



**FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES**  
**"Building a Better Future for Every Child - Every Day!"**  
**Summer 2014**

**Subject Content: Drama**

**Grade K-5**

**Indicates the Curriculum Map**

Note: Based on program review, the performance unit needs to be started at the beginning of the year working toward a performance at the end of each semester. The units prior to that are taught in sequence but also need to be taught as needed based on the performance.

Weeks 1 – 3	Weeks 4 – 6
<p align="center"><b>Unit/Topic</b>  <b>Purposes of Drama</b>            (Sharing the human experience, Passing on tradition &amp; culture, Recreational, Artistic expression)</p>	<p align="center"><b>Unit/Topic</b>  <b>Elements of Drama</b></p>
<p align="center"><b>CORE CONTENT 4.1</b></p> <p><b>AH-EP-3.3.1: Students will experience dramatic works created for a variety of purposes.</b>  <b>AH-04-3.3.1: Students will identify how drama/theatre fulfills a variety of purposes.</b>  <b>AH-05-3.3.1: Students will describe or explain how drama/theatre fulfills a variety of purposes.</b></p> <p align="right"><b>DOK 2</b></p> <p><b>Purposes of drama/theatre: (different roles of drama)</b>  <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works)  <u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends)  <u>Recreational drama for entertainment</u> (e.g., drama/theatre as a hobby)  <u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed by actors in a theatrical setting for an audience)</p> <p align="center"><b>Common Core Standards</b></p> <p><b>Primary</b>            A.AH-P-PCA-U: Enduring Knowledge – Understandings Students will</p>	<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-EP-1.3.1: Students will observe dramatic productions and describe literary elements, technical elements and/or performance elements using drama/theatre terminology.            AH-EP-1.3.3: Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).            AH-04-1.3.1: Students will identify or describe elements of drama in dramatic works.            AH-04-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.            AH-04-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).            AH-05-1.3.1: Students will analyze or explain the use of elements of drama in dramatic works.            AH-05-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.            AH-05-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p align="center"><b>Common Core Standards</b></p> <p><b>Primary</b>            A.AH-P-SA-U: Enduring Knowledge –</p>

understand that:

AH-P-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).

AH-P-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure.

AH-P-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

D.AH-P-PCA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-P-PCA-S-DT1: begin to develop an awareness of the purposes for which dramatic works are created (e.g., sharing the human experience, passing on tradition and culture, recreational, artistic expression)

AH-P-PCA-S-DT2: observe and perform dramatic works created to fulfill a variety of specific purposes

#### Fourth Grade

A.AH-4-PCA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).

AH-4-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure.

AH-4-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

D.AH-4-PCA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-PCA-S-DT1: identify purposes for which dramatic works are created (e.g., sharing the human experience, passing on tradition and culture, recreational, artistic expression)

AH-4-PCA-S-DT2: observe and perform dramatic works created to fulfill a variety of specific purposes

#### Fifth Grade

A.AH-5-PCA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).

AH-5-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits or leisure.

AH-5-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

D.AH-5-PCA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-PCA-S-DT1: describe and compare multiple purposes for which dramatic works are created (sharing the human experience, passing on tradition and culture, recreational, artistic expression)

Understandings Students will understand that:

AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing.

AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-P-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-P-SA-S-DT1: begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-P-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-P-SA-S-DT3: observe, describe and apply creative dramatics

(improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-P-SA-S-DT4: explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

#### Fourth Grade

A.AH-4-SA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-4-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-SA-S-DT1: recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-4-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-4-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-4-SA-S-DT4: explore a variety of dramatic works (e.g., theater and dramatic media – film, television)

#### Fifth Grade

A.AH-5-SA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications

<p>AH-5-PCA-S-DT2: create or write new, observe, choose and perform dramatic works to fulfill a variety of specific purposes</p>	<p>of structural components.  D.AH-5-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:  AH-5-SA-S-DT1: describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology  AH-5-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others  AH-5-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations  AH-5-SA-S-DT4: describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization  AH-5-SA-S-DT5: explore a variety of dramatic works (e.g., theater and dramatic media – film, television, electronic media)</p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Elements of drama:</b>  <u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict</p>
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CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>  <b>Literary Elements</b>	<b>Identify Sub-Topics</b>  <b>Literary Elements</b>	<b>Identify Sub-Topics</b>  <b>Literary Elements</b>
<p><b>I CAN STATEMENTS:</b></p> <p>K-5: I can identify the purposes of drama.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>K-5: I can identify the purposes of drama.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>K-5: I can identify the purposes of drama.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>K-3: I can identify and describe literary elements in a variety of drama/theatre.  K-5: I can appropriately perform a monologue and dialogue.  4-5: I can identify and explain literary elements in a variety of drama/theatre.  4-5: I can create a script</p>	<p><b>I CAN STATEMENTS:</b></p> <p>K-3: I can identify and describe literary elements in a variety of drama/theatre.  K-5: I can appropriately perform a monologue and dialogue.  4-5: I can identify and explain literary elements in a variety of drama/theatre.  4-5: I can create a script</p>	<p><b>I CAN STATEMENTS:</b></p> <p>K-3: I can identify and describe literary elements in a variety of drama/theatre.  K-5: I can appropriately perform a monologue and dialogue.  4-5: I can identify and explain literary elements in a variety of drama/theatre.  4-5: I can create a script</p>

			that that utilizes appropriate literary elements.	that that utilizes appropriate literary elements.	that that utilizes appropriate literary elements.
<b>Critical Vocabulary</b>  <b>Storytelling</b> <b>Role playing</b> <b>Narrative work</b> <b>Culture</b> <b>Folktales</b> <b>Myths</b> <b>Legends</b> <b>Recreational</b> <b>Artistic Expression</b>	<b>Critical Vocabulary</b>  <b>Storytelling</b> <b>Role playing</b> <b>Narrative work</b> <b>Culture</b> <b>Folktales</b> <b>Myths</b> <b>Legends</b> <b>Recreational</b> <b>Artistic Expression</b>	<b>Critical Vocabulary</b>  <b>Storytelling</b> <b>Role playing</b> <b>Narrative work</b> <b>Culture</b> <b>Folktales</b> <b>Myths</b> <b>Legends</b> <b>Recreational</b> <b>Artistic Expression</b>	<b>Critical Vocabulary</b>  <b>Literary elements</b> <b>Script</b> <b>Story Line (plot)</b> <b>Character</b> <b>Story organization</b> <b>Setting</b> <b>Dialogue</b> <b>Monologue</b> <b>Conflict</b>	<b>Critical Vocabulary</b>  <b>Literary elements</b> <b>Script</b> <b>Story Line (plot)</b> <b>Character</b> <b>Story organization</b> <b>Setting</b> <b>Dialogue</b> <b>Monologue</b> <b>Conflict</b>	<b>Critical Vocabulary</b>  <b>Literary elements</b> <b>Script</b> <b>Story Line (plot)</b> <b>Character</b> <b>Story organization</b> <b>Setting</b> <b>Dialogue</b> <b>Monologue</b> <b>Conflict</b>
<b>Suggested Strategies/Activities</b>  Watch a variety of dramatic performances and classify them according to purpose. Create a dramatic performance for each of the purposes.	<b>Suggested Strategies/Activities</b>  Watch a variety of dramatic performances and classify them according to purpose. Create a dramatic performance for each of the purposes.	<b>Suggested Strategies/Activities</b>  Watch a variety of dramatic performances and classify them according to purpose. Create a dramatic performance for each of the purposes.	<b>Suggested Strategies/Activities</b>  Watch a variety of dramatic performances and identify/describe the literary elements. Perform a monologue and a dialogue. Create and perform a script to demonstrate the literary elements.	<b>Suggested Strategies/Activities</b>  Watch a variety of dramatic performances and identify/describe the literary elements. Perform a monologue and a dialogue. Create and perform a script to demonstrate the literary elements.	<b>Suggested Strategies/Activities</b>  Watch a variety of dramatic performances and identify/describe the literary elements. Perform a monologue and a dialogue. Create and perform a script to demonstrate the literary elements.
<b>Balanced Assessment: Formative</b>  School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and	<b>Balanced Assessment: Formative</b>  School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and	<b>Balanced Assessment: Formative</b>  School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and	<b>Balanced Assessment: Formative</b>  School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and	<b>Balanced Assessment: Formative</b>  School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and	<b>Balanced Assessment: Formative</b>  School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and

