

THEATER INTERDISCIPLINARY CONNECTIONS CROSSWALK



Aligned to the New Jersey Student Learning Standards

Course Title: Theater Interdisciplinary Connections Crosswalk
Content Area: All Content Areas Within the NJSL as Applicable
Grade Level(s): K-8
Course Description: Performing in theater experiences is an opportunity for students to combine reading, speaking, music, dance and/or movement to tell a story and express ideas. Through various activities students will develop the skills necessary to perform, but also understand the multiple components that make a theater performance successful. Theater activities will be incorporated into various content areas as indicated.
Curriculum Writer(s): The Office of Curriculum and Instruction
Date Approved by the Board of Education: January 2024

K-2 INTERDISCIPLINARY THEATER CONNECTIONS	
Interdisciplinary Connections: English language arts	
NJSL Number	NJSL Content Description
NJSL #	Content Standards
1.4.2.Cr1a	Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr1b	Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr1c	Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
1.4.2.Cr2a	Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr2b	Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

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1.4.2.Cr3a	With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr3b	Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr3c	Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr4a	With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
1.4.2.Pr4b	Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr5a	With prompting and support, interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr5b	Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr6a	Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.
1.4.2.Re7a	Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re8a	With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re8b	Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re8c	Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

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1.4.2.Re9a	With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.
1.4.2.Re9b	With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re9c	Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).
1.4.2.Cn10a	With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).
1.4.2.Cn11a	With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.
1.4.2.Cn11b	Collaborate on the creation of a short scene based on personal perspectives and understandings.
English Language Arts - Kindergarten	
RL.K.1.	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10.	Actively engage in group reading activities with purpose and understanding.
W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.

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English Language Arts - Grade 1	
RL.1.1.	Ask and answer questions about key details in a text.
RL.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
RL.1.10.	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
English Language Arts - Grade 2	
RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.3.	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections
RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.10.	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

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	Visual Performing Arts: Music
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.4	Life Literacies and Key Skills
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
8.1	Educational Technology
8.1.2.AP.4	Break down a task into a sequence of steps.

ASSESSMENTS	
Formative	<ol style="list-style-type: none"> 1. Observation Checklist 2. Self-assessment/reflection 3. Peer-assessment <ol style="list-style-type: none"> a. "I noticed..." b. "I like the way...because..." c. "Have you thought of...?" d. "I would like to suggest..." 4. Verbal Feedback

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	5. KWL Chart
Summative	6. Performance Rubric (sample) 7. Drawn or written reflection or critique
Alternative and/or Performance	8. Record Flipgrid video of reader’s theater performance

TOPIC UNDERSTANDINGS AND ACTIVITIES

Essential Questions

- What skills and preparation are necessary to be a successful theater artist?
- How do theater artists use tools and techniques to communicate ideas and feelings?
- How can participation in theater performances support future career choices?

Enduring Understandings	Content Standard(s)	Instructional Outcomes (tied to enduring understandings)	Interdisciplinary Connections By Grade
Theater artists rely on intuition, curiosity, and critical inquiry, along with practice and refinement of their craft to communicate meaning in different ways.	1.4.2.Cr1a 1.4.2.Cr1b 1.4.2.Cr1c 1.4.2.Cr2a 1.4.2.Cr2b 1.4.2.Cr3a 1.4.2.Cr3b 1.4.2.Cr3c 1.4.2.Cn11b	<ul style="list-style-type: none"> ● Use props, costumes, scenery to create a drama experience ● Use voice, gestures, movements, and sounds to enhance a performance ● Use dialogue and original ideas to develop a plot and advance a story ● Contribute to a guided drama experience to make improvements ● Follow a simple set of steps in a dramatic task 	<p>Grade K</p> <ul style="list-style-type: none"> ● Purposeful Play (Dress up, House, Puppets, Dolls, Action Figures, etc.) ● Charades (improvisation) ● Puppetry ● Interactive Echo Games <p>Grades 1-2</p> <p><u>Health</u></p> <ul style="list-style-type: none"> ● Role plays/Skits <p><u>English language arts</u></p> <ul style="list-style-type: none"> ● Puppetry ● Question and Answer Reports
Theater artists develop personal	1.4.2.Pr4a	<ul style="list-style-type: none"> ● Perform combining physical 	

