

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.1 Production, performance and exhibition of Dance, Music, Theatre and Visual Arts						
A. Know and use the elements and principles of each art form to create works in the arts and humanities. Theatre: -scenario -script/text -set design -Balance -collaboration -discipline -emphasis -focus -intention -movement -rhythm -style -voice	The student will be able: -To write a script by following set guidelines. -To create a choreographed dance focusing on rhythm and movement. -To design a set following said criteria. -To produce an original work based on set criteria.	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Library •Supplemental materials •Videos •CD ROMs •Record •Cassette •Power Point presentations •Models •Transparencies •Guest speakers 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: -To do an independent research project -To create original audio and/or visual projects across the curriculum.

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					<ul style="list-style-type: none"> •Present visual and/ or auditory materials •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> - To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works I the arts. Theatre: -stage productions -read and write scripts -improvise -interpret a role -design sets -direct	The student will be able: <ul style="list-style-type: none"> • -To read, respond and reflect on a dramatic art form. • -To use the proper techniques of improvisation. • -To interpret a role in a literary or dramatic work. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/ editing •Student/teacher conferencing •Technology 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Cassette •Slide presentations •Power Point presentations •Anchor papers/ models •Guest speakers 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: -To do an independent research project -To create original audio and/or visual projects across the curriculum.

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C. Integrate and apply an advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> • Recognize, analyze and/or apply theatrical terms to class work. • Recognize, define and utilize specific vocals. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project To create original audio and/or visual projects across the curriculum.

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D. Demonstrate knowledge of at least two styles within each art form through a performance or exhibition of a unique work.	<ul style="list-style-type: none"> • Analyze and perform an original monologue or dialogue as they pertain to a specific art style. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: • To do an independent research project

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<p>E. Communicate a unifying theme or point of view through the production of works in the arts.</p>	<ul style="list-style-type: none"> •Read, respond, and reflect on a dramatic piece of literature. •Work in small groups to analyze and perform dramatic literary pieces. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Cassette •Slide presentations •Power Point presentations •Anchor models •Guest speakers 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Standardized tests •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original audio and/or visual projects across the curriculum.

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F. Explain works of others within each art form through performance or exhibition.	<ul style="list-style-type: none"> • To analyze and perform theatrical pieces utilizing a specific art form (i.e., melodrama, comedy, etc.) • Analyze and interpret a specified work through specific performance technique. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original audio and/or visual projects across the curriculum.

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G. Explain the function and benefits of rehearsal and practice sessions.	<ul style="list-style-type: none"> • Practice oral reading skills while reading drama or poetry. • Discuss various rehearsal techniques in small groups. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Magazine • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials.

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<p>H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.</p>	<ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/ electrical equipment. • Demonstrate how to work in selected physical space/ environments. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Cassette • Slide presentations • Power Point presentations • Anchor papers/ models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials.

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					<ul style="list-style-type: none"> •Present visual and/ or auditory materials •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> •Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

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I.1 Production, performance and exhibition of Dance, Music, Theatre and Visual Arts						
I. Know where arts events, performances and exhibitions occur and how to gain admission.	<ul style="list-style-type: none"> • Visit various theatrical and/or other art venues. • Explore cultural events locally in the various art forms. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Library • Supplemental materials • Novels • Videos • CD ROMs • Cassette • Slide presentations • Power Point presentations • Anchor models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials.

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

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					<ul style="list-style-type: none"> •Present visual and/ or auditory materials •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> •Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

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I.1 Production, performance and exhibition of Dance, Music, Theatre and Visual Arts						
J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> • Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies i.e., MIDI keyboards, internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design). 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials.

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

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					<ul style="list-style-type: none"> •Present visual and/ or auditory materials •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> •Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

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1.1 Production, performance and exhibition of Dance, Music, Theatre and Visual Arts						
K. Incorporate specific uses of traditional and contemporary technologies for furthering knowledge and understanding in the humanities.	<ul style="list-style-type: none"> • Create projects for presentations. • Explore a variety of ways to perform traditional and contemporary works. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials.

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

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<p>1.1 Production, performance and exhibition of Dance, Music, Theatre and Visual Arts</p>						
					<ul style="list-style-type: none"> •Present visual and/ or auditory materials Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> •Provide opportunities: -To do an independent research project -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

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1.2 Historical and Cultural Contexts						
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> • Read, analyze and interpret various monologues, dialogues and scenes. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

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<p>1.2 Historical and Cultural Contexts</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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ENGLISH CURRICULUM**

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1.2 Historical and Cultural Contexts						
B. Relate works in the arts chronologically to historical events.	<ul style="list-style-type: none"> • Trace an art form from its inception to modern day (i.e., pantomime, modern dance, etc.) • Use historical concepts to analyze art forms and/or projects (i.e., How the Civil War affected the theatre). 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/ models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

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ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

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<p>1.2 Historical and Cultural Contexts</p>						
<p>C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, etc.)</p>	<ul style="list-style-type: none"> • Read and analyze various art forms from a specific time period. (i.e., plays from ancient Greece) • Compare art forms from various time periods (i.e. compare Greek and Italian Theatre during Renaissance). 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

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**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

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1.2 Historical and Cultural Contexts						
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> • Read and analyze various art forms from a specific time period. (i.e., plays from ancient Greece) • Compare art forms from various time periods (i.e. compare Greek and Italian Theatre during Renaissance). 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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ENGLISH CURRICULUM**

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**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

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<p>1.2 Historical and Cultural Contexts</p>						
<p>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</p>	<ul style="list-style-type: none"> •Read a play from Japanese Kabuki Theatre and analyze its historical conception. •Discuss how a historical event shaped a theatrical concept (i.e., how the talking picture impacted Hollywood and moving making). 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Record •Cassette •Slide presentations •Power Point presentations •Anchor papers/models •Transparencies •Guest speakers 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Standardized tests •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: -To do an independent research project

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

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<p>1.2 Historical and Cultural Contexts</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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1.2 Historical and Cultural Contexts						
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	The student will be able to: -Recognize, define and utilize selected vocabulary from various time periods or societies that pertain to theatre.	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Outlining •Note taking •Small group instruction •Self-monitoring/editing •Technology •Library 	<ul style="list-style-type: none"> •Dictionary •Library •Supplemental materials •Plays •Videos •Filmstrips •CD ROMs •Power Point presentations •Transparencies 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Standardized tests •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original audio and/or visual projects across the curriculum. -To present to peers (dramatic reading, etc.)

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

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<p>1.2 Historical and Cultural Contexts</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Additional resources/ supplemental resources 	

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

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1.2 Historical and Cultural Contexts						
G. Relate works in the arts to geographic regions: -Africa -Asia- -Australia -Central America -Europe -North America -South America	The student will be able to: -Read and analyze plays, poems, or monologues from various cultures. -Recognize and share distinctive cultural characteristics. -Write to a PA artist to gain insights into his works.	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Slide presentations •Power Point presentations •Anchor papers/models •Transparencies •Guest speakers 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Standardized tests •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/ or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: -To do an independent research project

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ENGLISH CURRICULUM**

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<p>1.2 Historical and Cultural Contexts</p>						
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1.2 Historical and Cultural Contexts						
H. Identify, describe and analyze the works of Pennsylvania artists in dance, music, theatre and visual arts.	The student will be able to: -Read and analyze plays, poems, or monologues from various cultures. -Recognize and share distinctive cultural characteristics. -Write to a PA artist to gain insights into his works.	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Slide presentations •Power Point presentations •Anchor papers/models •Transparencies •Guest speakers 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Standardized tests •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/ or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: -To do an independent research project

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ENGLISH CURRICULUM**

GRADE 10 – 12 PERFORMING ARTS

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1.2 Historical and Cultural Contexts						
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts. (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).	The student will be able to: -Demonstrate performances that highlight or explain a particular philosophical belief (i.e., perform a lip synch highlighting a particular modern musical). -Express an understanding of cultural differences through creative and critical writing. -Perform a reader's theatre piece to practice the art of storytelling.	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/ editing •Technology •Library 	<ul style="list-style-type: none"> •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Slide presentations •Power Point presentations •Anchor papers/ models •Transparencies •Guest speakers 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Standardized tests •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: -To do an independent research project

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<p>1.2 Historical and Cultural Contexts</p>						
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<p>1.2 Historical and Cultural Contexts</p>						
<p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.</p>	<p>The student will be able to: -Demonstrate performances that highlight or explain a particular philosophical belief (i.e., perform a lip synch highlighting a particular modern musical). -Express an understanding of cultural differences through creative and critical writing. -Perform a reader's theatre piece to practice the art of storytelling.</p>	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/ editing •Technology •Library 	<ul style="list-style-type: none"> •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Slide presentations •Power Point presentations •Anchor papers/ models •Transparencies •Guest speakers 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Standardized tests •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: -To do an independent research project

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ENGLISH CURRICULUM**

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<p>1.2 Historical and Cultural Contexts</p>						
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ENGLISH CURRICULUM**

GRADES 10 - 12 PERFORMING ARTS

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1.2 Historical and Cultural Contexts						
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling, poetry, songs).	The student will be able to: -Demonstrate performances that highlight or explain a particular philosophical belief (i.e., perform a lip synch highlighting a particular modern musical). -Express an understanding of cultural differences through creative and critical writing. -Perform a reader's theatre piece to practice the art of storytelling.	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Technology •Library 	<ul style="list-style-type: none"> •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Slide presentations •Power Point presentations •Anchor papers/models •Transparencies •Guest speakers 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Standardized tests •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: -To do an independent research project

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ENGLISH CURRICULUM**

GRADE 10 - 12 PERFORMING ARTS

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ENGLISH CURRICULUM**

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1.2 Historical and Cultural Contexts						
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's <i>Appalachian Springs</i> and Millet's <i>The Gleaners</i>).	<ul style="list-style-type: none"> •Read, respond, and reflect on selected literary works, particularly drama. •Read and interpret a variety of theatrical genres. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<ul style="list-style-type: none"> •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Cassette presentations •Slide presentations •Power Point presentations •Anchor papers/models •Transparencies •Guest speakers 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Standardized tests •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: -To do an independent research project

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ENGLISH CURRICULUM**

GRADE 10 - 12 PERFORMING ARTS

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<p>1.2 Historical and Cultural Contexts</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 10 – 12 PERFORMING ARTS

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1.3 Critical Response						
A. Explain and apply the critical examination processes of works in the arts and humanities. <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments 	<ul style="list-style-type: none"> • Write a response to a dramatic piece of literature. • Compile a showcase portfolio of works in the arts. • Maintain a written performance journal highlighting individual strengths and weaknesses. • Use vocabulary of different cultures to interpret dramatic works. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/ or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project

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					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.3 Critical Response</p>						
<p>B. Determine and apply criteria to a person’s work and works of others in the arts (e.g., use visual scanning techniques to critique the student’s own use of sculptural space in comparison to Julio Gonzales’ use of space in <i>Woman Combing Her Hair</i>).</p>	<ul style="list-style-type: none"> • Write a response to a dramatic piece of literature. • Compile a showcase portfolio of works in the arts. • Maintain a written performance journal highlighting individual strengths and weaknesses. • Use vocabulary of different cultures to interpret dramatic works. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/ or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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<p>1.3 Critical Response</p>						
<p>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</p>	<ul style="list-style-type: none"> • Write a response to a dramatic piece of literature. • Compile a showcase portfolio of works in the arts. • Maintain a written performance journal highlighting individual strengths and weaknesses. • Use vocabulary of different cultures to interpret dramatic works. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/ or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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1.3 Critical Response						
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.	<ul style="list-style-type: none"> • Write a response to a dramatic piece of literature. • Compile a showcase portfolio of works in the arts. • Maintain a written performance journal highlighting individual strengths and weaknesses. • Use vocabulary of different cultures to interpret dramatic works. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/ or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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<p>1.3 Critical Response</p>						
<p>E. Examine and evaluate various types of critical analysis of works.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism 	<ul style="list-style-type: none"> • Write and share a variety of critiques for various art forms. • Watch and evaluate a theatrical work for dramatic content. • Read, respond, and reflect on a variety of art forms. • Orally present dramatic critiques for classroom presentation. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/ or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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<p>1.3 Critical Response</p>						
<p>F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p>	<ul style="list-style-type: none"> • Write and share a variety of critiques for various art forms. • Watch and evaluate a theatrical work for dramatic content. • Read, respond, and reflect on a variety of art forms. • Orally present dramatic critiques for classroom presentation. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/ or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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1.3 Critical Response						
G. Analyze works in the arts by referencing the judgments advanced by art critics as well as one’s own analysis and critique.	<ul style="list-style-type: none"> • Write and share a variety of critiques for various art forms. • Watch and evaluate a theatrical work for dramatic content. • Read, respond, and reflect on a variety of art forms. • Orally present dramatic critiques for classroom presentation. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/ or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.4 Aesthetic Response						
A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.	<ul style="list-style-type: none"> • Read, respond, and reflect on personal philosophies on original works. • Participate in a reflection circle and discuss the effects of the arts on individuals. • Express an understanding of various theatrical venues and their effect on the audience. • Recognize and share distinctive philosophical views of the arts. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/ or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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<p>1.4 Critical Response</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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1.4 Aesthetic Response						
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles’ 1938 broadcast, <i>War of the Worlds</i>).	<ul style="list-style-type: none"> • Read, respond, and reflect on personal philosophies on original works. • Participate in a reflection circle and discuss the effects of the arts on individuals. • Express an understanding of various theatrical venues and their effect on the audience. • Recognize and share distinctive philosophical views of the arts. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/ or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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1.4 Aesthetic Response						
C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).	<ul style="list-style-type: none"> • Read, respond, and reflect on personal philosophies on original works. • Participate in a reflection circle and discuss the effects of the arts on individuals. • Express an understanding of various theatrical venues and their effect on the audience. • Recognize and share distinctive philosophical views of the arts. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/ or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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1.4 Aesthetic Response						
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	<ul style="list-style-type: none"> • Read, respond, and reflect on personal philosophies on original works. • Participate in a reflection circle and discuss the effects of the arts on individuals. • Express an understanding of various theatrical venues and their effect on the audience. • Recognize and share distinctive philosophical views of the arts. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Anchor papers/models • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/ or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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