



Grades 3-5

Theatre Arts Curriculum

Oradell Public School District

Oradell, NJ

2023

The Grades 3-5 Theatre Arts curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSL).

Oradell Public School District

Grades 3-5 Theatre Arts Curriculum Committee Credits:

Amy Brancato, Director of Curriculum and Instruction

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District

Theatre Curriculum

Grades 3-5

Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

At Oradell Public School we strive to empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. Through our visual art classes, all students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Language taken from 2020 New Jersey Student Learning Standards – Visual and Performing Arts Introduction



Oradell Public School District

Suggested Pacing Guide for Theatre Bend in Language Arts Grades 3-5

Theatre performance expectations will be taught as a separate bend in the Oradell Language Arts curriculum as noted below:

Grade	Anchor Standards	Subject	Unit	Approximate Month
3	Anchor Standard 1: Conceptualizing and generating ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Developing and refining techniques and models or steps needed to create products. Anchor Standard 5: Selecting, analyzing,	Reading	Unit 2: FICTION Relationship Between Character and Plot	November

	<p>and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p>			
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	<p>and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p>			
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	<p>and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>			
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Note: Highlighted activities indicate Holocaust Awareness or Amistad Commission or Asian American and Pacific Islander legislation related activities.

Oradell Visual and Performing Arts:

1.4 THEATRE

By the end of Grade 5

Theatre: 3-5

In order to authentically bring these theatre standards to life, we chose a unit in the grade level for full immersion of the eleven theatre standards. (Grades 3 and 4 will address standard 1-9 and Grade 5 will include all 11.) Theatre empowers students to develop creative and critical thinking skills, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. Bringing theatre into the language arts curriculum builds on an environment in which the students have already become comfortable, and expands it to create a safe space where they can imagine, investigate, construct, and reflect. This is most thoroughly accomplished by fully immersing ourselves in theatre standards for one unit, creating a comprehensive, complete theatre experience for the students.

Grade	Unit with Additional Theatre Bend	Interdisciplinary Connections
3	<p>Reading Unit 2: Fiction</p> <p>The purpose of this unit is to encourage young readers to think more deeply about the characters in the books they read. They will dig deeper to analyze characters by paying close attention to their internal and external traits, thoughts, habits, actions and words. Students will see that characters grow and change over time. They will also strive to understand what motivates certain characters. After exploring the character and plots, in this final bend, students will revisit these familiar texts through the lens of the theatre performance expectations to bring the stories to life in a guided drama experience.</p> <p>The Theatre bend of this unit will take place during the month of November.</p>	<p>Reading Literature</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for answers.</p> <p>RL.3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting.).</p> <p>Speaking and Listening</p> <p>SL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>SL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>

		<p>SL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>
4	<p>Reading Unit 7 Fiction: Fantasy Genre Study</p> <p>After identifying traits of the fantasy genre and being immersed in a variety of fantasy mentor texts, students will discuss and plan how these texts can be brought to life through a theatrical lens. Students will discuss, plan, and share ideas in small groups. One scene per small group will be developed into a script, using the theater standards as the driving force. The teacher will structure this culminating activity using the anchor standards as guides, keeping in mind that the process is more important than the product.</p> <p>The Theatre bend of this unit will take place during the month of June.</p>	<p>Reading Literature</p> <p>RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p>

		<p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>Speaking and Listening</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
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<p>5</p>	<p>Reading Unit 3: Book Club: Interpreting and Analyzing Theme</p> <p>In this final bend, students will revisit a scene in their book club books and bring it to life through the theatre performance expectations. They will make decisions on how to portray the character, including props, scenery, and technical elements such as sound effects and lighting. Students will reflect on their experience and engage in deep discussions around how theatre connects to community and the impact that global issues have on the artist and theatre overall.</p> <p>The Theatre bend of this unit will take place during the month of February.</p>	<p>Reading Literature:</p> <p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</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.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</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> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>Speaking and Listening:</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners</p>
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		on grade 5 topics and texts, building on others' ideas and expressing their own clearly. SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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Throughout this unit the following **Social-Emotional Learning Competencies** will be incorporated into lessons in the following ways:

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will activate schema to become responsible for both understanding their own emotional responses and connecting with character's emotional responses, drawing parallels where applicable.
 - Students will use non verbal cues to communicate with their peers

- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Students will be responsible for engaging in discussion about stories, sequence, and technical elements of a drama. In order to do this, they need to be able to communicate and work collaboratively allowing all team members to share their own individual thoughts and opinions. In order to engage in a dialogue, they are responsible for self regulating and active listening in order to most fully participate in a group.
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students will be responsible for engaging in discussion about stories, sequence, and technical elements of a drama. In order to do this, they need to be able to communicate and work collaboratively allowing all team members to share their own individual thoughts and opinions.
 - Students will demonstrate empathy by acting appropriately towards the presenters

- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Relationship skills are being reinforced through how we give feedback to one another. The teacher will model appropriate ways to give constructive feedback using “Glows” and “Grows” while strengthening classroom relationships.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Students will utilize responsible decision-making when working collaboratively to establish appropriate sounds, movement, and voices for the script.
 - Class rules and discussions

The following Modifications/Accommodations will be used as needed for Theatre Work in Grades 3-5.