observers.  <b>Summative</b>  Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice, constructed response, open response  <b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	observers.  <b>Summative</b>  Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice, constructed response, open response  <b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	observers.  <b>Summative</b>  Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice, constructed response, open response  <b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	observers.  <b>Summative</b>  Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice, constructed response, open response  <b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	observers.  <b>Summative</b>  Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice, constructed response, open response  <b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	observers.  <b>Summative</b>  Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice, constructed response, open response  <b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>
<b>Resources Needed</b> Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary	<b>Resources Needed</b> Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary	<b>Resources Needed</b> Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary	<b>Resources Needed</b> Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary	<b>Resources Needed</b> Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary	<b>Resources Needed</b> Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary

Eva Media Elementary Humanities Books	Humanities Books	Humanities Books	Humanities Books	Humanities Books	Humanities Books
<b>Higher Order Questions</b>  Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	<b>Higher Order Questions</b>  Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	<b>Higher Order Questions</b>  Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	<b>Higher Order Questions</b>  Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.	<b>Higher Order Questions</b>  Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.	<b>Higher Order Questions</b>  Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.

Weeks 7-9	Weeks 10-12
Unit/Topic Elements of Drama	Unit/Topic Elements of Drama
<p style="text-align: center;"><b>CORE CONTENT 4.1</b></p> <p>AH-EP-1.3.1: Students will observe dramatic productions and describe literary elements, technical elements and/or performance elements using drama/theatre terminology.</p> <p>AH-EP-1.3.3: Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p>AH-04-1.3.1: Students will identify or describe elements of drama in dramatic works.</p> <p>AH-04-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.</p> <p>AH-04-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p>AH-05-1.3.1: Students will analyze or explain the use of elements of drama in dramatic works.</p> <p>AH-05-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.</p> <p>AH-05-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p style="text-align: center;"><b>Common Core Standards</b></p> <p><b>Primary</b></p> <p>A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <p>AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p>AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>D.AH-P-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:</p> <p>AH-P-SA-S-DT1: begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology</p> <p>AH-P-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others</p>	<p style="text-align: center;"><b>CORE CONTENT 4.1</b></p> <p>AH-EP-1.3.1: Students will observe dramatic productions and describe literary elements, technical elements and/or performance elements using drama/theatre terminology.</p> <p>AH-EP-1.3.3: Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p>AH-04-1.3.1: Students will identify or describe elements of drama in dramatic works.</p> <p>AH-04-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.</p> <p>AH-04-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p>AH-05-1.3.1: Students will analyze or explain the use of elements of drama in dramatic works.</p> <p>AH-05-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.</p> <p>AH-05-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p style="text-align: center;"><b>Common Core Standards</b></p> <p><b>Primary</b></p> <p>A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <p>AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p>AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>D.AH-P-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:</p> <p>AH-P-SA-S-DT1: begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology</p> <p>AH-P-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others</p>

AH-P-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-P-SA-S-DT4: explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

**Fourth Grade**

A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-4-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-SA-S-DT1: recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-4-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-4-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-4-SA-S-DT4: explore a variety of dramatic works (e.g., theater and dramatic media – film, television)

**Fifth Grade**

A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-5-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-SA-S-DT1: describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology

AH-5-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-5-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-5-SA-S-DT4: describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization

AH-5-SA-S-DT5: explore a variety of dramatic works (e.g., theater and dramatic

AH-P-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-P-SA-S-DT4: explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

**Fourth Grade**

A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-4-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-SA-S-DT1: recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-4-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-4-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-4-SA-S-DT4: explore a variety of dramatic works (e.g., theater and dramatic media – film, television)

**Fifth Grade**

A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-5-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-SA-S-DT1: describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology

AH-5-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-5-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-5-SA-S-DT4: describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization

AH-5-SA-S-DT5: explore a variety of dramatic works (e.g., theater and dramatic



<p>media – film, television, electronic media)</p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Elements of drama:</b>  <u>Technical elements</u> – Scenery (set), Costumes, Props, Sound and Music, Make-up</p>	<p>media – film, television, electronic media)</p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Elements of drama:</b>  <u>Performance elements:</u></p> <p>Acting (how speaking, moving help to create characters)  Speaking – vocal expression, projection, speaking style, diction  Nonverbal expression – gestures, facial expression, movement</p>
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CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Identify Sub-Topics Technical Elements</b>	<b>Identify Sub-Topics Technical Elements</b>	<b>Identify Sub-Topics Technical Elements</b>	<b>Identify Sub-Topics Performance Elements</b>	<b>Identify Sub-Topics Performance Elements</b>	<b>Identify Sub-Topics Performance Elements</b>
<b>I CAN STATEMENTS:</b>  K-3: I can identify scenery and props on a stage. 4-5: I can create and	<b>I CAN STATEMENTS:</b>  K-3: I can identify scenery and props on a stage. 4-5: I can create and	<b>I CAN STATEMENTS:</b>  K-3: I can identify scenery and props on a stage. 4-5: I can create and	<b>I CAN STATEMENTS:</b>  K-1: I can use vocal expression and gestures appropriately when performing a character.	<b>I CAN STATEMENTS:</b>  K-1: I can use vocal expression and gestures appropriately when	<b>I CAN STATEMENTS:</b>  K-1: I can use vocal expression and gestures appropriately when performing a character.