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<p>processes and skills for a performance, and use them to present stories and ideas.</p>	<p>1.4.2.Pr4b 1.4.2.Pr5a 1.4.2.Pr5b 1.4.2.Pr6a</p>	<p>movement (dance, gestures), voice, facial features, and sound to communicate character traits and emotions</p> <ul style="list-style-type: none"> ● Interpret story elements in a guided drama experience 	<p>(sample lesson)</p> <ul style="list-style-type: none"> ● Poetry Recitations ● Read Across America activities ● Readers’ Theater ● Field Trip Productions (Count Basie Theater, NJ Performing Arts Center, Two River Theater) ● Traveling Plays/Performers
<p>Theater artists reflect and apply feedback to assess and improve drama and theater work.</p>	<p>1.4.2.Re7a 1.4.2.Re8a 1.4.2.Re8b 1.4.2.Re8c 1.4.2.Re9a 1.4.2.Re9b 1.4.2.Re9c</p>	<ul style="list-style-type: none"> ● Express how a guided drama experience made them feel ● Identify key elements of a drama performance that enhanced the presentation ● Identify the characters, plot, setting, conflict, etc. ● Compare and contrast characters’ responses to an event/scene ● Critique a drama performance 	<p><u>Music</u></p> <ul style="list-style-type: none"> ● Introduction to the Nutcracker <p><u>K-2 Suggested Activities</u></p> <ul style="list-style-type: none"> ● Melissa Stewart - Readers Theater Scripts ● Aesop’s Fables: Comedy & Tragedy Masks ● Reader’s Theater Scripts and Plays for the Classroom ● Creative Drama Lesson Plans ● Creative Drama from Picture Books ● Theatre – Kindergarten ● Theatre – Grade 1 ● Theatre – Grade 2 ● K-2 Puppetry
<p>Theater artists allow awareness of interrelationships between self and others to inform their work. As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.</p>	<p>1.4.2.Cn10a 1.4.2.Cn11a</p>	<ul style="list-style-type: none"> ● Make connections to characters in performances to personal experiences ● Make connections to other stories, performances, or cultures 	<p><u>Grades K-2 possible grade level texts for reader’s theater:</u></p> <p>From Head to Toe</p> <p>Goin’ on a Bear Hunt</p> <p>The Day the Crayons Quit and Came Home</p> <p><i>If You Take a Mouse to School</i></p> <p><i>Giraffes Can’t Dance</i></p>

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			<p><i>The Hare and the Tortoise</i> <i>Peter Rabbit</i> <i>Rikki Tikki Tavi</i> Jan Brett (<i>Hedgie’s Surprise</i>) <i>Chicken Little</i> Dr. Seuss (<i>The Lorax, Oh, the Places You’ll go, the Sneetches</i>) <i>Goldilocks and the Three Bears</i> <i>The Nutcracker</i> <i>Rumpelstiltskin</i> <i>The Three Billy Goats Gruff</i> <i>The True Story of the Three Little Pigs</i> <i>The Very Hungry Caterpillar</i> <i>Where the Wild Things Are</i></p>
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3-5 INTERDISCIPLINARY THEATER CONNECTIONS	
Interdisciplinary Connections: English language arts	
NJSLS Number	NJSLS Content Description
NJSLS #	Content Standards
1.4.5.Cr1a	Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.
1.4.5.Cr1b	Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work
1.4.5.Cr1c	Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
1.4.5.Cr2a	Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given

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	circumstances.
1.4.5.Cr2b	Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.
1.4.5.Cr3a	Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
1.4.5.Cr3b	Use and adapt sounds and movements in a guided drama experience.
1.4.5.Cr3c	Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.
1.4.5.Pr4a	Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
1.4.5.Pr4b	Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.
1.4.5.Pr5a	Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.
1.4.5.Pr5b	Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.
1.4.5.Pr6a	Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.
1.4.5.Re7a	Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.
1.4.5.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

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	drama/theatre work.
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.
1.4.5.Cn10a	Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.
1.4.5.Cn11a	Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.
1.4.5.Cn11b	Compare the drama/theatre conventions of a given time period with those of the present.
English Language Arts - Grade 3	
RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
RL.3.3.	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RL.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.
RL.3.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.3.10.	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.