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Allow use of bilingual dictionary. ● Allow use of handheld translator. ● Ask students to recall together what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level. 	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall together what they have already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Set targeted goal for assignment and then 	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall together what they have already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Set targeted goal for assignment and then 	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level. ● Provide opportunities to lead discussion. ● Use flexible grouping. 	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall together what they have already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Set targeted goal for assignment and then

<ul style="list-style-type: none"> ● Model productive and engaging partner talk. ● Allow student to use an electronic device to complete the assignment. ● Use flexible grouping ● Allow student to orally construct their story and self-record to use as a reference in their script writing. ● Edit spelling, grammar, and punctuation last. ● Demonstrate and model a script with a teacher's and/or student's notebook. ● Role play/model roles in interviewing and reflecting. ● Model setting goals, provide a teacher made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct and explicit instruction on making changes to your guided writing experience by adding characters, settings, time movement etc., provide examples as reference sheets. 	<p>focus only on that goal.</p> <ul style="list-style-type: none"> ● Allow student to use an electronic device to complete the assignment. ● Use flexible grouping ● Allow student to orally construct their story and self-record to use as a reference in their writing. ● Provide frequent breaks. ● Use sentence starters or sentence frames when possible. ● Demonstrate and model a script with a teacher's and/or student's notebook. ● Role play/model roles in interviewing and reflecting. ● Model setting goals, provide a teacher made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct and explicit instruction on making changes to your story by adding characters, settings, time movement etc., 	<p>focus only on that goal.</p> <ul style="list-style-type: none"> ● Allow student to use an electronic device to complete the assignment. ● Allow student to orally construct their story and self-record to use as a reference in their writing. ● Provide frequent breaks. ● Use sentence starters or sentence frames when possible. ● Demonstrate and model a script with a teacher's and/or student's notebook. ● Role play/model roles in interviewing and reflecting. ● Model setting goals, provide a teacher made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct and explicit instruction on making changes to your story by adding characters, settings, time movement etc., provide examples as reference sheets. 	<ul style="list-style-type: none"> ● Provide opportunities to use student notebook as an example. 	<p>focus only on that goal.</p> <ul style="list-style-type: none"> ● Allow student to use an electronic device to complete the assignment. ● Allow student to orally construct their story and self-record to use as a reference in their writing. ● Provide frequent breaks. ● Use sentence starters or sentence frames when possible. ● Build anchor charts (mapping "I Am", Shoe Map, Heart) and refer to them throughout the unit. ● Demonstrate and model a script with a teacher's and/or student's notebook. ● Role play/model roles in interviewing and reflecting. ● Model setting goals, provide a teacher made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct and explicit instruction on making changes to
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<ul style="list-style-type: none"> • Build anchor charts (“Planting Seed” or “Making Movies in Your Mind”) to grow ideas and refer to it throughout the unit. • Allow use of hand-held script during performance. 	<p>provide examples as reference sheets.</p> <ul style="list-style-type: none"> • Build anchor charts (“Planting Seed” or “Making Movies in Your Mind”) to grow ideas and refer to them throughout the unit. • Use shared writing through hovercam/smartboard to highlight grammar. • Allow use of hand-held script during performance. 	<ul style="list-style-type: none"> • Build anchor charts (“Planting Seed” or “Making Movies in Your Mind”) to grow ideas and refer to them throughout the unit. • Use shared writing through hovercam/smartboard to highlight grammar. 		<p>your story by adding characters, settings, time movement etc., provide examples as reference sheets.</p> <ul style="list-style-type: none"> • Build anchor charts (“Planting Seed” or “Making Movies in Your Mind”) to grow ideas and refer to them throughout the unit. • Use shared writing through hovercam/smartboard to highlight grammar.
<p>Career Readiness, Life Literacies and Key Skills</p>	<p>9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>Practices</p> <p>CLKSP1 Act as a responsible and contributing community member and employee.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p> <p>CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CLKSP6 Model integrity, ethical leadership and effective management.</p> <p>CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.</p>			
<p>Computer Science and Design Thinking</p>	<p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p> <p>8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).</p> <p>8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.</p> <p>8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.</p>			
<p>CREATING</p>				

Anchor Standard 1	Generating and conceptualizing ideas.								
Enduring Understanding	Theatre artists rely on intuition, curiosity and critical inquiry.								
Essential Question	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?								
Practice	Imagine, Envision								
Performance Expectations:	<ul style="list-style-type: none"> 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. 								
Key Vocabulary	<table border="1"> <thead> <tr> <th style="background-color: yellow;">Grade 3</th> <th style="background-color: yellow;">Grade 4</th> <th style="background-color: yellow;">Grade 5</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - character -character development -collaboration - dialogue - visualization - props - costumes - expression - story elements </td> <td> <ul style="list-style-type: none"> - character - dialogue - visualization - improvisation - intonation (prosody) - volume - stage directions - set/scenery - costumes - props </td> <td> <ul style="list-style-type: none"> -perspective -point of view -socioeconomic status -symbols -setting cues -Design Process- define what it is or want you want to do, ask (What do we really need?), imagine, plan, prototype (draw), test (use), improve </td> </tr> </tbody> </table>			Grade 3	Grade 4	Grade 5	<ul style="list-style-type: none"> - character -character development -collaboration - dialogue - visualization - props - costumes - expression - story elements 	<ul style="list-style-type: none"> - character - dialogue - visualization - improvisation - intonation (prosody) - volume - stage directions - set/scenery - costumes - props 	<ul style="list-style-type: none"> -perspective -point of view -socioeconomic status -symbols -setting cues -Design Process- define what it is or want you want to do, ask (What do we really need?), imagine, plan, prototype (draw), test (use), improve
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	-Make decisions about what a character may say or how the character may act based on how the character is feeling.	props, costumes, and scenery will help to bring a fantasy text to life. - Experiment with intonation (prosody), respectful voice accents, and volume to enhance the mood. - Identify internal character traits and discuss how they impact each character's thoughts, words and actions.	-Divide responsibilities within group
Suggested Tasks/Activities	Grade 3	Grade 4	Grade 5
	- Reimagine a story from a different character's perspective. - Sketch simple storyboards to chunk text into short dramatic scenes. (Post-its will be helpful tools. Storyboard apps are also an option.) - Website: https://www.storyjumper.com/ Articulate ideas for costumes, props, and scenery.	- Reimagine a story from a different character's perspective. - Sketch simple storyboards to chunk text into short dramatic scenes. (Post-its will be helpful tools. Storyboard apps are also an option.) - Website: https://www.storyjumper.com/ Articulate ideas for costumes, props, and scenery.	-Visualize a story from a different character's perspective
Evidence of Learning (Assessment)	Grade 3	Grade 4	Grade 5
	- Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes,	- Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes,	- Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes,