explain a set that includes all the technical elements.	explain a set that includes all the technical elements.	explain a set that includes all the technical elements.	2-3: I can use vocal expression, projection, gestures and facial expressions appropriately when performing a character. 4-5: I can create and perform a character in a play or story using appropriate performance elements (speaking and nonverbal expressions).	performing a character. 2-3: I can use vocal expression, projection, gestures and facial expressions appropriately when performing a character. 4-5: I can create and perform a character in a play or story using appropriate performance elements (speaking and nonverbal expressions).	2-3: I can use vocal expression, projection, gestures and facial expressions appropriately when performing a character. 4-5: I can create and perform a character in a play or story using appropriate performance elements (speaking and nonverbal expressions).
<b>Critical Vocabulary</b>  Technical elements Scenery Set Costumes Props Sound and Music Make-up	<b>Critical Vocabulary</b>  Technical elements Scenery Set Costumes Props Sound and Music Make-up	<b>Critical Vocabulary</b>  Technical elements Scenery Set Costumes Props Sound and Music Make-up	<b>Critical Vocabulary</b>  Performance elements Acting Character Vocal expression Projection Speaking style Diction Nonverbal expression Gestures Facial expression Movement	<b>Critical Vocabulary</b>  Performance elements Acting Character Vocal expression Projection Speaking style Diction Nonverbal expression Gestures Facial expression Movement	<b>Critical Vocabulary</b>  Performance elements Acting Character Vocal expression Projection Speaking style Diction Nonverbal expression Gestures Facial expression Movement
<b>Suggested Strategies/Activities</b> Students will perform simple monologues and dialogue incorporating all elements of drama	<b>Suggested Strategies/Activities</b> Students will perform simple monologues and dialogue incorporating all elements of drama	<b>Suggested Strategies/Activities</b> Students will perform simple monologues and dialogue incorporating all elements of drama	<b>Suggested Strategies/Activities</b> Perform monologues and dialogues that demonstrate the appropriate	<b>Suggested Strategies/Activities</b> Perform monologues and dialogues that demonstrate the appropriate	<b>Suggested Strategies/Activities</b> Perform monologues and dialogues that demonstrate the appropriate

per grade level.	per grade level.	per grade level.	performance elements. Create and perform a character demonstrating appropriate performance elements. Audition for and perform a character in a play demonstrating appropriate performance elements.	performance elements. Create and perform a character demonstrating appropriate performance elements. Audition for and perform a character in a play demonstrating appropriate performance elements.	performance elements. Create and perform a character demonstrating appropriate performance elements. Audition for and perform a character in a play demonstrating appropriate performance elements.
<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>
Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.
<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>
School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.
<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>
<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>
Monologue books Internet sites	Monologue books Internet sites	Monologue books Internet sites	Monologue books Internet sites	Monologue books Internet sites	Monologue books Internet sites

<p>Myths and Legends from other cultures.  <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a></p> <p><a href="http://drama.eserver.org/">http://drama.eserver.org/</a></p> <p><a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a></p> <p><a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p> <p>KET Arts Toolkit  <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a>  Videos  Eva Media Elementary Humanities Books</p>	<p>Myths and Legends from other cultures.  <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a></p> <p><a href="http://drama.eserver.org/">http://drama.eserver.org/</a></p> <p><a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a></p> <p><a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p> <p>KET Arts Toolkit  <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a>  Videos  Eva Media Elementary Humanities Books</p>	<p>Myths and Legends from other cultures.  <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a></p> <p><a href="http://drama.eserver.org/">http://drama.eserver.org/</a></p> <p><a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a></p> <p><a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p> <p>KET Arts Toolkit  <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a>  Videos  Eva Media Elementary Humanities Books</p>	<p>Myths and Legends from other cultures.  <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a></p> <p><a href="http://drama.eserver.org/">http://drama.eserver.org/</a></p> <p><a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a></p> <p><a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p> <p>KET Arts Toolkit  <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a>  Videos  Eva Media Elementary Humanities Books</p>	<p>Myths and Legends from other cultures.  <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a></p> <p><a href="http://drama.eserver.org/">http://drama.eserver.org/</a></p> <p><a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a></p> <p><a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p> <p>KET Arts Toolkit  <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a>  Videos  Eva Media Elementary Humanities Books</p>	<p>Myths and Legends from other cultures.  <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a></p> <p><a href="http://drama.eserver.org/">http://drama.eserver.org/</a></p> <p><a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a></p> <p><a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p> <p>KET Arts Toolkit  <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a>  Videos  Eva Media Elementary Humanities Books</p>
<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>	<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>	<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>	<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>	<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>	<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>

Weeks 13-15	Weeks 16-18
Unit/Topic Elements of Drama	Unit/Topic Performance Event
<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-EP-1.3.1: Students will observe dramatic productions and describe literary elements, technical elements and/or performance elements using drama/theatre terminology.</p> <p>AH-EP-1.3.3: Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p>AH-04-1.3.1: Students will identify or describe elements of drama in dramatic works.</p> <p>AH-04-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.</p> <p>AH-04-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p>AH-05-1.3.1: Students will analyze or explain the use of elements of drama in dramatic works.</p> <p>AH-05-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.</p> <p>AH-05-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p align="center"><b>Common Core Standards</b></p> <p><b>Primary</b></p> <p>A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <p>AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p>AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>D.AH-P-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:</p> <p>AH-P-SA-S-DT1: begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology</p> <p>AH-P-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others</p>	<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-EP-4.3.1: Students will perform in dramatic situations that incorporate Literary, Technical and Performance elements.</p> <p>AH-04-4.3.1: Students will create and perform using elements of drama. (Literary, Technical, Performance)</p> <p>AH-04-4.3.2: Students will improvise to tell stories that show action and have a clear beginning, middle and end. (Literary elements)</p> <p>AH-05-4.3.1: Students will create and perform using elements of drama. (Literary, Technical, Performance)</p> <p>AH-05-4.3.2: Students will improvise to tell stories that show action and have a clear beginning, middle and end. (Literary elements)</p> <p align="center"><b>Common Core Standards</b></p> <p><b>Primary</b></p> <p>A.AH-P-PA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-P-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.</p> <p>AH-P-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p>AH-P-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p>AH-P-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.</p> <p>D.AH-P-PA-S-DT: Skills and Concepts – Drama/Theatre Students will:</p> <p>AH-P-PA-S-DT1: be actively involved in creating and performing dramatic works</p> <p>AH-P-PA-S-DT2: begin to learn how to use knowledge of the elements of drama and drama terminology to describe and critique their own performances and the performances of others</p> <p>AH-P-PA-S-DT3: identify possible criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p>AH-P-PA-S-DT4: demonstrate behavior appropriate for observing the particular</p>

AH-P-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-P-SA-S-DT4: explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

**Fourth Grade**

A.AH-4-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-4-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-SA-S-DT1: recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-4-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-4-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-4-SA-S-DT4: explore a variety of dramatic works (e.g., theater and dramatic media – film, television)

**Fifth Grade**

A.AH-5-SA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-5-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-SA-S-DT1: describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology

AH-5-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-5-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-5-SA-S-DT4: describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization

AH-5-SA-S-DT5: explore a variety of dramatic works (e.g., theater and dramatic

context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way

**Fourth Grade**

A.AH-4-PA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.

AH-4-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-4-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-4-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

D.AH-4-PA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-PA-S-DT1: be actively involved in creating and performing dramatic works

AH-4-PA-S-DT2: use knowledge of the elements of drama and drama terminology to describe and critique their own performances and the performances of others

AH-4-PA-S-DT3: identify possible criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-4-PA-S-DT4: demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way

**Fifth Grade**

A.AH-5-PA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.