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W.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
English Language Arts - Grade 4	
RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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).
RL.4.5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
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.
W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
English Language Arts - Grade 5	
RL.5.2.	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
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).
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.
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.

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W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
	Visual Performing Arts: Music
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
	Social Studies
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
9.4	Life Literacies and Key Skills
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.

ASSESSMENTS	
Formative	<ol style="list-style-type: none"> 1. Observation Checklist 2. Self-assessment/reflection 3. Peer-assessment 4. Verbal Feedback 5. KWL Chart

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Summative	6. Performance Rubric 7. Drawn and written reflection or critique
Alternative and/or Performance	8. Record Flipgrid video of reader’s theater performance

TOPIC UNDERSTANDINGS AND ACTIVITIES			
<p>Essential Questions</p> <ul style="list-style-type: none"> • What skills and preparation are necessary to be a successful theater artist? • How do theater artists use tools and techniques to communicate ideas and feelings? • How can participation in theater performances support future career choices? 			
Enduring Understandings	Content Standard(s)	Instructional Outcomes (tied to enduring understandings)	Interdisciplinary Connections By Grade
Theater artists rely on intuition, curiosity, and critical inquiry, along with practice and refinement of their craft to communicate meaning in different ways.	1.4.5.Cr1a 1.4.5.Cr1b 1.4.5.Cr1c 1.4.5.Cr2a 1.4.5.Cr2b 1.4.5.Cr3a 1.4.5.Cr3b 1.4.5.Cr3c	<ul style="list-style-type: none"> • Create characters/roles and settings with visual details • Imagine ideas for props, costumes, scenery, etc. to support a drama/theater story • Imagine appropriate movement for characters to demonstrate their inner thoughts and their actions • Work collaboratively to organize and create drama/theater work • Reflect and improvement components of a drama/theater work 	<p>Grades 3-5</p> <p><u>Health/Science</u></p> <ul style="list-style-type: none"> • Role plays/Skits <ul style="list-style-type: none"> ◦ Global Warming Skit • PSA Announcements • Create a Commercial (sample lesson - recycling) <p><u>English language arts/Social Studies</u></p> <ul style="list-style-type: none"> • Puppetry <ul style="list-style-type: none"> ◦ Mother Goose Academy • Read Across America activities • Question and Answer Reports (sample lesson) • Poetry Recitations • Speeches/Monologues • Readers’ Theater
Theater artists develop personal processes and skills for a performance,	1.4.5.Pr4a 1.4.5.Pr4b	<ul style="list-style-type: none"> • Perform drama/theater works combining vocal, physical, and 	