	and scenery - Student performances - 3-5 Theatre Rubric	and scenery - Student performances - 3-5 Theatre Rubric	and scenery - Student performances - 3-5 Theatre Rubric
Resources/Materials	Grade 3	Grade 4	Grade 5
	<p>- Fiction Books</p> <p>Picture Book Suggestion: -Peter’s Chair</p> <p>-Technology</p> <ul style="list-style-type: none"> ● Storyjumper.com ● Chromebooks ● Lighting ● Smartboard ● Google Slides <p>-Notebook, pencils</p> <p>- Glossary of Theater Terms - Explanations of Performance Expectations</p>	<p>Fantasy Mentor Texts:</p> <p>Picture Book Suggestion: <i>Weslandia</i> by Paul Fleischman (Done as a read-aloud to launch the unit and revisited for Bend 4.)</p> <p>Wordless Picture Book Trilogy Suggestion:</p> <ol style="list-style-type: none"> 1. <i>Journey</i> by Aaron Becker 2. <i>Quest</i> by Aaron Becker 3. <i>Return</i> by Aaron Becker <p>Poetry Suggestion: “Jabberwocky” by C.S. Lewis</p> <p>Graphic Novel Suggestion: <i>Amulet</i> by Kazu Kibuishi</p> <p>Chapter Book Suggestion: <i>The Tale of Despereaux</i> by Kate DiCamillo (Done as a read-aloud during the unit and revisited for Bend 4.)</p> <p>- Reader’s and Writer’s Notebooks (Digital & Traditional) - Post-its/Pencils - Laptops - Props/Costumes -Glossary of Theater Terms</p>	<p>Various approved book club books</p> <p>- Glossary of Theater Terms - Explanations of Performance Expectations</p>

[-Explanations of Performance Expectations](#)

Theatre: 3-5

Anchor Standard 2	Organizing and developing ideas.
Enduring Understanding	Theatre artists work to discover different ways of communicating meaning
Essential Question	How, when, and why do theatre artists' choices change?
Practice	Plan, Construct

Performance Expectations:

- 1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.
- 1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

Key Vocabulary	Grade 3	Grade 4	Grade 5
	-props -costumes -visualization -collaboration -devise -drama	-hero -kinds of heroes: willing, unwilling (reluctant), unlikely, catalyst, anti-hero -villain -quest -mentor -sidekick -lair -symbolism -third person omniscient ("all-knowing") narrator -personification -anthropomorphism -medieval -setting -protagonist -antagonist	-conflict -visualize -plot -rehearse

		- genre	
Student Learning Objectives			
	Grade 3	Grade 4	Grade 5
	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Develop ideas on how the story is performed. - Apply what they know about story mountains to determine the important parts(scenes) of their performance. - Work collaboratively in the assigning of the roles as a member of the performance, ensuring all voices are heard. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Apply what they know about the traits of the fantasy genre to develop believable and interesting characters, settings, and plotlines. - Identify a problem (or set of problems) facing the hero. - Plan (using graphic organizers) and sketch to envision important scenes. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Brainstorm ideas how the plot of the story would develop -develop their ideas by transferring all they know of the genre to envision strong characters, clear and compelling plots, settings that a reader can visualize, and conflict
Suggested Tasks/Activities			
	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> -Play charades based on feelings words -Sketching ideas for scenes. How do you envision this story unfolding as a dramatic experience? -Engage in discussion around how to be a good audience when viewing a guided drama experience. -Assign defined roles as a member of the performance. 	<ul style="list-style-type: none"> - Zoom in on a scene or two from a fantasy mentor text and make a plan to act it out. -Assign parts based on student interest. - For a wordless picture book, students can create original narration and dialogue. - For a graphic novel, students can create original narration and dialogue for wordless panels and scenes. - Create costumes, props and scenery using a variety of artistic media. (Examples: colored pencils, magic markers, paint, paper, cloth, 	<ul style="list-style-type: none"> -Gather ideas to develop character plots in small groups -Discuss how you envision the story unfolding in the script -Rehearse scenarios for what your character does to respond to the problem? -Work out scenarios that lead to a resolution in the script. -Brainstorm roles that are needed in the performance. (ie. actors, writers, set designers, etc) - Use the Engineering Design Process to plan sets/scenes/scenery that would be needed and any constraints/limitations (budget, size)

		felt, cardboard) - Integrate technology into skits. (Examples: music clips, sound effects, and video excerpts) - Work in small groups to rehearse and perform skits, jotting notes for dialogue, as needed.	
Evidence of Learning (Assessment)	Grade 3	Grade 4	Grade 5
	- Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric	- Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric	- Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric
Resources/Materials	Grade 3	Grade 4	Grade 5
	Fiction Mentor Texts Peter's Chair -Charades cards -Reading Notebooks -Notebooks, pencils -Glossary of Theater Terms -Explanations of Performance Expectations	Fantasy Mentor Texts: Picture Book Suggestion: <i>Weslandia</i> by Paul Fleischman (Done as a read-aloud to launch the unit and revisited for Bend 4.) Wordless Picture Book Trilogy Suggestion: 1. <i>Journey</i> by Aaron Becker	-Technology -Glossary of Theater Terms -Explanations of Performance Expectations

		<p>2. <i>Quest</i> by Aaron Becker 3. <i>Return</i> by Aaron Becker</p> <p>Poetry Suggestion: "Jabberwocky" by C.S. Lewis</p> <p>Graphic Novel Suggestion: <i>Amulet</i> by Kazu Kibuishi</p> <p>Chapter Book Suggestion: <i>The Tale of Despereaux</i> by Kate DiCamillo (Done as a read-aloud during the unit and revisited for Bend 4.)</p> <ul style="list-style-type: none"> - Reader's and Writer's Notebooks (Digital & Traditional) - Post-its/Pencils - Laptops - Props/Costumes - Glossary of Theater Terms - Explanations of Performance Expectations 	
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Theatre: 3-5

Anchor Standard 3	Refining and completing products.
Enduring Understanding	Theatre artists refine their work and practice their craft through rehearsal.
Essential Question	How do theatre artists transform and edit their initial ideas?
Practice	Evaluate, Clarify, Realize
<p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review. ● 1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience. ● 1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work. 	