AH-5-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-5-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-5-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

D.AH-5-PA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-PA-S-DT1: be actively involved in creating, improvising and performing dramatic works using elements of drama (Literary, Technical,

media – film, television, electronic media)  <b>DOK 3</b>  <b>Elements of drama:</b> <u>Performance elements:</u>  <b>Acting (how speaking, moving help to create characters)</b> <i>Speaking – vocal expression, projection, speaking style, diction</i> <i>Nonverbal expression – gestures, facial expression, movement</i>			Performance) AH-5-PA-S-DT2: use a variety of resources (e.g., research, peers, technology) to write, refine, and record dialogue and action AH-5-PA-S-DT3: use knowledge of the elements of drama and drama terminology to describe and critique their own performances and the performances of others AH-5-PA-S-DT4: identify possible criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest, technical requirements: lighting, sound, scenery, costumes) AH-5-PA-S-DT5: demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way		
<b>CURRICULUM</b>			<b>CURRICULUM</b>		
<b>Week 13</b>	<b>Week 14</b>	<b>Week 15</b>	<b>Week 16</b>	<b>Week 17</b>	<b>Week 18</b>
<b>Identify Sub-Topics</b> Performance Elements	<b>Identify Sub-Topics</b> Performance Elements	<b>Identify Sub-Topics</b> Performance Elements	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>
<b>I CAN STATEMENTS:</b>  K-1: I can use vocal expression and gestures appropriately when performing a character. 2-3: I can use vocal expression, projection, gestures and facial expressions appropriately when performing a character. 4-5: I can create and perform a character in a play or story using appropriate performance elements (speaking and	<b>I CAN STATEMENTS:</b>  K-1: I can use vocal expression and gestures appropriately when performing a character. 2-3: I can use vocal expression, projection, gestures and facial expressions appropriately when performing a character. 4-5: I can create and perform a character in a play or story using appropriate performance elements (speaking and	<b>I CAN STATEMENTS:</b>  K-1: I can use vocal expression and gestures appropriately when performing a character. 2-3: I can use vocal expression, projection, gestures and facial expressions appropriately when performing a character. 4-5: I can create and perform a character in a play or story using appropriate performance elements (speaking and nonverbal expressions).	<b>I CAN STATEMENTS:</b>  K-5: I can create and perform using appropriate elements of drama (literary, technical, and performance). K-5: I can improvise to tell stories. K-5: I can critique a performance using appropriate elements of drama.	<b>I CAN STATEMENTS:</b>  K-5: I can create and perform using appropriate elements of drama (literary, technical, and performance). K-5: I can improvise to tell stories. K-5: I can critique a performance using appropriate elements of drama.	<b>I CAN STATEMENTS:</b>  K-5: I can create and perform using appropriate elements of drama (literary, technical, and performance). K-5: I can improvise to tell stories. K-5: I can critique a performance using appropriate elements of drama.

<b>nonverbal expressions).</b>	<b>nonverbal expressions).</b>				
<b>Critical Vocabulary</b> Performance elements Acting Character Vocal expression Projection Speaking style Diction Nonverbal expression Gestures Facial expression Movement	<b>Critical Vocabulary</b> Performance elements Acting Character Vocal expression Projection Speaking style Diction Nonverbal expression Gestures Facial expression Movement	<b>Critical Vocabulary</b> Performance elements Acting Character Vocal expression Projection Speaking style Diction Nonverbal expression Gestures Facial expression Movement	<b>Critical Vocabulary</b> Literary elements Technical elements Performance elements Improvise	<b>Critical Vocabulary</b> Literary elements Technical elements Performance elements Improvise	<b>Critical Vocabulary</b> Literary elements Technical elements Performance elements Improvise
<b>Strategies/Activities</b> Perform monologues and dialogues that demonstrate the appropriate performance elements. Create and perform a character demonstrating appropriate performance elements. Audition for and perform a character in a play demonstrating appropriate performance elements.	<b>Strategies/Activities</b> Perform monologues and dialogues that demonstrate the appropriate performance elements. Create and perform a character demonstrating appropriate performance elements. Audition for and perform a character in a play demonstrating appropriate performance elements.	<b>Strategies/Activities</b> Perform monologues and dialogues that demonstrate the appropriate performance elements. Create and perform a character demonstrating appropriate performance elements. Audition for and perform a character in a play demonstrating appropriate performance elements.	<b>Strategies/Activities</b> Participate in a play using appropriate elements of drama. Improvise (perform) an action story that has a clear beginning, middle and end. Perform a drama from the following cultures (Native American, West African/African American, Early American and Folk). Critique a drama from the cultures above.	<b>Strategies/Activities</b> Participate in a play using appropriate elements of drama. Improvise (perform) an action story that has a clear beginning, middle and end. Perform a drama from the following cultures (Native American, West African/African American, Early American and Folk). Critique a drama from the cultures above.	<b>Strategies/Activities</b> Participate in a play using appropriate elements of drama. Improvise (perform) an action story that has a clear beginning, middle and end. Perform a drama from the following cultures (Native American, West African/African American, Early American and Folk). Critique a drama from the cultures above.
<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>



<p>Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Summative</b></p> <p>Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Summative</b></p> <p>Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Summative</b></p> <p>Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Summative</b></p> <p>Christmas program – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Summative</b></p> <p>Christmas program – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Summative</b></p> <p>Christmas program – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
<p style="text-align: center;"><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstoolkit/drama/">http://www.ket.org/artstoolkit/drama/</a></p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstoolkit/drama/">http://www.ket.org/artstoolkit/drama/</a></p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstoolkit/drama/">http://www.ket.org/artstoolkit/drama/</a></p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstoolkit/drama/">http://www.ket.org/artstoolkit/drama/</a></p>

<p>KET Arts Toolkit  <a href="http://www.ket.org/artstoolkit/drama/">http://www.ket.org/artstoolkit/drama/</a>  Videos  Eva Media Elementary  Humanities Books</p>	<p>KET Arts Toolkit  <a href="http://www.ket.org/artstoolkit/drama/">http://www.ket.org/artstoolkit/drama/</a>  Videos  Eva Media Elementary  Humanities Books</p>	<p>Videos  Eva Media Elementary  Humanities Books</p>	<p>Videos  Eva Media Elementary  Humanities Books</p>	<p>KET Arts Toolkit  <a href="http://www.ket.org/artstoolkit/drama/">http://www.ket.org/artstoolkit/drama/</a>  Videos  Eva Media Elementary  Humanities Books</p>	<p>Videos  Eva Media Elementary  Humanities Books</p>
<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>	<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>	<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>	<p><b>Higher Order Questions</b></p> <p>Evaluate the drama we have been doing in class using an oral or written peer review critique.</p>	<p><b>Higher Order Questions</b></p> <p>Evaluate the drama we have been doing in class using an oral or written peer review critique.</p>	<p><b>Higher Order Questions</b></p> <p>Evaluate the drama we have been doing in class using an oral or written peer review critique.</p>

Weeks 19-21	Weeks 22-24
<p align="center"><b>Unit/Topic</b> <b>Characters/Setting</b></p>	<p align="center"><b>Unit/Topic</b> <b>Creative Dramatics</b></p>
<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-EP-1.3.1: Students will observe dramatic productions and describe literary elements, technical elements and/or performance elements using drama/theatre terminology.</p> <p>AH-EP-1.3.3: Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p>AH-04-1.3.1: Students will identify or describe elements of drama in dramatic works.</p> <p>AH-04-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.</p> <p>AH-04-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p>AH-05-1.3.1: Students will analyze or explain the use of elements of drama in dramatic works.</p> <p>AH-05-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.</p> <p>AH-05-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p>	<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-EP-1.3.1: Students will observe dramatic productions and describe literary elements, technical elements and/or performance elements using drama/theatre terminology.</p> <p>AH-EP-1.3.3: Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p>AH-04-1.3.1: Students will identify or describe elements of drama in dramatic works.</p> <p>AH-04-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.</p> <p>AH-04-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p> <p>AH-05-1.3.1: Students will analyze or explain the use of elements of drama in dramatic works.</p> <p>AH-05-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.</p> <p>AH-05-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p>
<p align="center"><b>Common Core Standards</b></p> <p><b>Primary</b></p> <p>A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <p>AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p>AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>D.AH-P-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:</p> <p>AH-P-SA-S-DT1: begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology</p> <p>AH-P-SA-S-DT2: use the elements of drama in creating and performing</p>	<p align="center"><b>Common Core Standards</b></p> <p><b>Primary</b></p> <p>A.AH-P-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <p>AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p>AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>D.AH-P-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:</p> <p>AH-P-SA-S-DT1: begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology</p> <p>AH-P-SA-S-DT2: use the elements of drama in creating and performing</p>

dramatic works independently and with others  
AH-P-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-P-SA-S-DT4: explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