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<p>and use them to present stories and ideas.</p>	<p>1.4.5.Pr5a 1.4.5.Pr5b 1.4.5.Pr6a</p>	<p>cognitive exercises</p> <ul style="list-style-type: none"> ● Apply dramatic elements to a performance (dialogue, actions, emotion, theme) ● Rehearse drama/theater works and share reflections 	<ul style="list-style-type: none"> ● Historical presentations (i.e. wax museum) ● Field Trip Productions (Count Basie Theater, NJ Performing Arts Center, Two River Theater) ● Traveling Plays/Performers
<p>Theater artists reflect and apply feedback to assess and improve drama and theater work.</p>	<p>1.4.5.Re7a 1.4.5.Re8a 1.4.5.Re8b 1.4.5.Re8c 1.4.5.Re9a 1.4.5.Re9b 1.4.5.Re9c</p>	<ul style="list-style-type: none"> ● Explain and discuss artistic choices made during a performance ● Identify key elements of a drama performance and their impact on the themes or central ideas ● Compare and contrast personal experiences and perspective of a drama/theater work ● Critique a drama performance 	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> ● Pilgrim Presentation (Grade 3) ● Historical and geographical reenactments (i.e. wax museum, American Revolution) ● News Crew <p><u>Music</u></p> <ul style="list-style-type: none"> ● Holiday Musical (Grade 4) ● Drama Club Productions/Musical (Grade 5)
<p>Theater artists allow awareness of interrelationships between self and others to inform their work. As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.</p>	<p>1.4.5.Cn10a 1.4.5.Cn11a 1.4.5.Cn11b</p>	<ul style="list-style-type: none"> ● Identify, respond to, and/or make connections to other stories, performances, cultures, or global issues ● Compare drama/theater conventions of a given time period to those of today 	<p><u>3-5 Suggested Activities</u></p> <ul style="list-style-type: none"> ● Melissa Stewart - Readers Theater Scripts ● Reader's Theater Scripts and Plays for the Classroom ● Creative Drama Lesson Plans ● Creative Drama from Picture Books ● Drama in the Classroom/BYU Arts Partnership ● Creating a Character ● Scavenger Hunt through Geography <p><u>Grades 3-5 possible grade level texts for reader's theater:</u> <i>Charlie and the Chocolate Factory</i></p>

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			<p><i>Alexander and the Horrible, No Good Day</i> <i>The Day the Crayons Quit</i> <i>Fox and His Friends</i> <i>The Hare and the Tortoise</i> <i>Nature Talks Back</i> <i>Rikki Tikki Tavi</i> <i>Amandina</i> <i>Rifka Takes a Bow</i> <i>Moses Sees a Play</i> <i>Amazing Grace</i> <i>Kamishibai Man</i> <i>Stagestruck</i> <i>Pet of the Met</i> <i>Louise the Big Cheese: Diving Diva</i> <i>The Happiest Tree</i> <i>Boy, the Bear, the Baron, and the Bard</i> <i>Full Moon and Star</i></p>
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6-8 INTERDISCIPLINARY THEATER CONNECTIONS	
Interdisciplinary Connections: English language arts	
NJSLS Number	NJSLS Content Description
NJSLS #	Content Standards
1.4.8.Cr1a	Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1b	Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

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1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re8c	Assess the impact of a theatrical work on a specific audience.
1.4.8.R9a	Analyze how personal experiences affect artistic choices in a theatrical work.

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1.4.8.Re9b	Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
1.4.8.Cn10a	Examine a community issue through multiple perspectives in a theatrical work.
1.4.8.Cn11a	Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
1.4.8.Cn11b	Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
English Language Arts	
RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution
RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.7.	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.7.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.8.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.6.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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RL.8.7.	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
RL.6.10. RL.7.10. RL.8.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
W.6.1. W.7.1. W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.
SL.6.6. SL.7.6. SL.8.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Visual Performing Arts: Music	
1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent.
1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
9.4 Life Literacies and Key Skills	
9.4.8.Cl.3	Examine challenges that may exist in the adoption of new ideas
9.4.8.Cl.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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ASSESSMENTS	
Formative	<ol style="list-style-type: none"> 1. Observation Checklist 2. Self-assessment/reflection 3. Peer-assessment 4. Verbal Feedback
Summative	<ol style="list-style-type: none"> 5. Performance Rubric 6. Written reflection or critique
Alternative and/or Performance	<ol style="list-style-type: none"> 7. Record Flipgrid video of reader's theater performance