Key Vocabulary	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> -Props -Costumes -Scripts -Rehearsal -Collaborate -Adapt -Sound effects 	<ul style="list-style-type: none"> - Props - Costumes - Scripts - Rehearsal - Table Read/Read-through: An organized reading of a script in which the speaking parts, stage directions, and scene headings are read out loud. 	<ul style="list-style-type: none"> -Props -Costumes -Scripts -Rehearsal (run through- another name for rehearsal) - Notes- constructive criticism that the director gives the actors after a rehearsal so they can improve
Student Learning Objectives	Grade 3	Grade 4	Grade 5
	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Revise, refine, adapt, and improve ideas in a scripted drama work. -Employ habits of discussion to make collaborative decisions on revisions of work (i.e. create props and scenery to bring the story to life). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Use the Design Process to test out various types of lighting, sound, props, scenery. -Engage in accountable talk to evaluate their own and the ideas of others to find best approaches to lighting and sound. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify/Design/Make Model items needed to enhance their performance such as props, costumes, etc. - Layer in sound effects to the script, find apps/programs that can be used to enhance sound. - Brainstorm possible problems that may arise and try to solve them proactively
Suggested Tasks/Activities	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> - Students will work collaboratively to perform an existing scene from a fiction story, making revisions where appropriate in order to make it 	<ul style="list-style-type: none"> - Students will participate in a table read/read-through. They will rehearse speaking parts, read stage directions, and scene headings are 	<ul style="list-style-type: none"> - Using technology to explore different sounds associated with their plot to build and enhance the dramatic effects.

	appropriate for the space available. - Create a list of sound effects that correspond with the different scenes in their performance.	read out loud.	- Create a list of items needed to create their performance based on prior rehearsal.
Evidence of Learning (Assessment)	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric 	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric 	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric
Resources/Materials	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> -Fiction Mentor Texts -Writing Notebook Entries -Technology -Any props or costumes -Technology -Glossary of Theater Terms -Explanations of Performance Expectations 	<p>Fantasy Mentor Texts:</p> <p>Picture Book Suggestion: <i>Weslandia</i> by Paul Fleischman (Done as a read-aloud to launch the unit and revisited for Bend 4.)</p> <p>Wordless Picture Book Trilogy Suggestion:</p> <ol style="list-style-type: none"> 1. <i>Journey</i> by Aaron Becker 2. <i>Quest</i> by Aaron Becker 3. <i>Return</i> by Aaron Becker 	<ul style="list-style-type: none"> -Realistic Fiction Mentor Texts -Writing Notebook Entries -Technology - Any props or costumes -Glossary of Theater Terms -Explanations of Performance Expectations

		<p>Poetry Suggestion: “Jabberwocky” by C.S. Lewis</p> <p>Graphic Novel Suggestion: <i>Amulet</i> by Kazu Kibuishi</p> <p>Chapter Book Suggestion: <i>The Tale of Despereaux</i> by Kate DiCamillo (Done as a read-aloud during the unit and revisited for Bend 4.)</p> <ul style="list-style-type: none"> - Reader’s and Writer’s Notebooks (Digital & Traditional) - Post-its/Pencils - Laptops - Props/Costumes - Glossary of Theater Terms - Explanations of Performance Expectations 	

Theatre: 3-5			
PERFORMING			
Anchor Standard 4	Selecting, analyzing, and interpreting work.		
Enduring Understanding	Theatre artists develop personal processes and skills for a performance or design.		
Essential Question	How do theatre artists fully prepare a performance or design?		
Practice	Choose, Rehearse		
Performance Expectations:			
<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ Open Circle SEL, belly breathing ● 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. 			
Key Vocabulary	Grade 3	Grade 4	Grade 5

	<ul style="list-style-type: none"> -Character -Dialogue -Expression -Cognitive exercise -Props -Costumes -Visualization -Collaboration -Rehearse -Artistic Choice 	<ul style="list-style-type: none"> - Enunciation - Voice Projection - Stage Directions 	<ul style="list-style-type: none"> -vocal exercise -physical exercise -cognitive exercise -technical elements -design elements (lighting, sound, backdrop) - dry tech- a run- through of the performance including all elements of the show EXCEPT actors and costumes. Used to practice lights, sound, and transitions from one scene to the next. - wet tech- a run through of the performance including all of the elements of the show AND the actors. Used to practice lights, sound, and transitions from one scene to the next.
Student Learning Objectives	Grade 3	Grade 4	Grade 5
	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Understand the elements that are put into a drama/theatre work and how it can be used to enhance it. -Identify and use some basic lighting, sound, and props within the classroom. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Collaborate to envision the characters thoughts and actions and how they can portray them through nonverbal gestures and movement. - Participate in vocal warm-up exercises. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Discuss ideas for characters' voices or behaviors -Consider lighting options to emphasize/explore dramatic license throughout the performance
Suggested Tasks/Activities	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> -Practice with a vocal warm up that will ready them to present (example: tongue twisters) -Read and respond to words and letters according to their punctuation. 	<ul style="list-style-type: none"> - Teach the "Belly Breathing" lesson from Open Circle OR reteach concepts taught in this lesson. - Experiment with different technology in order to enhance the 	<ul style="list-style-type: none"> - Use technology and classroom objects to explore different lighting effects associated with the