#### Fourth Grade

A.AH-4-SA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-4-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-SA-S-DT1: recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-4-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-4-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-4-SA-S-DT4: explore a variety of dramatic works (e.g., theater and dramatic media – film, television)

#### Fifth Grade

A.AH-5-SA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-5-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-SA-S-DT1: describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology

AH-5-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-5-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-5-SA-S-DT4: describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization

dramatic works independently and with others  
AH-P-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-P-SA-S-DT4: explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

#### Fourth Grade

A.AH-4-SA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-4-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-SA-S-DT1: recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-4-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-4-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-4-SA-S-DT4: explore a variety of dramatic works (e.g., theater and dramatic media – film, television)

#### Fifth Grade

A.AH-5-SA-U: Enduring Knowledge –

Understandings Students will understand that:

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AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-5-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-SA-S-DT1: describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology

AH-5-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-5-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-5-SA-S-DT4: describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization

AH-5-SA-S-DT5: explore a variety of dramatic works (e.g., theater and dramatic media – film, television, electronic media)			AH-5-SA-S-DT5: explore a variety of dramatic works (e.g., theater and dramatic media – film, television, electronic media)		
<b>CURRICULUM</b>			<b>CURRICULUM</b>		
<b>Week 19</b>	<b>Week 20</b>	<b>Week 21</b>	<b>Week 22</b>	<b>Week 23</b>	<b>Week 24</b>
<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics Improvising Mimicry</b>	<b>Identify Sub-Topics Pantomime Role Playing</b>	<b>Identify Sub-Topics Story Telling</b>
<b>I CAN STATEMENTS:</b> K-3 I can identify relationships among characters and settings as related to a classroom dramatization. 4-5 I can describe or explain relationships among characters and settings as related to a script or scenario.	<b>I CAN STATEMENTS:</b> K-3 I can identify relationships among characters and settings as related to a classroom dramatization. 4-5 I can describe or explain relationships among characters and settings as related to a script or scenario.	<b>I CAN STATEMENTS:</b> K-3 I can identify relationships among characters and settings as related to a classroom dramatization. 4-5 I can describe or explain relationships among characters and settings as related to a script or scenario.	<b>I CAN STATEMENTS:</b> K-3 I can identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, & story telling). 4-5 I can describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing & story telling).	<b>I CAN STATEMENTS:</b> K-3 I can identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, & story telling). 4-5 I can describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing & story telling).	<b>I CAN STATEMENTS:</b> K-3 I can identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, & story telling). 4-5 I can describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing & story telling).
<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>
<b>Character Setting Script Scenario</b>	<b>Character Setting Script Scenario</b>	<b>Character Setting Script Scenario</b>	<b>Improvisation Mimicry Pantomime Role Playing Story Telling</b>	<b>Improvisation Mimicry Pantomime Role Playing Story Telling</b>	<b>Improvisation Mimicry Pantomime Role Playing Story Telling</b>
<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>
Students will create and perform classroom skits	Students will create and perform classroom skits	Students will create and perform classroom skits	Students will watch live and recorded	Students will watch live and recorded	Students will watch live and recorded

to allow for identification or explanation of relationships among characters and settings. Students will describe relationships among characters and settings from scripts or scenarios.	to allow for identification or explanation of relationships among characters and settings. Students will describe relationships among characters and settings from scripts or scenarios.	to allow for identification or explanation of relationships among characters and settings. Students will describe relationships among characters and settings from scripts or scenarios.	performances to allow for identification and description of type of creative dramatics used (improvisation, mimicry, pantomime, role playing, & story telling). Students will create short skits displaying different types of creative dramatics (improvisation, mimicry, pantomime, role playing & story telling).	performances to allow for identification and description of type of creative dramatics used (improvisation, mimicry, pantomime, role playing, & story telling). Students will create short skits displaying different types of creative dramatics (improvisation, mimicry, pantomime, role playing & story telling).	performances to allow for identification and description of type of creative dramatics used (improvisation, mimicry, pantomime, role playing, & story telling). Students will create short skits displaying different types of creative dramatics (improvisation, mimicry, pantomime, role playing & story telling).
<p align="center"><b>Balanced Assessment: Formative</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p align="center"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p align="center"><b>Common (PLC Teams)</b></p>	<p align="center"><b>Balanced Assessment: Formative</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p align="center"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p align="center"><b>Common (PLC Teams)</b></p>	<p align="center"><b>Balanced Assessment: Formative</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p align="center"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p align="center"><b>Common (PLC Teams)</b></p>	<p align="center"><b>Balanced Assessment: Formative</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p align="center"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p align="center"><b>Common (PLC Teams)</b></p>	<p align="center"><b>Balanced Assessment: Formative</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p align="center"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p align="center"><b>Common (PLC Teams)</b></p>	<p align="center"><b>Balanced Assessment: Formative</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p align="center"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p align="center"><b>Common (PLC Teams)</b></p>

will design the common assessments, i.e., grade level, and/or depts..)	will design the common assessments, i.e., grade level, and/or depts..)	will design the common assessments, i.e., grade level, and/or depts..)	will design the common assessments, i.e., grade level, and/or depts..)	will design the common assessments, i.e., grade level, and/or depts..)	will design the common assessments, i.e., grade level, and/or depts..)
<p><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p> <p>KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary Humanities Books</p>	<p><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p> <p>KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary Humanities Books</p>	<p><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p> <p>KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary Humanities Books</p>	<p><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p> <p>KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary Humanities Books</p>	<p><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p> <p>KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary Humanities Books</p>	<p><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a></p> <p>KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary Humanities Books</p>
<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>	<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>	<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>	<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>	<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>	<p><b>Higher Order Questions</b></p> <p>Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.</p>

Weeks 25-27	Weeks 28-30
Unit/Topic Cultures/Periods	Unit/Topic Cultures/Periods
<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-EP-2.3.1: Students will identify folktales, legends or myths from the following cultures and periods.            AH-04-2.3.1: Students will identify how drama has been a part of cultures and time periods throughout history.            AH-05-2.3.1: Students will describe or explain how drama has been a part of cultures and time periods throughout history.</p> <p align="right"><b>DOK 2</b></p> <p><b>Cultures:</b></p> <p><b>Native American, West African</b></p> <p><b>(The use of storytelling, myths, legends, folktales in these cultures)</b></p> <p align="center"><b>Common Core Standards</b></p> <p><b>Primary</b></p> <p>A.AH-P-HA-U: Enduring Knowledge – Understandings Students will understand that:            AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.            AH-P-HA-U-2: the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves.            AH-P-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.            D.AH-P-HA-S-DT: Skills and Concepts – Drama/Theatre Students will:            AH-P-HA-S-DT1: begin to associate folktales, legends, or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how literature and oral tradition reflect the cultures            AH-P-HA-S-DT2: begin to associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe in simple terms how literature and oral tradition reflect the Colonial American time period            AH-P-HA-S-DT3: begin to describe folktales, legends, or myths of specific cultures using drama/theatre terminology</p>	<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-EP-2.3.1: Students will identify folktales, legends or myths from the following cultures and periods.            AH-04-2.3.1: Students will identify how drama has been a part of cultures and time periods throughout history.            AH-05-2.3.1: Students will describe or explain how drama has been a part of cultures and time periods throughout history.</p> <p align="right"><b>DOK 2</b></p> <p><b>Cultures:</b></p> <p><b>Traditional Appalachian</b></p> <p><b>(The use of storytelling, myths, legends, folktales in these cultures)</b></p> <p><b>Periods:</b></p> <p><b>Colonial American - European influence on American drama/theatre, plays from England (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.) Native American includes period in North America before European settlement</b></p> <p align="center"><b>Common Core Standards</b></p> <p><b>Primary</b></p> <p>A.AH-P-HA-U: Enduring Knowledge – Understandings Students will understand that:            AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.            AH-P-HA-U-2: the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves.            AH-P-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.            D.AH-P-HA-S-DT: Skills and Concepts – Drama/Theatre Students will:            AH-P-HA-S-DT1: begin to associate folktales, legends, or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how literature and oral tradition reflect the cultures            AH-P-HA-S-DT2: begin to associate folktales, legends, or myths they</p>



#### Fourth Grade

A.AH-4-HA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-4-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-4-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working and expressing ourselves.

AH-4-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

D.AH-4-HA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-HA-S-DT1: associate story telling, myths, legends, or folktales they experience or perform with specific cultures (Native American, Appalachian, West African); describe how literature and oral tradition reflect the cultures

AH-4-HA-S-DT2: associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe how literature and oral tradition reflect the Colonial American time period

AH-4-HA-S-DT3: describe story telling, myths, legends, or folktales of specific cultures using drama/theatre terminology

#### Fifth Grade

A.AH-5-HA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-5-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-5-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.

AH-5-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

D.AH-5-HA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-HA-S-DT1: associate folktales, legends or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe how the literature and oral traditions reflect the cultures

AH-5-HA-S-DT2: associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe how the literature and oral traditions reflect the Colonial American time period

AH-5-HA-S-DT3: describe folktales, legends, or myths of specific cultures using drama/theatre terminology

AH-5-HA-S-DT4: use print and non-print sources to explore, describe and compare themes, characters, and situations in dramas from different cultures

experience or perform with the Colonial American period in history; describe in simple terms how literature and oral tradition reflect the Colonial American time period

AH-P-HA-S-DT3: begin to describe folktales, legends, or myths of specific cultures using drama/theatre terminology

#### Fourth Grade

A.AH-4-HA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-4-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-4-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working and expressing ourselves.

AH-4-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

D.AH-4-HA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-HA-S-DT1: associate story telling, myths, legends, or folktales they experience or perform with specific cultures (Native American, Appalachian, West African); describe how literature and oral tradition reflect the cultures

AH-4-HA-S-DT2: associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe how literature and oral tradition reflect the Colonial American time period

AH-4-HA-S-DT3: describe story telling, myths, legends, or folktales of specific cultures using drama/theatre terminology

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AH-5-HA-S-DT2: associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe how the literature and oral traditions reflect the Colonial American time period

AH-5-HA-S-DT3: describe folktales, legends, or myths of specific cultures using drama/theatre terminology

AH-5-HA-S-DT4: use print and non-print sources to explore, describe and compare themes, characters, and situations in dramas from different

CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify Sub-Topics Native American	Identify Sub-Topics Native American West African	Identify Sub-Topics West African	Identify Sub-Topics Appalachian	Identify Sub-Topics Appalachian Colonial	Identify Sub-Topics Colonial
<p><b>I CAN STATEMENTS:</b></p> <p>K-3 I can identify folktales, legends or myths from the following cultures: Native American and West African.</p> <p>4-5 I can describe the similarities and differences of the use of storytelling, myths, legends and folktales from the following cultures: Native American and West African.</p> <p>4-5 I can describe how storytelling, myths, legends and folktales are used in the following cultures: Native American and West African.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>K-3 I can identify folktales, legends or myths from the following cultures: Native American and West African.</p> <p>4-5 I can describe the similarities and differences of the use of storytelling, myths, legends and folktales from the following cultures: Native American and West African.</p> <p>4-5 I can describe how storytelling, myths, legends and folktales are used in the following cultures: Native American and West African.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>K-3 I can identify folktales, legends or myths from the following cultures: Native American and West African.</p> <p>4-5 I can describe the similarities and differences of the use of storytelling, myths, legends and folktales from the following cultures: Native American and West African.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>K-3 I can identify folktales, legends or myths from the following culture &amp; period: Appalachian &amp; Colonial.</p> <p>4-5 I can describe the similarities and differences of the use of storytelling, myths, legends and folktales from the following culture &amp; period: Appalachian &amp; Colonial.</p> <p>4-5 I can describe how storytelling, myths, legends and folktales are used in the following culture &amp; period: Appalachian &amp; Colonial.</p> <p>4-5: I can explain how European drama influenced American drama during the Colonial period.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>K-3 I can identify folktales, legends or myths from the following culture &amp; period: Appalachian &amp; Colonial.</p> <p>4-5 I can describe the similarities and differences of the use of storytelling, myths, legends and folktales from the following culture &amp; period: Appalachian &amp; Colonial.</p> <p>4-5 I can describe how storytelling, myths, legends and folktales are used in the following culture &amp; period: Appalachian &amp; Colonial.</p> <p>4-5: I can explain how European drama influenced American drama during the Colonial period.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>K-3 I can identify folktales, legends or myths from the following culture &amp; period: Appalachian &amp; Colonial.</p> <p>4-5 I can describe the similarities and differences of the use of storytelling, myths, legends and folktales from the following culture &amp; period: Appalachian &amp; Colonial.</p> <p>4-5 I can describe how storytelling, myths, legends and folktales are used in the following culture &amp; period: Appalachian &amp; Colonial.</p> <p>4-5: I can explain how European drama influenced American drama during the Colonial period.</p>
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Story telling	Story telling	Story telling	Story telling	Story telling	Story telling

