

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 9 THEATRE ORIENTATION

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.	<ul style="list-style-type: none"> ● Create original scenes using various theatrical elements. ● Design a set to illustrate a concept in a theatrical work. ● Practice movement and rhythm in a performance piece. 	<ul style="list-style-type: none"> ● Direct instruction ● Reciprocal teaching ● Modeling ● Discussion ● Outlining ● Note taking ● Peer review ● Brainstorming ● Journal writing ● Small group instruction ● Self-monitoring/editing ● Student/teacher conferencing ● Technology 	<ul style="list-style-type: none"> ● Library ● Supplemental materials ● Play scripts ● Videos ● CD ROMs ● 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. ● Peer review 	<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 create original audio and/or visual projects across the curriculum.

**WEST JEFFERSON HILLS SCHOOL DISTRICT
LANGUAGE ARTS CURRICULUM**

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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 •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<p>-To create original creative compositions, poems, plays, etc. -To present to peers (dramatic reading, etc.)</p>

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1.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts.						
B. Recognize know, use and demonstrate a variety of arts elements and principles to produce, review and revise original works in the arts.	<ul style="list-style-type: none"> • Discuss effective rehearsal processes for theatrical works. • React and write scripts according to pre-determined criteria. • Express an understanding of improvisational techniques through performance. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Slide presentations • Power Point presentations • Anchor papers/ models • Transparencies 	<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.

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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: <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>1.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts.</p>						
<p>C. Identify and use comprehensive vocabulary within each of the arts forms.</p>	<ul style="list-style-type: none"> ●Recognize, define and utilize selected vocabulary within the various art forms. ●Correctly use dictionary, thesaurus and online resources. 	<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 ●Small group instruction ●Self-monitoring/editing ●Technology 	<ul style="list-style-type: none"> ●Dictionary ●Thesaurus ●Library ●Supplemental materials ●Videos ●CD ROMs ●Power Point presentations ●Transparencies ●Guest speakers 	<ul style="list-style-type: none"> ●Teacher-made tests and quizzes ●Rubrics ●Student writing: narrative, creative, etc. ●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"> ●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 create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.

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<p>1.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts.</p>						
<p>D. Demonstrate knowledge of at least two styles within each art form through a performance or exhibition of a unique work.</p>	<ul style="list-style-type: none"> • Read, respond and reflect on a performance of an individual work. • Recognize and share distinctive differences between two contrasting styles. 	<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 	<ul style="list-style-type: none"> • Library • Supplemental materials • Novels • Videos • CD ROMs • Slide presentations • Power Point presentations • Anchor papers/models 	<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.

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1.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts.						
		<ul style="list-style-type: none"> • Library 			<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.)

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<p>1.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts.</p>						
<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 work of art. • Express an understanding through creative and critical writing pertaining to the arts. 	<ul style="list-style-type: none"> • Direct instruction • 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"> • Supplemental materials • Novels • Videos • CD ROMs • Slide presentations • Power Point presentations • 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.

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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: <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.)

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F. Explain works of others within each art form through performance or exhibition.	<ul style="list-style-type: none"> • Prepare and present an original work based on an art form. • Write an essay describing a particular work in the arts. 	<ul style="list-style-type: none"> • Direct instruction • 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"> • Library • Supplemental materials • Novels • Videos • CD ROMs • Slide presentations • Power Point presentations • 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 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>G. Explain the function and benefits of rehearsal and practice sessions.</p>	<ul style="list-style-type: none"> •Orally present information and moderate discussion. •Participate in a discussion circle focusing on rehearsal techniques. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Predicting •Outlining •Note taking •Peer review •Brainstorming •Journal writing •Small group instruction •Self-monitoring/editing 	<ul style="list-style-type: none"> •Supplemental materials •Videos •CD ROMs •Power Point presentations •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. •Provide more challenging materials. •Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.

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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 • Technology • Library 	<ul style="list-style-type: none"> • Supplemental materials • Novels • Videos • CD ROMs • Power Point presentations • 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. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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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 	

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<p>1.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts.</p>						
<p>I. Know where art events, performances and exhibitions occur and how to gain admission.</p>	<ul style="list-style-type: none"> • Express an understanding of the occurrence of cultural events in the community and city. • Critically analyze public documents for performance and exhibition events. 	<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"> • Magazine • Newspaper • Library • Supplemental materials • Videos • CD ROMs • Power Point presentations • 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. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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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 	

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1.1 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 I 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 (e.g., MIDI keyboards, internet design, computers, interactive technologies, audio/ sound 	<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 	<ul style="list-style-type: none"> • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Slide presentations • Power Point presentations • 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 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>1.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts.</p>						
	<p>equipment, board-mixer, video equipment, computerized lighting design).</p>	<ul style="list-style-type: none"> • Student/teacher conferencing • Technology • Library 			<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.)

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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"> ●Produce original presentations utilizing specific uses of technologies. ●Read, respond and reflect on drama. 	<ul style="list-style-type: none"> ●Direct instruction ●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"> ●Supplemental materials ●Novels ●Videos ●Filmstrips ●CD ROMs ●Slide presentations ●Power Point presentations ●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.

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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: <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.)