	<p>(ie. K? J! A.)</p> <ul style="list-style-type: none"> -Use voice changing app to experiment to help select the voices for performance.(move to standard 5?) -Create Google Slides and select backdrops to be used in performance. -Use technology and classroom objects to explore different lighting effects associated with their plot. -List nonverbal cues associated with character traits, moods, and scene. -Rehearse the most appropriate cue to fit mood, trait, and scene. <p>-</p>	<p>theatrical production. Example: Use <i>YouTube</i> to find appropriate music and sound effects.</p> <p>-Vocal Warm-Up - humming, lip trills, scales, sighing, click here</p>	<p>plot</p> <ul style="list-style-type: none"> - List nonverbal cues associated with character traits, moods, and scene. - Rehearse the most appropriate cue to fit mood, trait, and scene.
Evidence of Learning (Assessment)	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric 	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric 	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric
Resources/Materials	Grade 3	Grade 4	Grade 5

	<p>-Fiction Texts</p> <p>- Technology:</p> <ul style="list-style-type: none"> • Voice app • Digital Backdrops <p>- Any props or costumes</p> <p>- Lights</p> <p>- Fiction texts</p> <p>-Glossary of Theater Terms</p> <p>-Explanations of Performance Expectations</p>	<p>Fantasy Mentor Texts:</p> <p>Picture Book Suggestion: <i>Weslandia</i> by Paul Fleischman (Done as a read-aloud to launch the unit and revisited for Bend 4.)</p> <p>Wordless Picture Book Trilogy Suggestion:</p> <ol style="list-style-type: none"> 1. <i>Journey</i> by Aaron Becker 2. <i>Quest</i> by Aaron Becker 3. <i>Return</i> by Aaron Becker <p>Poetry Suggestion: “Jabberwocky” by C.S. Lewis</p> <p>Graphic Novel Suggestion: <i>Amulet</i> by Kazu Kibuishi</p> <p>Chapter Book Suggestion: <i>The Tale of Despereaux</i> by Kate DiCamillo (Done as a read-aloud during the unit and revisited for Bend 4.)</p> <p>- Reader’s and Writer’s Notebooks (Digital & Traditional)</p> <p>- Post-its/Pencils</p> <p>- Laptops</p> <p>- Props/Costumes</p> <p>-Glossary of Theater Terms</p> <p>-Explanations of Performance Expectations</p>	<p>-Realistic Fiction Mentor Texts</p> <p>-Historical Fiction Mentor Texts</p> <p>-Writing Notebook Entries</p> <p>-Technology</p> <p>- Any props or costumes</p> <p>- Lights</p> <p>-Glossary of Theater Terms</p> <p>-Explanations of Performance Expectations</p>
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Theatre: 3-5

Anchor Standard 5	Developing and refining techniques and models or steps needed to create products.
Enduring Understanding	Theatre artists make choices to convey meaning.
Essential Question	How do theatre artists use tools and techniques to communicate ideas and feelings?
Practice	Establish, Analyze

- Performance Expectations:**
- 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.

Key Vocabulary	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> -Character -Dialogue -Expression -Cognitive exercise -Props -Costumes -Visualization -Collaboration -Rehearse -Artistic Choice 	<ul style="list-style-type: none"> - Character - Internal Traits - Dialogue - Action - Gestures - Rehearse 	<ul style="list-style-type: none"> -blocking (purposeful placement of characters on stage) -precise feelings (ie. disgruntled, ecstatic, etc) - facial expression - body language

Student Learning Objectives	Grade 3	Grade 4	Grade 5
	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Have character conversation to reveal relationships - Breath life into their script by rehearsing movements in meaningful ways 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Make deliberate choices based on prior practice. - Adjust theatrical choices in the moment as a means of refining their productions. - Collaborate with peers, allowing for all voices to be heard. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Have character conversation to reveal relationships - Breathe life into their script by rehearsing movements in meaningful ways

Suggested Tasks/Activities	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> - Model reactions to your partner's last line by identifying the emotion and acting it out. - Write a list of feelings, put them in a jar, have students pull them out and have the audience guess the emotion they're trying to portray as they act it out. Example: Frustrated -Experiment with different voices to refine and select the voice for performance. Suggested tool: Microphone 	<ul style="list-style-type: none"> - Rehearse using a trial and error approach, adjusting decisions in an authentic way. - Respond to peer suggestions respectfully. - Write a list of feelings, put them in a jar, have students pull them out and have the audience guess the emotion they're trying to portray as they act it out. Example: Ecstatic -Experiment with different voices to refine and select the voice for performance. Suggested tool: Microphone 	<ul style="list-style-type: none"> - Model reactions to your partner's last line by identifying the emotion and acting it out - Write a list of feeling, put them in a jar, have students pull them out and have the audience guess the emotion they're trying to portray as they act it out. Example: Melancholy -Experiment with different voices to refine and select the voice for performance. Suggested tool: Microphone
Evidence of Learning (Assessment)	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric 	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric 	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric

Resources/Materials	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> -Fiction Mentor Texts -Writing Notebook Entries -Technology - List of feelings -Jar to hold the slips of adjectives - Props and costumes -Explanations of Performance Expectations 	<p>Fantasy Mentor Texts:</p> <p>Picture Book Suggestion: <i>Weslandia</i> by Paul Fleischman (Done as a read-aloud to launch the unit and revisited for Bend 4.)</p> <p>Wordless Picture Book Trilogy Suggestion: 1. <i>Journey</i> by Aaron Becker 2. <i>Quest</i> by Aaron Becker 3. <i>Return</i> by Aaron Becker</p> <p>Poetry Suggestion: “Jabberwocky” by C.S. Lewis</p> <p>Graphic Novel Suggestion: <i>Amulet</i> by Kazu Kibuishi</p> <p>Chapter Book Suggestion: <i>The Tale of Despereaux</i> by Kate DiCamillo (Done as a read-aloud during the unit and revisited for Bend 4.)</p> <ul style="list-style-type: none"> - Reader’s and Writer’s Notebooks (Digital & Traditional) - Post-its/Pencils - Laptops - Props/Costumes -Glossary of Theater Terms -Explanations of Performance Expectations 	<ul style="list-style-type: none"> -Realistic Fiction Mentor Texts -Writing Notebook Entries -Technology - List of Adjectives -Jar to hold the slips of adjectives - Props and costumes -Explanations of Performance Expectations

Theatre: 3-5

Anchor Standard 6	Conveying meaning through art.		
Enduring Understanding	Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.		
Essential Question	What happens when theatre artists and audiences share creative experiences?		
Practice	Share		
Performance Expectations:			
<ul style="list-style-type: none"> 1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience. 			
Key Vocabulary	Grade 3	Grade 4	Grade 5
	-Reflect -Audience -Action -Character emotion -Performance	-Reflect -Audience -Action -Character emotion -Performance	- Non verbal communication/cues
Student Learning Objectives	Grade 3	Grade 4	Grade 5
	Students will be able to: -self reflect on their performance -reflect on the performance of their peers -reflect on their own performance	Students will be able to: -self reflect on their performance -reflect on the performance of their peers -reflect on their own performance	Students will be able to: -self reflect on their performance -reflect on the performance of their peers -reflect on the performance from an audience perspective
Suggested Tasks/Activities	Grade 3	Grade 4	Grade 5

	<p>-Students will reflect by identifying glows and grows of each performance</p> <p>-Students as audience members will share the impact the performance had on them. Performing students will provide feedback on their individual performance by completing a reflection slip.</p>	<p>-Students will practice their performance and reflect individually and with their small group. Example: Non-performing students will become the audience for performing students.</p> <p>-Students will provide their classmates with meaningful feedback on their individual performance by completing a reflection slip. Example: Audience shares impact of the performance. ("Wow! I noticed how (this character) did (that). This part made me feel _____ !")</p>	<p>-Students will reflect by identifying glows(what went well) and grows(what needs to be improved) of each performance</p>
Evidence of Learning (Assessment)	Grade 3	Grade 4	Grade 5
	<p>- Teacher Observation</p> <p>- Rubric(s)</p> <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment <p>- Student Participation/Discussions:</p> <ul style="list-style-type: none"> ● Whole and small group discussions <p>- Completed props, costumes, and scenery</p> <p>- Student performances</p> <p>- 3-5 Theatre Rubric</p>	<p>- Teacher Observation</p> <p>- Rubric(s)</p> <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment <p>- Student Participation/Discussions:</p> <ul style="list-style-type: none"> ● Whole and small group discussions <p>- Completed props, costumes, and scenery</p> <p>- Student performances</p> <p>- 3-5 Theatre Rubric</p>	<p>- Teacher Observation</p> <p>- Rubric(s)</p> <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment <p>- Student Participation/Discussions:</p> <ul style="list-style-type: none"> ● Whole and small group discussions <p>- Completed props, costumes, and scenery</p> <p>- Student performances</p> <p>- 3-5 Theatre Rubric</p>
Resources/Materials	Grade 3	Grade 4	Grade 5
	<p>-Fiction Mentor Texts</p> <p>-Writing Notebook Entries</p>	<p>Fantasy Mentor Texts:</p>	<p>-Realistic Fiction Mentor Texts</p> <p>-Historical Fiction Mentor Texts</p>

	<ul style="list-style-type: none"> -Technology - Props and costumes -Glossary of Theater Terms -Explanations of Performance Expectations 	<p>Picture Book Suggestion: <i>Weslandia</i> by Paul Fleischman (Done as a read-aloud to launch the unit and revisited for Bend 4.)</p> <p>Wordless Picture Book Trilogy Suggestion:</p> <ol style="list-style-type: none"> 1. <i>Journey</i> by Aaron Becker 2. <i>Quest</i> by Aaron Becker 3. <i>Return</i> by Aaron Becker <p>Poetry Suggestion: “Jabberwocky” by C.S. Lewis</p> <p>Graphic Novel Suggestion: <i>Amulet</i> by Kazu Kibuishi</p> <p>Chapter Book Suggestion: <i>The Tale of Despereaux</i> by Kate DiCamillo (Done as a read-aloud during the unit and revisited for Bend 4.)</p> <ul style="list-style-type: none"> - Reader’s and Writer’s Notebooks (Digital & Traditional) - Post-its/Pencils - Laptops - Props/Costumes -Glossary of Theater Terms -Explanations of Performance Expectations 	<ul style="list-style-type: none"> -Writing Notebook Entries -Technology - Props and costumes -Glossary of Theater Terms -Explanations of Performance Expectations
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Theatre: 3-5

RESPONDING

Anchor Standard 7	Perceiving and analyzing products.		
Enduring Understanding	Theatre artists reflect to understand the impact of drama processes and theatre experiences.		
Essential Question	How do theatre artists comprehend the essence of drama processes and theatre experiences?		
Practice	Examine, Discern		
Performance Expectations:	<ul style="list-style-type: none"> 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. 		
Key Vocabulary	Grade 3	Grade 4	Grade 5
	-Main character -Artstic Choices -Reactions -Character -Supporting character -Audience member	- Interpretation - Improvisation - Artistic choices - Reactions - Feedback	-Drama -Internal struggle -Emote -Artistic choices -Author's purpose
Student Learning Objectives	Grade 3	Grade 4	Grade 5
	Students will be able to: -Evaluate their emotional responses to both portraying a character and viewing a character in a performance.	Students will be able to: - Explain and demonstrate an understanding of artistic decisions and the audiences' reactions to productions.	Students will be able to: -Reflect on the decisions the actors made in order for them to successfully perform
Suggested Tasks/Activities	Grade 3	Grade 4	Grade 5
	-After watching/performing, students can share their feelings on how they connected to the characters and engage in a discussion on how	-After watching/performing, students can share their feelings on how they connected to the characters and engage in a discussion on how	-After viewing a drama, students can share their feelings on characters and engage in a discussion of why the characters are portrayed as such

	students felt as the character, supporting characters, and/or audience member.	students felt as the character, supporting characters, and/or audience member.	in the work. What was the intent behind these choices? (Connect to author's purpose.)
Evidence of Learning (Assessment)	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric 	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric 	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric
Resources/Materials	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> -Fiction Mentor Texts -Writing Notebook Entries -Technology -Glossary of Theater Terms -Explanations of Performance Expectations 	<p>Fantasy Mentor Texts:</p> <p>Picture Book Suggestion: <i>Weslandia</i> by Paul Fleischman (Done as a read-aloud to launch the unit and revisited for Bend 4.)</p> <p>Wordless Picture Book Trilogy Suggestion:</p> <ol style="list-style-type: none"> 1. <i>Journey</i> by Aaron Becker 2. <i>Quest</i> by Aaron Becker 3. <i>Return</i> by Aaron Becker <p>Poetry Suggestion:</p>	<ul style="list-style-type: none"> -Realistic Fiction Mentor Texts -Historical Fiction Mentor Texts -Writing Notebook Entries -Technology -Glossary of Theater Terms -Explanations of Performance Expectations

		<p>“Jabberwocky” by C.S. Lewis</p> <p>Graphic Novel Suggestion: <i>Amulet</i> by Kazu Kibuishi</p> <p>Chapter Book Suggestion: <i>The Tale of Despereaux</i> by Kate DiCamillo (Done as a read-aloud during the unit and revisited for Bend 4.)</p> <ul style="list-style-type: none"> - Reader’s and Writer’s Notebooks (Digital & Traditional) - Post-its/Pencils - Laptops - Props/Costumes - Glossary of Theater Terms - Explanations of Performance Expectations 	
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Theatre: 3-5	
Anchor Standard 8	Interpreting intent and meaning.
Enduring Understanding	Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Essential Question	How can the same work of art communicate different messages to different people?
Practice	Interpret
Performance Expectations: <ul style="list-style-type: none"> ● 1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work. ● 1.4.5.Re8b: 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. 	
Key Vocabulary	

	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> - theme - implement - design process -criteria 	<ul style="list-style-type: none"> - theme - central idea - sound effects - lighting 	<ul style="list-style-type: none"> -theme -central idea -script -dialogue (to portray emotions) -audience perspective
Student Learning Objectives	Grade 3	Grade 4	Grade 5
	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Engage in discussions to build upon ideas. - Discuss best possible props and costumes for the scene. - Discuss each character’s perspective. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Engage in discussions to build upon ideas. - Discuss best possible props and costumes for the scene. - Discuss each character’s perspective. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Engage in discussions to build upon ideas. - Discuss best possible props and costumes for the scene. - Discuss each character’s perspective.
Suggested Tasks/Activities	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> -Students will engage in a conversation about what makes for a quality performance and which tools and criteria should be included. <p>The students will watch selected videotapes of student performances to begin the process of rubric development.</p> <p>Students will describe various levels of quality work.</p> <p>Students will create a rubric based on the student observation and share with the class.</p>	<ul style="list-style-type: none"> - Compare and contrast performances using a Venn diagram. - Use exit tickets as a means of written self-reflection. - Write reviews of productions to offer peers helpful feedback.. <p>Example: “Two Stars and a Wish” (Stars should be specific compliments. A wish is a polite suggestion for next time.)</p>	<ul style="list-style-type: none"> -With teacher guidance, students will engage in a discussion of possible ways to act out scenes. - students should practice using accountable talk to build upon the ideas of their peers. -Students will offer ideas and make decisions about props and costumes that connect to the characters and setting of the guided drama experience. -compare and contrast the actions of each character in a story.

Evidence of Learning (Assessment)			
	Grade 3	Grade 4	Grade 5
Resources/Materials	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> • teacher assessment • self-assessment • peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> • Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric 	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> • teacher assessment • self-assessment • peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> • Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric 	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> • teacher assessment • self-assessment • peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> • Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric
	<ul style="list-style-type: none"> -Glossary of Theater Terms -Explanations of Performance Expectations 	<p>Fantasy Mentor Texts:</p> <p>Picture Book Suggestion: <i>Weslandia</i> by Paul Fleischman (Done as a read-aloud to launch the unit and revisited for Bend 4.)</p> <p>Wordless Picture Book Trilogy Suggestion: 1. <i>Journey</i> by Aaron Becker 2. <i>Quest</i> by Aaron Becker 3. <i>Return</i> by Aaron Becker</p> <p>Poetry Suggestion: “Jabberwocky” by C.S. Lewis</p> <p>Graphic Novel Suggestion: <i>Amulet</i> by Kazu Kibuishi</p>	<ul style="list-style-type: none"> -Realistic Fiction Mentor Texts -Historical Fiction Mentor Texts -Writing Notebook Entries -Technology -Glossary of Theater Terms -Explanations of Performance Expectations

		<p>Chapter Book Suggestion: <i>The Tale of Despereaux</i> by Kate DiCamillo (Done as a read-aloud during the unit and revisited for Bend 4.)</p> <p>- Reader's and Writer's Notebooks (Digital & Traditional) - Post-its/Pencils - Laptops - Props/Costumes -Glossary of Theater Terms -Explanations of Performance Expectations</p>	
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Theatre: 3-5

Anchor Standard 9	Applying criteria to evaluate products.		
Enduring Understanding	Theatre artists apply criteria to investigate, explore and assess drama and theatre work.		
Essential Question	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?		
Practice	Critique		
Performance Expectations:	<ul style="list-style-type: none"> 1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience. 1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work. 1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work. 		
Key Vocabulary	Grade 3		
	Grade 4		
	Grade 5		
	-posture -gesture	-posture -gesture	-posture -gesture