<b>Myths Legends Folk tales Native American West African</b>	<b>Myths Legends Folk tales Native American West African</b>	<b>Myths Legends Folk tales Native American West African</b>	<b>Myths Legends Folk tales Appalachian Colonial period</b>	<b>Myths Legends Folk tales Appalachian Colonial period</b>	<b>Myths Legends Folk tales Appalachian Colonial period</b>
<p><b>Suggested Strategies/Activities</b> Students will watch live and recorded performances from Native American and West African cultures and identify folk tales, legends and myths from each. Students will watch live and recorded performances from Native American and West African cultures and describe the similarities and differences between the two cultures.</p>	<p><b>Suggested Strategies/Activities</b> Students will watch live and recorded performances from Native American and West African cultures and identify folk tales, legends and myths from each. Students will watch live and recorded performances from Native American and West African cultures and describe the similarities and differences between the two cultures.</p>	<p><b>Suggested Strategies/Activities</b> Students will watch live and recorded performances from Native American and West African cultures and identify folk tales, legends and myths from each. Students will watch live and recorded performances from Native American and West African cultures and describe the similarities and differences between the two cultures.</p>	<p><b>Suggested Strategies/Activities</b> Students will watch live and recorded performances from Appalachian and Colonial cultures/periods and identify folk tales, legends and myths from each. Students will watch live and recorded performances from Appalachian and Colonial cultures/periods and describe the similarities and differences between the two cultures.</p>	<p><b>Suggested Strategies/Activities</b> Students will watch live and recorded performances from Appalachian and Colonial cultures/periods and identify folk tales, legends and myths from each. Students will watch live and recorded performances from Appalachian and Colonial cultures/periods and describe the similarities and differences between the two cultures.</p>	<p><b>Suggested Strategies/Activities</b> Students will watch live and recorded performances from Appalachian and Colonial cultures/periods and identify folk tales, legends and myths from each. Students will watch live and recorded performances from Appalachian and Colonial cultures/periods and describe the similarities and differences between the two cultures.</p>
<p><b>Balanced Assessment: Formative</b>  Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p><b>Balanced Assessment: Formative</b>  Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p><b>Balanced Assessment: Formative</b>  Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p><b>Balanced Assessment: Formative</b>  Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p><b>Balanced Assessment: Formative</b>  Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p><b>Balanced Assessment: Formative</b>  Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>

<p style="text-align: center;"><b>Summative</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
<p style="text-align: center;"><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary Humanities Books</p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary Humanities Books</p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary Humanities Books</p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary Humanities Books</p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary Humanities Books</p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p>Monologue books Internet sites Myths and Legends from other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>  <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>  <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>  <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>  KET Arts Toolkit <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a> Videos Eva Media Elementary Humanities Books</p>
<p style="text-align: center;"><b>Higher Order Questions</b></p> <p>Compare/contrast the performances of different</p>	<p style="text-align: center;"><b>Higher Order Questions</b></p> <p>Compare/contrast the performances of different</p>	<p style="text-align: center;"><b>Higher Order Questions</b></p> <p>Compare/contrast the performances of different</p>	<p style="text-align: center;"><b>Higher Order Questions</b></p> <p>Compare/contrast the performances of different</p>	<p style="text-align: center;"><b>Higher Order Questions</b></p> <p>Compare/contrast the performances of different</p>	<p style="text-align: center;"><b>Higher Order Questions</b></p> <p>Compare/contrast the performances of different</p>

cultures and time periods.	cultures and time periods.	cultures and time periods.	cultures and time periods.	cultures and time periods.	cultures and time periods.
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Weeks 31-33	Weeks 34-36
Unit/Topic Performance Event	Unit/Topic Review of Drama
<p style="text-align: center;"><b>CORE CONTENT 4.1</b></p> <p>AH-EP-4.3.1: Students will perform in dramatic situations that incorporate Literary, Technical and Performance elements.            AH-04-4.3.1: Students will create and perform using elements of drama. (Literary, Technical, Performance)            AH-04-4.3.2: Students will improvise to tell stories that show action and have a clear beginning, middle and end. (Literary elements)            AH-05-4.3.1: Students will create and perform using elements of drama. (Literary, Technical, Performance)            AH-05-4.3.2: Students will improvise to tell stories that show action and have a clear beginning, middle and end. (Literary elements)</p> <p style="text-align: center;"><b>Common Core Standards</b></p> <p><b>Primary</b>            A.AH-P-PA-U: Enduring Knowledge – Understandings Students will understand that:            AH-P-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.            AH-P-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.            AH-P-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.            AH-P-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.            D.AH-P-PA-S-DT: Skills and Concepts – Drama/Theatre Students will:            AH-P-PA-S-DT1: be actively involved in creating and performing dramatic works            AH-P-PA-S-DT2: begin to learn how to use knowledge of the elements of drama and drama terminology to describe and critique their own performances and the performances of others            AH-P-PA-S-DT3: identify possible criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest)</p>	<p style="text-align: center;"><b>Core Content 4.1</b></p> <p>Review all previous Core Content 4.1 material.</p> <p style="text-align: center;"><b>Common Core Standards</b></p> <p>Review all previous common core standards material. Add the following interrelationship standards.</p> <p><b>Primary</b>            A.AH-P-IAA-U: Enduring Knowledge – Understandings Students will understand that:            AH-P-IAA-U-1: the arts are basic forms of human communication.            AH-P-IAA-U-2: music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs, and feelings.            AH-P-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.            AH-P-IAA-U-4: the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.            B.AH-P-IAA-S: Skills and Concepts – Arts Students will:            AH-P-IAA-S-1: begin to recognize that common terms are used in various arts (e.g., tempo in dance and music)            AH-P-IAA-S-2: begin to notice communication of common themes or ideas across different art forms            AH-P-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period            AH-P-IAA-S-4: begin to identify commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, reading music and reading words, composing music and writing)            AH-P-IAA-S-5: communicate common meaning through creating and performing in the four art forms</p> <p><b>Fourth Grade</b>            A.AH-4-IAA-U: Enduring Knowledge – Understandings Students will understand that:            AH-4-IAA-U-1: the arts are basic forms of human communication.            AH-4-IAA-U-2: music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.            AH-4-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.            AH-4-IAA-U-4: the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.</p>

AH-P-PA-S-DT4: demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way

**Fourth Grade**

A.AH-4-PA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-4-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.

AH-4-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-4-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-4-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

D.AH-4-PA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-PA-S-DT1: be actively involved in creating and performing dramatic works

AH-4-PA-S-DT2: use knowledge of the elements of drama and drama terminology to describe and critique their own performances and the performances of others

AH-4-PA-S-DT3: identify possible criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest)

AH-4-PA-S-DT4: demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way

**Fifth Grade**

A.AH-5-PA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-5-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.

AH-5-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-5-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-5-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

D.AH-5-PA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-PA-S-DT1: be actively involved in creating, improvising and performing

B.AH-4-IAA-S: Skills and Concepts – Arts Students will:

AH-4-IAA-S-1: recognize that common terms are used in various arts (e.g., tempo in dance and music)

AH-4-IAA-S-2: identify communication of common themes or ideas across different art forms

AH-4-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period

AH-4-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, reading music and reading words, composing music and writing)

AH-4-IAA-S-5: communicate common meaning through creating and performing in the four art forms

**Fifth Grade**

A.AH-5-IAA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-IAA-U-1: music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.

AH-5-IAA-U-1: the arts are basic forms of human communication.

AH-5-IAA-U-2: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.

AH-5-IAA-U-3: the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.

B.AH-5-IAA-S: Skills and Concepts – Arts Students will:

AH-5-IAA-S-1: define common terms used in various arts (e.g., tempo in dance and music)

AH-5-IAA-S-2: explain communication of common themes or ideas across different art forms

AH-5-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period

AH-5-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing)

AH-5-IAA-S-5: communicate common meaning through creating and performing in the four art forms

<p>dramatic works using elements of drama (Literary, Technical, Performance)          AH-5-PA-S-DT2: use a variety of resources (e.g., research, peers, technology) to write, refine, and record dialogue and action          AH-5-PA-S-DT3: use knowledge of the elements of drama and drama terminology to describe and critique their own performances and the performances of others          AH-5-PA-S-DT4: identify possible criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest, technical requirements: lighting, sound, scenery, costumes)          AH-5-PA-S-DT5: demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way</p>					
<b>CURRICULUM</b>			<b>CURRICULUM</b>		
<b>Week 31</b>	<b>Week 32</b>	<b>Week 33</b>	<b>Week 34</b>	<b>Week 35</b>	<b>Week 36</b>
<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>
<p><b>I CAN STATEMENTS:</b>            K-5: I can create and perform using appropriate elements of drama (literary, technical, and performance).            K-5: I can improvise to tell stories.            K-5: I can critique a performance using appropriate elements of drama.</p>	<p><b>I CAN STATEMENTS:</b>            K-5: I can create and perform using appropriate elements of drama (literary, technical, and performance).            K-5: I can improvise to tell stories.            K-5: I can critique a performance using appropriate elements of drama.</p>	<p><b>I CAN STATEMENTS:</b>            K-5: I can create and perform using appropriate elements of drama (literary, technical, and performance).            K-5: I can improvise to tell stories.            K-5: I can critique a performance using appropriate elements of drama.</p>	<p><b>I CAN STATEMENTS:</b>            K-5: I can demonstrate prior knowledge through a variety of means (games, tests, etc.)            K-5: I can identify and analyze the elements of drama through the use of technology.            K-5: I can identify and analyze cultures/periods and purposes of drama through the use of technology.</p>	<p><b>I CAN STATEMENTS:</b>            K-5: I can demonstrate prior knowledge through a variety of means (games, tests, etc.)            K-5: I can identify and analyze the elements of drama through the use of technology.            K-5: I can identify and analyze cultures/periods and purposes of drama through the use of technology.</p>	<p><b>I CAN STATEMENTS:</b>            K-5: I can demonstrate prior knowledge through a variety of means (games, tests, etc.)            K-5: I can identify and analyze the elements of drama through the use of technology.            K-5: I can identify and analyze cultures/periods and purposes of drama through the use of technology.</p>
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Literary elements	Literary elements	Literary elements	See all previous	See all previous	See all previous

<b>Technical elements Performance elements Improvise</b>	<b>Technical elements Performance elements Improvise</b>	<b>Technical elements Performance elements Improvise</b>	<b>vocabulary.</b>	<b>vocabulary.</b>	<b>vocabulary.</b>
<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>
Participate in a play using appropriate elements of drama. Improvise (perform) an action story that has a clear beginning, middle and end. Perform a drama from the following cultures (Native American, West African/African American, Early American and Folk). Critique a drama from the cultures above.	Participate in a play using appropriate elements of drama. Improvise (perform) an action story that has a clear beginning, middle and end. Perform a drama from the following cultures (Native American, West African/African American, Early American and Folk). Critique a drama from the cultures above.	Participate in a play using appropriate elements of drama. Improvise (perform) an action story that has a clear beginning, middle and end. Perform a drama from the following cultures (Native American, West African/African American, Early American and Folk). Critique a drama from the cultures above.	Compete in a Jeopardy tournament to review content. <a href="http://www.superteachertools.com/jeopardyx/">http://www.superteachertools.com/jeopardyx/</a> <a href="http://www.superteachertools.com/jeopardy/">http://www.superteachertools.com/jeopardy/</a> Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). <a href="http://www.superteachertools.com/index.php">http://www.superteachertools.com/index.php</a>	Compete in a Jeopardy tournament to review content. <a href="http://www.superteachertools.com/jeopardyx/">http://www.superteachertools.com/jeopardyx/</a> <a href="http://www.superteachertools.com/jeopardy/">http://www.superteachertools.com/jeopardy/</a> Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). <a href="http://www.superteachertools.com/index.php">http://www.superteachertools.com/index.php</a>	Compete in a Jeopardy tournament to review content. <a href="http://www.superteachertools.com/jeopardyx/">http://www.superteachertools.com/jeopardyx/</a> <a href="http://www.superteachertools.com/jeopardy/">http://www.superteachertools.com/jeopardy/</a> Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). <a href="http://www.superteachertools.com/index.php">http://www.superteachertools.com/index.php</a>
<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>
School wide video for test prep – Preparation for the performance would be formative with a written/oral critique by performers and observers.	School wide video for test prep – Preparation for the performance would be formative with a written/oral critique by performers and observers.	School wide video for test prep – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice, constructed response, open response	Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice, constructed response, open response	Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice, constructed response, open response
<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>
Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.	Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.	Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.	School wide video for test prep – Performance would be summative with a	School wide video for test prep – Performance would be summative with a	School wide video for test prep – Performance would be summative with a



<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>written/oral critique by performers and observers.</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>written/oral critique by performers and observers.</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>written/oral critique by performers and observers.</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
<p><b>Resources Needed</b>  Monologue books  Internet sites  Myths and Legends from other cultures.  <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>   <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>   <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>   <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>   KET Arts Toolkit  <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a>  Videos  Eva Media Elementary Humanities Books</p>	<p><b>Resources Needed</b>  Monologue books  Internet sites  Myths and Legends from other cultures.  <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>   <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>   <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>   <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>   KET Arts Toolkit  <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a>  Videos  Eva Media Elementary Humanities Books</p>	<p><b>Resources Needed</b>  Monologue books  Internet sites  Myths and Legends from other cultures.  <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>   <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>   <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>   <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>   KET Arts Toolkit  <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a>  Videos  Eva Media Elementary Humanities Books</p>	<p><b>Resources Needed</b>  Monologue books  Internet sites  Myths and Legends from other cultures.  <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>   <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>   <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>   <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>   KET Arts Toolkit  <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a>  Videos  Eva Media Elementary Humanities Books</p>	<p><b>Resources Needed</b>  Monologue books  Internet sites  Myths and Legends from other cultures.  <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>   <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>   <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>   <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>   KET Arts Toolkit  <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a>  Videos  Eva Media Elementary Humanities Books</p>	<p><b>Resources Needed</b>  Monologue books  Internet sites  Myths and Legends from other cultures.  <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>   <a href="http://drama.eserver.org/">http://drama.eserver.org/</a>   <a href="http://www.kmrscripts.com/scenes/index.htm">http://www.kmrscripts.com/scenes/index.htm</a>   <a href="http://www.iisd1.org/hs_theatre/monologues.htm">http://www.iisd1.org/hs_theatre/monologues.htm</a>   KET Arts Toolkit  <a href="http://www.ket.org/artstokit/drama/">http://www.ket.org/artstokit/drama/</a>  Videos  Eva Media Elementary Humanities Books</p>
<p><b>Higher Order Questions</b>   Evaluate the drama we have been doing in class using an oral or written peer review critique.</p>	<p><b>Higher Order Questions</b>   Evaluate the drama we have been doing in class using an oral or written peer review critique.</p>	<p><b>Higher Order Questions</b>   Evaluate the drama we have been doing in class using an oral or written peer review critique.</p>	<p><b>Higher Order Questions</b>   Compare/contrast how different art forms communicate emotions.</p>	<p><b>Higher Order Questions</b>   Compare/contrast how different art forms communicate emotions.</p>	<p><b>Higher Order Questions</b>   Compare/contrast how different art forms communicate emotions.</p>