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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"> • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • 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 • 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 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>1.2 Historical and Cultural Contexts.</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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1.2 Historical and Cultural Contexts.						
B. Relate works I 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"> • Supplemental materials • Novels • Videos • CD ROMs • Slide presentations • Power Point presentations • 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 • 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 create original creative compositions, poems, plays, etc

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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>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 •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Slide presentations •Power Point presentations •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 •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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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 •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Slide presentations •Power Point presentations •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 •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>						
<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 movie 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 •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Slide presentations •Power Point presentations •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 •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**

GRADE 9 THEATRE ORIENTATION

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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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<p>1.2 Historical and Cultural Contexts.</p>						
<p>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>	<ul style="list-style-type: none"> •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 	<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 •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: -To do an independent research project -To create original audio and/or visual projects across the curriculum. -To present to peers (dramatic reading, etc.)

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

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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 •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Slide presentations •Power Point presentations •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 •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Provide more challenging materials. •Provide opportunities: -To do an independent research project -To create original audio and/or visual projects across the curriculum. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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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 	

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1.2 Historical and Cultural Contexts						
H. Identify, describe and analyze the work 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 •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Slide presentations •Power Point presentations •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. •Provide more challenging materials. •Provide opportunities: -To do an independent research project -To create original audio and/or visual projects across the curriculum. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.2 Historical and Cultural Contexts.</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 	

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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.	<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 • 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 • 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>						
					<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						
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.	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.	<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 •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 •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>						
					<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						
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 •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 •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>						
					<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>1.2 Historical and Cultural Contexts</p>						
<p>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>).</p>	<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 • Slide presentations • Power Point presentations • 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. • 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 create original creative compositions, poems, plays, etc.

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<p>1.2 Historical and Cultural Contexts</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 	<p>-To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)</p>

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<p>1.3 Critical Response</p>						
<p>A. Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments 	<ul style="list-style-type: none"> • Compare and contrast a critical analysis of two plays. • Analyze a monologue for its theatrical appeal. • Interpret a script for entertainment value. 	<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"> • Library • Supplemental materials • Novels • Videos • CD ROMs • Slide presentations • Power Point presentations • 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 • 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 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>						
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1.3 Critical Response						
<p>B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p>	<ul style="list-style-type: none"> • Express an understanding of Kabuki theatre through creative and critical writing. • Create projects demonstrating characteristics of Old English theatre. 	<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 • Technology • Library 	<ul style="list-style-type: none"> • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Slide presentations • Power Point presentations • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • 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. • 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 self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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1.3 Critical Response						
<p>C. Identify and classify styles, forms types and genre with in art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p>	<ul style="list-style-type: none"> ● Participate in a discussion about various dance forms. ● Read, respond, and reflect on various theatrical 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 ● Library 	<ul style="list-style-type: none"> ● Library ● Supplemental materials ● Novels ● Videos ● Filmstrips ● CD ROMs ● Slide presentations ● Power Point presentations ● 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 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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<p>1.3 Critical Response</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<p>-To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)</p>

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<p>1.3 Critical Response</p>						
<p>D. Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> •Contextual criticism •Formal criticism •Intuitive criticism 	<ul style="list-style-type: none"> •Write a formal criticism based on the movie <u>Singing in the Rain</u>. •Demonstrate knowledge of various types of criticism through oral presentation. 	<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"> •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. •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 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>E. Apply the process of criticism to identify characteristics among works in the arts.</p>	<ul style="list-style-type: none"> ● Compile a portfolio of various types of criticism. ● Write a criticism for a formal critique. 	<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"> ● Supplemental materials ● Novels ● Videos ● Filmstrips ● CD ROMs ● Slide presentations ● Power Point presentations ● 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 ● 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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<p>1.3 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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<p>1.3 Critical Response</p>						
<p>F. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic’s review and comparison of Alvin Ailey’s <i>Revelations</i> to Tchaikovsky’s <i>Swan Lake</i>).</p>	<ul style="list-style-type: none"> • Write a critical review for two contrasting works of art. • Read, respond and reflect on theatre of a particular time period. 	<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"> • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • 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 • 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>						
					<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>1.4 Aesthetic Response</p>						
<p>A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).</p>	<ul style="list-style-type: none"> • Discuss concepts of musical theatre versus individual's concept of musical theatre. • Write journal entries looking at the differences between old pantomime vs. modern pantomime. 	<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 • Record • 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 • 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 create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.

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<p>1.4 Aesthetic Response</p>						
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<p>1.4 Aesthetic Response</p>						
<p>B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a list serve or at an artist's website).</p>	<ul style="list-style-type: none"> • Debate philosophical opinions about an author. • Participate in a drama circle t discuss individual effects of artist's piece. 	<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 • 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 • 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 • 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 Types of Writing</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 Control						
C. Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of theatre in a performance of Andrew Lloyd Weber's <i>Cats</i>).	<ul style="list-style-type: none"> • Write a review concentrating the ambiance of theatre in a performance. 	<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"> • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • 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 • 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 create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.

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<p>1.4 Aesthetic Response</p>						
<p>D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia During Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).</p>	<ul style="list-style-type: none"> • Express an understanding through creative and critical writing. • Read, respond, and reflect on a variety of philosophical ideas generated by a particular dramatic script. 	<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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