	-intentional breaths -vocal intonation	-intentional breaths -vocal intonation	-intentional breaths -vocal intonation
Student Learning Objectives			
	Grade 3	Grade 4	Grade 5
	Students will be able to: <ul style="list-style-type: none"> - Have empathy for the character. - Make connections text-to-self connections to the characters. 	Students will be able to: <ul style="list-style-type: none"> - Have empathy for the character. - Make connections text-to-self connections to the characters. 	Students will be able to: <ul style="list-style-type: none"> - Have empathy for the character. - Discuss ideas about why the setting takes place where it does. - Make connections text-to-self connections to the characters.
Suggested Tasks/Activities			
	Grade 3	Grade 4	Grade 5
	-Journal about the performance they just watched with a response on how the performance made a personal connection to them. ("That part reminded me of my grandma.") ("Performing this reminded me of a time when...")	- Make performance-to-self connections through peer discussions. ("That part reminded me of my grandma.") -Make performance-to-performance connections through peer discussions. ("That part made me think about the skit we watched yesterday.") -Make performance-to-world connections through peer discussions. ("That part made me think about something I heard happened in Ukraine.")	-Share empathy for the character -discussing reasons behind the time and place of the scene -use schema to develop empathy and reactions to what characters are experiencing -have students identify a place in a scene where they may have reacted differently based on their perspective

Evidence of Learning (Assessment)	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric 	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric 	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric
Resources/Materials	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> -Glossary of Theater Terms -Explanations of Performance Expectations 	<p>Fantasy Mentor Texts:</p> <p>Picture Book Suggestion: <i>Weslandia</i> by Paul Fleischman (Done as a read-aloud to launch the unit and revisited for Bend 4.)</p> <p>Wordless Picture Book Trilogy Suggestion:</p> <ol style="list-style-type: none"> 1. <i>Journey</i> by Aaron Becker 2. <i>Quest</i> by Aaron Becker 3. <i>Return</i> by Aaron Becker <p>Poetry Suggestion: “Jabberwocky” by C.S. Lewis</p> <p>Graphic Novel Suggestion: <i>Amulet</i> by Kazu Kibuishi</p>	<ul style="list-style-type: none"> -Realistic Fiction Mentor Texts -Historical Fiction Mentor Texts -Writing Notebook Entries -Technology -Glossary of Theater Terms -Explanations of Performance Expectations

		<p>Chapter Book Suggestion: <i>The Tale of Despereaux</i> by Kate DiCamillo (Done as a read-aloud during the unit and revisited for Bend 4.)</p> <ul style="list-style-type: none"> - Reader's and Writer's Notebooks (Digital & Traditional) - Post-its/Pencils - Laptops - Props/Costumes - Glossary of Theater Terms - Explanations of Performance Expectations 	
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Theatre: 3-5			
CONNECTING			
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.		
Enduring Understanding	Theatre artists allow awareness of interrelationships between self and others to inform their work.		
Essential Question	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?		
Practice	Incorporate		
Performance Expectations:			
<ul style="list-style-type: none"> • 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. 			
Key Vocabulary	Grade 3	Grade 4	Grade 5
	Standard addressed in grade 5.	Standard addressed in grade 5.	-perspective -culture -empathy -social responsibility
Student Learning			

Objectives	Grade 3	Grade 4	Grade 5
	Standard addressed in grade 5.	Standard addressed in grade 5.	Students will be able to: <ul style="list-style-type: none"> - Discuss the benefits of their experience in the theatre - Share how the perspective of the community may impact the theatre experience of the audience
Suggested Tasks/Activities	Grade 3	Grade 4	Grade 5
	Standard addressed in grade 5.	Standard addressed in grade 5.	-discuss ways in which mutual respect is shared among cast members
Evidence of Learning (Assessment)	Grade 3	Grade 4	Grade 5
	Standard addressed in grade 5.	Standard addressed in grade 5.	<ul style="list-style-type: none"> - Teacher Observation - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric
Resources/Materials			

	Grade 3	Grade 4	Grade 5
	Standard addressed in grade 5.	Standard addressed in grade 5.	-Realistic Fiction Mentor Texts -Historical Fiction Mentor Texts -Writing Notebook Entries -Technology -Glossary of Theater Terms -Explanations of Performance Expectations

Theatre: 3-5			
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.		
Enduring Understanding	As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.		
Essential Question	What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?		
Practice	Affect, Expand		
Performance Expectations:	<ul style="list-style-type: none"> 1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work. 1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present. 		
Key Vocabulary			
	Grade 3	Grade 4	Grade 5
	Standard addressed in grade 5.	Standard addressed in grade 5.	- connection - audience - climate change - theatre conventions - playwright - director
Student Learning			

Objectives	Grade 3	Grade 4	Grade 5
	Standard addressed in grade 5.	Standard addressed in grade 5.	Students will be able to: <ul style="list-style-type: none"> - Compare and contrast time periods and how that would affect characters' decisions - Explain how this scene would be different if it were taking place in the present day? In the future? - Explain how the advancement of technology impacted theatre and the vision of the playwright? Director? - Discuss how global issues impact theatre?
Suggested Tasks/Activities	Grade 3	Grade 4	Grade 5
	Standard addressed in grade 5.	Standard addressed in grade 5.	<ul style="list-style-type: none"> - How do global issues impact theatre? ie Coronavirus Pandemic - If we were producing this scene in the 1800s, what would the characters look like? What would their houses be like? How would they travel? How would this change if the scene was produced today?
Evidence of Learning (Assessment)	Grade 3	Grade 4	Grade 5
	Standard addressed in grade 5.	Standard addressed in grade 5.	- Teacher Observation

			<ul style="list-style-type: none"> - Rubric(s) <ul style="list-style-type: none"> ● teacher assessment ● self-assessment ● peer assessment - Student Participation/Discussions: <ul style="list-style-type: none"> ● Whole and small group discussions - Completed props, costumes, and scenery - Student performances - 3-5 Theatre Rubric
Resources/Materials			
	Grade 3	Grade 4	Grade 5
	Standard addressed in grade 5.	Standard addressed in grade 5.	<ul style="list-style-type: none"> -Realistic Fiction Mentor Texts -Historical Fiction Mentor Texts -Writing Notebook Entries -Technology -Glossary of Theater Terms -Explanations of Performance Expectations