TOPIC UNDERSTANDINGS AND ACTIVITIES			
<p>Essential Questions</p> <ul style="list-style-type: none"> • What skills and preparation are necessary to be a successful theater artist? • How do theater artists use tools and techniques to communicate ideas and feelings? • How can participation in theater performances support future career choices? 			
Enduring Understandings	Content Standard(s)	Instructional Outcomes (tied to enduring understandings)	Interdisciplinary Connections By Grade
Theater artists rely on intuition, curiosity, and critical inquiry, along with practice and refinement of their craft to communicate meaning in different ways.	1.4.8.Cr1a 1.4.8.Cr1b 1.4.8.Cr1c 1.4.8.Cr2a 1.4.8.Cr2b 1.4.8.Cr3a 1.4.8.Cr3b 1.4.8.Cr3c	<ul style="list-style-type: none"> • Identify and image/explore ways to approach a problem in a theatrical work • Use background knowledge and research to understanding existing theatrical works or in developing original work • Work collaboratively to prepare for a drama/theatrical work • Reflect and improvement 	<p>Grades 6-8</p> <p><u>Health</u></p> <ul style="list-style-type: none"> • Role plays/Skits • PSA Announcements/Commercial <p><u>English language arts/Social Studies</u></p> <ul style="list-style-type: none"> • Poetry Recitations • Speeches/Monologues • Readers' Theater • Historical and geographical reenactments (i.e. American

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		<p>various components of a drama/theater work during the rehearsal process</p> <ul style="list-style-type: none"> • Develop physical and vocal traits of characters during improvised or scripted works 	<p>Revolution)</p> <ul style="list-style-type: none"> • Field Trip Productions (Count Basie Theater, NJ Performing Arts Center, Two River Theater) • Traveling Plays/Performers/Speakers
<p>Theater artists develop personal processes and skills for a performance, and use them to present stories and ideas.</p>	<p>1.4.8.Pr4a 1.4.8.Pr4b 1.4.8.Pr5a 1.4.8.Pr5b 1.4.8.Pr6a</p>	<ul style="list-style-type: none"> • Rehearse different acting techniques to increase skills to develop strong characters • Develop character relationships with other performers to tell the story • Rehearse theatrical works for an audience • Perform drama/theater works combining a variety of technical elements 	<p><u>Music</u></p> <ul style="list-style-type: none"> • Drama Club Productions/Musical <p><u>6-8 Suggested Activities</u></p> <ul style="list-style-type: none"> • A Way with Words: Shakespeare and Pantomiming • Shadow Puppet Plays: Chinese Culture and the Silk Road • Creative Drama Lesson Plans <p><u>Grades 6-8 possible grade level texts for reader's theater:</u></p> <p><i>Romeo and Juliet</i> <i>A Christmas Carol</i> <i>The Giver</i> <i>A Kidsummer Night's Dream</i> <i>The Legend of Sleepy Hollow</i> <i>The Lion, the Witch, and the Wardrobe</i> <i>The Outsiders</i></p>
<p>Theater artists reflect and apply feedback to assess and improve drama and theater work.</p>	<p>1.4.8.Re7a 1.4.8.Re8a 1.4.8.Re8b 1.4.8.Re8c 1.4.8.Re9a 1.4.8.Re9b 1.4.8.Re9c</p>	<ul style="list-style-type: none"> • Describe, record, and compare person reactions to a theatrical work • Justify artistic choices made during a performance • Critique a drama performance; examine how personal experience, culture, and preferences can impact perspective • Assess the impact of a theatrical work on a specific audience 	
<p>Theater artists allow awareness of interrelationships between self and</p>	<p>1.4.8.Cn10a 1.4.8.Cn11a</p>	<ul style="list-style-type: none"> • Examine how issues can be presented through theatrical 	

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<p>others to inform their work. As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.</p>	<p>1.4.8.Cn11b</p>	<p>works</p> <ul style="list-style-type: none"> ● Research story elements of a staged drama/theater work ● Compare drama/theater artifacts of a given time period to better understand a performance 	
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<p>Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)</p>	
<p>Supports for ELL Students:</p>	<ul style="list-style-type: none"> ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and Descriptor Name Charts
<p>Supports for Students With IEPs</p>	<ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments ● Work in a small group ● Solidify and refine concepts through repetition ● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text)

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	<ul style="list-style-type: none"> ● Follow all IEP modifications
<p>Supports for At-Risk Students</p>	<ul style="list-style-type: none"> ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability
<p>Supports for Gifted and Talented</p>	<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts.
<p>Supports for Students with 504 Plans:</p>	<ul style="list-style-type: none"> ● Follow all the 504 plan modifications ● Text to speech/audio recorded selections ● Amplification system as needed ● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns