

Montague Township School District

Grades 3-5 Theatre

Updated: Summer, 2024

Unit 1: Elements of Theatre

Overview: This curriculum addresses four basic domains of learning: Psychomotor--developing perceptual and expressive skills and techniques; Cognitive--assimilating knowledge and developing higher order thinking skills; Affective--cultivating positive attitudes towards art and the discipline or are, and about themselves in relation to art; and Aesthetic--deriving pleasure from a combination of senses, emotions, intellect, philosophy, imagination and spirit. In addition, it is structured to allow for the maximum of crossover with other parts of the Elementary 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.

Time Frame: Approximately 10 Weeks

Enduring Understandings:

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

Essential Questions: *Students will keep considering...*

- 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	Topics and Objectives	Activities	Resources	Assessments
<p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse, cultures throughout history.</p> <p>1.4.5.A.3 Demonstrate how art</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. - Define technical proficiency, using the elements of the arts and principles of design. - Analyze the use of technical theatrical 	<ul style="list-style-type: none"> - Compare two productions of the same play by different artistic teams/cultures. - Hypothesize the ways in which a story would change by being written by a different person from a different time and place. - Research an artist whose work transformed a genre (e.g., Beckett, Ibsen) or represented a break with the old form, (e.g., 	<ul style="list-style-type: none"> - Elements of Drama Video - Drama Instructional Video (grade 5) - Elements of Drama Resource Glossary of Terms Suggested Reading: <i>Stage Management and Production</i> by Diane Bailey 	<p>Teacher Observation -</p> <ul style="list-style-type: none"> - Use a variety of vocal tones and breath control to create a character's feelings and mood. - Use basic analysis skills to perform a character within a scene. - Performance rubrics - Performance task checklist <p>Self-Assessment</p> <ul style="list-style-type: none"> - Self reflection - Mapping ones journey

<p>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).</p>	<p>elements to identify how time, place, mood, and theme are created.</p> <ul style="list-style-type: none"> - 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. - 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. 	<p>Stanislavski, Jerome Kern).</p> <ul style="list-style-type: none"> - Use cultural tales with choral readings, reader's theatre, narrative mimes, etc. to apply and practice performance techniques. - Locate and identify theater artifacts from contemporary or historical theater using original documents or reprints, including programs, articles, posters, and photos of notable theater professionals. - Use online resources to deepen students' understanding of theater performance by researching historical and cultural setting, period dress and customs. - Create a simple timeline with graphics and text illustrating the major eras of theater history, from antiquity to contemporary times. 	<p>.</p>	<ul style="list-style-type: none"> - Critique a performance of script using predeveloped criteria. <p><u>Peer Assessment</u></p> <ul style="list-style-type: none"> - Pair-share - Peer evaluation and observation - Critique a performance of script using predeveloped criteria. <p><u>Teacher Assessment</u></p> <ul style="list-style-type: none"> - Performance rubrics - Performance task checklist <p><u>Assessment Assessments:</u></p> <ul style="list-style-type: none"> - Analyzing primary source documents on the history of theatre in various cultures. - Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research. - Use technology to create a presentation - Evaluate informal in class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.
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Integration of 21st Century Standards NJSL 9:
3rd & 4th Grade
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
5th Grade
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:
ELA:

- NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies:

3rd and 4th Grade

- 6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

5th Grade

- 6.2.8.D.1.b** Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Integration of Technology Standards NJSLS 8:

- 8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP12.** Work productively in teams while using cultural global competence.

 Modifications and Accommodations

Unit 2: History of the Arts and Culture

Overview: This curriculum addresses four basic domains of learning: Psychomotor--developing perceptual and expressive skills and techniques; Cognitive--assimilating knowledge and developing higher order thinking skills; Affective--cultivating positive attitudes towards art and the discipline or are, and about themselves in relation to art; and Aesthetic--deriving pleasure from a combination of senses, emotions, intellect, philosophy, imagination and spirit. In addition, it is structured to allow for the maximum of crossover with other parts of the Elementary 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.

Time Frame: Approximately 10 Weeks

Enduring Understandings:

- 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.
- 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.

Essential Questions: *Students will keep considering...*

- 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 scene, costumes and props?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify and understand the purposes of theater in various eras and cultures. - Understand the role of theater in various communities. 	<ul style="list-style-type: none"> - Compare two productions of the same play by different artistic teams/cultures. - Hypothesize the ways in which a story would change by being written by a different person from a different time and place. 	<ul style="list-style-type: none"> - Create a Timeline: Theatre Lesson - History of Musical Theatre: Lesson - Glossary of Terms Suggested Readings: 	<p>Teacher Observation -</p> <ul style="list-style-type: none"> - Use a variety of vocal tones and breath control to create a character's feelings and mood. - Use basic analysis skills to perform a character within a scene. - Performance rubrics - Performance task checklist

<p>diverse cultures throughout history.</p> <p>1.4.5.A.3 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).</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Research an artist whose work transformed a genre (e.g., Beckett, Ibsen) or represented a break with the old form, (e.g., Stanislavski, Jerome Kern). - Use cultural tales with choral readings, reader's theatre, narrative mimes, etc. to apply and practice performance techniques. - Locate and identify theater artifacts from contemporary or historical theater using original documents or reprints, including programs, articles, posters, and photos of notable theater professionals. - Use online resources to deepen students' understanding of theater performance by researching historical and cultural setting, period dress and customs. - Create a simple timeline with graphics and text illustrating the major eras of theater history, from antiquity to contemporary times. 	<p><i>-Kids Musical Theater Anthology</i> by Lisa DeSpain</p> <p><i>- A Chronological Outline of World Theatre</i> by Walter J. Meserve and Molly Ann Meserve</p>	<p><u>Self-Assessment</u></p> <ul style="list-style-type: none"> - Self reflection - Mapping ones journey - Critique a performance of script using predeveloped criteria. <p><u>Peer Assessment</u></p> <ul style="list-style-type: none"> - Pair-share - Peer evaluation and observation - Critique a performance of script using predeveloped criteria. <p><u>Teacher Assessment</u></p> <ul style="list-style-type: none"> - Performance rubrics - Performance task checklist <p><u>Assessment Assessments:</u></p> <ul style="list-style-type: none"> - Analyzing primary source documents on the history of theatre in various cultures. - Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research. - Use technology to create a presentation - Evaluate informal in class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.
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Integration of 21st Century Standards NJSLS 9:

3rd & 4th Grade

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

5th Grade

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work,

and extracurricular activities for use in a career.

Interdisciplinary Connections:

ELA:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies:

3rd & 4th Grade

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

5th Grade

6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards NJSLS 8:

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

 **Modifications and Accommodations**

Unit 3: Aesthetic Response

Overview: This curriculum addresses four basic domains of learning: Psychomotor--developing perceptual and expressive skills and techniques; Cognitive--assimilating knowledge and developing higher order thinking skills; Affective--cultivating positive attitudes towards art and the discipline or are, and about themselves in relation to art; and Aesthetic--deriving pleasure from a combination of senses, emotions, intellect, philosophy, imagination and spirit. In addition, it is structured to allow for the maximum of crossover with other parts of the Elementary 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.

Time Frame: Approximately 10 Weeks

Enduring Understandings:

- Theatre artists embrace creative risks and the opportunity 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 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 artists share stories about the human experience.
- Theatre fosters an understanding of oneself and his or her place in the world.

Essential Questions: *Students will keep considering...*

- What are some methods that can be used to support and critique yourself and your peers in 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?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.1.5.C.1 Evaluate the characteristics of a well made play in a variety of scripts and performances.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Review a theater event based on observed elements in theater performance and production. - Understand theater as a shared communal experience between audience and actor. 	<ul style="list-style-type: none"> - Identify and express in a class discussion students’ favorite parts of a performance. - Evaluate a production based on the merits of its physical realization, direction, blocking, actors’ 	<p>Broadway Video Clips that can be used to teach the art of critique:</p> <ul style="list-style-type: none"> ● <i>The Lion King: “Circle of Life”</i> ● <i>Matilda the Musical: “When I</i> 	<p>Teacher Observation -</p> <ul style="list-style-type: none"> - Use a variety of vocal tones and breath control to create a character’s feelings and mood. - Use basic analysis skills to perform a character within a scene. - Performance rubrics

<p>historical points of view.</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>	<ul style="list-style-type: none"> - 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. 	<p>interpretation of character, design, faithfulness to the ideas of the playwright, and clarity of communication.</p> <ul style="list-style-type: none"> - Critique the technical proficiency of a production based on how well sets, light and sound are used in realizing the director’s vision. 	<p>Grow Up”</p> <ul style="list-style-type: none"> ● <i>Annie Live: “It’s the Hard-Knock Life”</i> <p>- Glossary of Terms</p>	<ul style="list-style-type: none"> - Performance task checklist <p><u>Self-Assessment</u></p> <ul style="list-style-type: none"> - Self reflection - Mapping ones journey - Critique a performance of script using predeveloped criteria. <p><u>Peer Assessment</u></p> <ul style="list-style-type: none"> - Pair-share - Peer evaluation and observation - Critique a performance of script using predeveloped criteria. <p><u>Teacher Assessment</u></p> <ul style="list-style-type: none"> - Performance rubrics - Performance task checklist <p><u>Assessment Assessments:</u></p> <ul style="list-style-type: none"> - Analyzing primary source documents on the history of theatre in various cultures. - Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research. - Use technology to create a presentation - Evaluate informal in class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.
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**Integration of 21st Century Standards NJSL 9:
3rd & 4th Grade**

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and

career success.

5th Grade

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

Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies:

3rd & 4th Grade

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

5th Grade

6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Physical Education:

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards NJSLS 8:

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

 **Modifications and Accommodations**

Unit 4: Performance

Overview: This curriculum addresses four basic domains of learning: Psychomotor--developing perceptual and expressive skills and techniques; Cognitive--assimilating knowledge and developing higher order thinking skills; Affective--cultivating positive attitudes towards art and the discipline or are, and about themselves in relation to art; and Aesthetic--deriving pleasure from a combination of senses, emotions, intellect, philosophy, imagination and spirit. In addition, it is structured to allow for the maximum of crossover with other parts of the Elementary 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.

Time Frame: Approximately 10 Weeks

Enduring Understandings:

- Theatre artists embrace creative risks and the opportunity 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. Use variations of voice, movement, and gesture for different characters.

Essential Questions: *Students will keep considering...*

- How can you apply imaginative, analytical and process skills needed when creating original dramatic works?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre	Students will be able to: - Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the	- Write an original exchange between two characters in which a conflict is revealed. - Create and perform a scene using at least three of the senses to communicate the reality of the	- Acting for Kids: Episode 1 Video - Drama Lesson Plans - Glossary of Terms	Teacher Observation - - Use a variety of vocal tones and breath control to create a character’s feelings and mood. - Use basic analysis skills to perform a character within a scene. - Performance rubrics

<p>and story construction.</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>	<p>elements of theatre and story construction.</p> <ul style="list-style-type: none"> - 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. 	<p>environment, or the character's situation.</p> <ul style="list-style-type: none"> - Through storytelling or puppetry, tell a short original or traditional story using theater skills. - Develop a real or imaginary character and perform as that character. - Develop scenes through improvisation theater games or writing that have distinct characters. - Improve a scene based on written material such as a newspaper article or journal. - Create a drama based on a short story or poem. Use simple costumes, props, and light to enhance the drama. - Work as a member of an ensemble. 	<p><u>Suggested Readings:</u></p> <ul style="list-style-type: none"> - <i>Acting and Improvisation</i> by Judith Ackroyd and Jo Boulton 	<ul style="list-style-type: none"> - Performance task checklist <p><u>Self-Assessment</u></p> <ul style="list-style-type: none"> - Self reflection - Mapping ones journey - Critique a performance of script using predeveloped criteria. <p><u>Peer Assessment</u></p> <ul style="list-style-type: none"> - Pair-share - Peer evaluation and observation - Critique a performance of script using predeveloped criteria. <p><u>Teacher Assessment</u></p> <ul style="list-style-type: none"> - Performance rubrics - Performance task checklist <p><u>Assessment Assessments:</u></p> <ul style="list-style-type: none"> - Analyzing primary source documents on the history of theatre in various cultures. - Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research. - Use technology to create a presentation - Evaluate written reflections on theatre principles, including reports and journal responses, using a student-created rubric. - Evaluate informal in-class performances and video evidence of student performances using observation,
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				discussions, drawings, video, and simple student-created rubrics.
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Integration of 21st Century Standards NJSLS 9:

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Interdisciplinary Connections:

ELA:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies:

3rd & 4th Grade

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

5th Grade

6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Physical Education:

3rd & 4th Grades

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

5th Grade

2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards NJSLS 8:

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

 **Modifications and Accommodations**

Appendix

Standards in Action

The regional districts believe in offering an interdisciplinary approach to teaching and learning because students are able to make connections and relationships by bringing together separate content disciplines, skills and knowledge around common themes, issues, or problems. The NJ Department of Education mandates the following be identified as areas of study beneficial to integration into all grade levels and content areas.

Please click the hyperlink for further information on each area:

[Career Readiness, Life Literacies, and Key Skills](#)

[Climate Change Education](#)

[Contributions of Disabled and LGBT Individuals](#)

[Holocaust Education](#)

[Amistad Commission](#)

[Social and Emotional Learning](#)

[Diversity, Equity and Inclusion](#)

[Asian American Pacific Islander](#)

Types of Assessments

Students will be assessed across the units and year in a variety of ways. The link below indicates resources for developing assessments and general examples of assessments that teachers may utilize across all of the content areas.

[Formative, Summative, Alternative, and Benchmark Assessments](#)

Accommodations & Modifications for Special Education, ELL, G&T, 504 Plans and At Risk:

[Modifications and Accommodations](#)