasks clearly	Y	Y	Y	Y	Y	Y	Y
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>STRATEGIES</b>							
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)	Y	Y	Y	Y	Y	Y	Y
<a href="#">Use scaffolding techniques consistently throughout lesson</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</a>	Y	Y	Y	Y	Y	Y	Y
<b>INTERACTION</b>							
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses	Y	Y	Y	Y	Y	Y	Y
Use group configurations that support language and content objectives of the lesson	Y	Y	Y	Y	Y	Y	Y
Provide sufficient wait time for student responses consistently	Y	Y	Y	Y	Y	Y	Y
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text	Y	Y	Y	Y	Y	Y	Y



	MAT		SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	ELA	H					
<u>ENGLISH LANGUAGE LEARNERS</u>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>PRACTICE/APPLICATION</b>							
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge	Y	Y	Y	Y	Y	Y	Y
Provide activities for students to apply content and language knowledge in the classroom	Y	Y	Y	Y	Y	Y	Y
Provide activities that integrate all language skills	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>LESSON DELIVERY</b>							
Support content objectives clearly	Y	Y	Y	Y	Y	Y	Y
Support language objectives clearly	Y	Y	Y	Y	Y	Y	Y
Engage students approximately 90-100% of the period	Y	Y	Y	Y	Y	Y	Y
Pace the lesson appropriately to the students' ability level	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>REVIEW/EVALUATION</b>							
Give a comprehensive review of key vocabulary	Y	Y	Y	Y	Y	Y	Y
Give a comprehensive review of key content concepts	Y	Y	Y	Y	Y	Y	Y
Provide feedback to students regularly on their output	Y	Y	Y	Y	Y	Y	Y
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives	Y	Y	Y	Y	Y	Y	Y

<a href="#"><u>STUDENTS AT RISK OF SCHOOL FAILURE (I&amp;RS Resource Manual)</u></a>	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>ACADEMICS</b>							
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y
Prompt before directions/questions are verbalized with visual cue between teacher and student	Y	Y	Y	Y	Y	Y	Y
Task list laminated and placed on desk for classroom routines and organization	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Sustained working time connected to reward (If/Then statement)	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y



<a href="#"><u>STUDENTS AT RISK OF SCHOOL FAILURE (I&amp;RS Resource Manual)</u></a>	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>SOCIAL/EMOTIONAL</b>							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with social worker	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Provide short breaks	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Counseling check-ins	Y	Y	Y	Y	Y	Y	Y
Praise whenever possible	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>ATTENTION/FOCUS</b>							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y



<b>INSTRUCTION</b>							
<a href="#">Grouping</a>	Y	Y	Y	Y	Y	Y	Y
Independent Study	Y	Y	Y	Y	Y	Y	Y
Differentiated Conferencing	Y	Y	Y	Y	Y	Y	Y
Project-Based Learning	Y	Y	Y	Y	Y	Y	Y
Competitions	Y	Y	Y	Y	Y	Y	Y
Differentiated Instruction	Y	Y	Y	Y	Y	Y	Y
Summer Work	Y	Y	Y	Y	Y	Y	Y
Parent Communication	Y	Y	Y	Y	Y	Y	Y

	MAT		WRLD		HLTH &	VIS & PERF	
	ELA	H	SCI	SS	LANG	PE	ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>STUDENTS WITH 504 PLANS</b>							
<b>ACADEMICS</b>							
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide enlarged copies of notes/textbooks	Y	Y	Y	Y	Y	Y	Y
Access to notes ahead of time	Y	Y	Y	Y	Y	Y	Y
Provide a print out of weekly assignments	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	MAT		WRLD		HLTH &	VIS & PERF	
	ELA	H	SCI	SS	LANG	PE	ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD, read aloud computer software, or electronic text	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for using a Chromebook as well as assistive technologies	Y	Y	Y	Y	Y	Y	Y
Use of closed captioned videos/film/television	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Modify schedule	Y	Y	Y	Y	Y	Y	Y
Modify deadlines	Y	Y	Y	Y	Y	Y	Y
Adjust activity, length of assignment, and/or number of problems, including homework	Y	Y	Y	Y	Y	Y	Y
Modification in grading system	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Recommended use of Tutorial Center/Extra help from teachers	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Use of calculator	N/A	Y	Y	Y	Y	Y
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
<b>ASSESSMENTS</b>							
Utilize dictionary on assessments	Y	Y	Y	Y	Y	Y	Y
Use paper-based assessments or assignments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide oral assessments	Y	Y	Y	Y	Y	Y	Y
Permission to elaborate orally on written assessments	Y	Y	Y	Y	Y	Y	Y
Permit use of scrap paper on assessments	Y	Y	Y	Y	Y	Y	Y
Permit to write directly on assessments in lieu of using Scantron forms	Y	Y	Y	Y	Y	Y	Y
Option to retake assessments	Y	Y	Y	Y	Y	Y	Y
Provide a study guide	Y	Y	Y	Y	Y	Y	Y
Modify spatial layout of assessments	Y	Y	Y	Y	Y	Y	Y
<b>SOCIAL/EMOTIONAL</b>							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with guidance counselor	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y



STUDENTS WITH 504 PLANS	MAT		WRLD		HLTH &	VIS & PERF	
	ELA	H	SCI	SS	LANG	PE	ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Provide short breaks	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Behavior management system	Y	Y	Y	Y	Y	Y	Y
<b>ATTENTION/FOCUS</b>							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
Group directions 1 step at a time	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y

	MAT		SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	ELA	H					
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>STUDENTS WITH 504 PLANS</b>							
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Extended time on assignments/assessments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
<b>PHYSICAL</b>							
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant personnel with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Use of alternative settings	Y	Y	Y	Y	Y	Y	Y
Excessive physical activities kept to a minimum	Y	Y	Y	Y	Y	Y	Y
Excused from activities that affect presenting issue	Y	Y	Y	Y	Y	Y	Y
Include in emergency plans of presenting issue	Y	Y	Y	Y	Y	Y	Y
Allow use of assistive devices	Y	Y	Y	Y	Y	Y	Y
Monitor presenting issue	Y	Y	Y	Y	Y	Y	Y

CAREER EDUCATION	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>CRP1.</b> Act as a responsible and contributing citizen and employee.	Y	Y	Y	Y	Y	Y	Y
<b>CRP2.</b> Apply appropriate academic and technical skills.	Y	Y	Y	Y	Y	Y	Y
<b>CRP3.</b> Attend to personal health and financial well-being.	Y	Y	Y	Y	Y	Y	Y
<b>CRP4.</b> Communicate clearly and effectively and with reason.	Y	Y	Y	Y	Y	Y	Y
<b>CRP5.</b> Consider the environmental, social and economic impacts of decisions.	Y	Y	Y	Y	Y	Y	Y
<b>CRP6.</b> Demonstrate creativity and innovation.	Y	Y	Y	Y	Y	Y	Y
<b>CRP7.</b> Employ valid and reliable research strategies.	Y	Y	Y	Y	Y	Y	Y
<b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.	Y	Y	Y	Y	Y	Y	Y
<b>CRP9.</b> Model integrity, ethical leadership and effective management.	Y	Y	Y	Y	Y	Y	Y
<b>CRP10.</b> Plan education and career paths aligned to personal goals.	Y	Y	Y	Y	Y	Y	Y
<b>CRP11.</b> Use technology to enhance productivity.	Y	Y	Y	Y	Y	Y	Y
<b>CRP12.</b> Work productively in teams while using cultural global competence.	Y	Y	Y	Y	Y	Y	Y