

TMA 377D Curriculum Map Assignment

Becca, Emily, Pollyanna

SECTION 1:

- Grades and descriptions of ALL the classes for which you are developing curriculum. List what you know about these students—their passions, challenges, learning styles, backgrounds, etc. *10 points.*

Grades and Descriptions of all the classes:

4th Grade - Wasatch

There are 19 kids in this class. Out of all her classes this is the most misbehaved. They were really good during observation because the guest lecturer had great Classroom Management. We need to be on our game with our management if we want to make any progress with this class. It is very important that we spend the first few minutes of class doing Amelia's classroom warm up to help us have a good lesson. Some students have an IEP but they don't usually manifest themselves in these classes.

4th Grade - Canyon Crest

A bit of a larger class, no more than 25 kids. They are well behaved and do well with the hour time slot. They respond best to the classroom routine already established by Amelia. This class can usually fit in two lessons, with some adjustments, in their one hour in comparison to the other 4th grade group.

2nd Grade - Canyon Crest

This is a class of about 17 kids. They are also very well behaved. IEPs are not a big concern with this group. They do well and actively participate in all aspects of the lesson. The classroom routine is very important since she only sees these kids every other week. She has spent a lot of time getting them used to the routine and it would not be beneficial to break that routine now.

SECTION 2:

- **Some type of calendar** – this can be in grid form, or bullet form, but needs to indicate when/how long in the practicum you plan to cover certain curriculum in certain classes. This should include a general idea of what you will be doing each day, when units begin and end, etc. *10 points.*

4TH GRADE @ Wasatch - (45 min each)

UNIT 1

- **Becca (02/10) #1-** Drama Skills: Communication Through Facial Expression
- **Becca (02/24) #2-** Drama Skills: Communication Through Movement & Body Language
- **Becca & Pollyanna (03/02) #3-** Drama Skills: Communication Through Voice

UNIT 2

- **Pollyanna (03/09) #4-** Drama Integration: Diverse Cultures in UT "Launching a Character"
- ~~**Emily (03/16) #5-** Drama Integration: Latinos in UT~~ **SCHOOL CLOSED, COVID- 19**
- ~~**Becca (03/23) #6-** Drama Integration: Native Americans in UT~~ **SCHOOL CLOSED, COVID- 19**
- ~~**Emily (03/30) #7-** Drama Integration: Perform Multi-cultural Scenes~~ **SCHOOL CLOSED, COVID- 19**

4TH GRADE @ Canyon Crest - (1 hr each)

UNIT 1 (only 1 unit here, we only meet 3 times)

- ~~**Becca (02/12) #1-** Drama Skills: Communication Through Facial Expression~~ **CLASS CANCELLED, Guest Instructor, Observation Only.**
- **Emily (03/04) #2-** Drama Skills: Communication Through Movement & Body Language
- ~~**Pollyanna (03/18) #3-** Drama Skills: Communication Through Voice~~ **SCHOOL CLOSED, COVID- 19**

2ND GRADE - (45 min each)

UNIT 1

- **Becca & Emily (02/19) #1-** Drama Skills: Communication Through Facial Expression
- **Becca (02/26) #2-** Drama Skills: Communication Through Movement & Body Language

UNIT 2

- **Pollyanna (03/11) #3-** Drama Integration- Different Roles in Our Community- **SCHOOL CLOSED, COVID- 19**
- ~~**Pollyanna (03/25) #4-** Drama Integration- What is My Role in Our community?~~ **SCHOOL CLOSED, COVID- 19**

SECTION 3:

- **Unit Objectives** – these should be driven by UbD principles and focus on assessment. Please label the standards (theatre or non-theatre) your objectives are based on. *15 points.*
- **UbD Language.** For each unit of instruction please develop as much UbD language as possible in describing your curriculum, including, but not limited to: big ideas, essential questions, and enduring understandings. The UbD language in the national standards may inspire this written work, but you should develop your own language that is more specific and unique to the curriculum in your unit. *15 points.*

BIG IDEAS: Self-expression, empathy, **community**, telling stories (voice, movement, etc), teamwork, imagination, social skills, design, audience skills

ESSENTIAL QUESTIONS:

- What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
- Why are strong choices essential to interpreting a drama or theatre piece?

ENDURING UNDERSTANDINGS:

- Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
- Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

4TH GRADE - Unit 1 - Drama Skills

Students will demonstrate their understanding of the emotional connections between themselves and others by participating in scenes.

- **National Theatre Arts Standard-**
 - Cr3.1.4.b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.
 - Re7.1.4.a. Identify artistic choices made in a drama/theatre work through participation and observation.

4TH GRADE - Unit 2 - Drama - Social Studies Integration

Students will demonstrate their understanding of different cultures in Utah as they compare and contrast their own cultures to those within the communities.

- **National Theatre Arts Standard-**
 - Pr6.1.4.a. Share small-group drama/theatre work, with peers as audience.
 - Re7.1.4.a. Identify artistic choices made in a drama/theatre work through participation and observation.
 - Cn10.1.4.a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.
- **UT Core Social Studies Standard-**
 - 2.1.b. Explore points of view about life in Utah from a variety of cultural groups using primary source documents.

2ND GRADE - Unit 1 - Drama Skills

Students will demonstrate their understanding of the emotional connections between themselves and others as they interpret and present character emotions.

- **National Theatre Arts Standard-**
 - Pr4.1.2.b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).

2ND GRADE - Unit 2 - Drama - Social Studies Integration

Students will demonstrate their understanding of different roles in the community as they identify their own roles in a guided drama activity.

- **National Theatre Arts Standard-**
 - Re8.1.2.c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).
- **UT Core Social Studies Standard-**
 - 2.1.a. Describe characteristics of being a good citizen through the examples of historic figures and ordinary citizens.
 - 2.2.b. Demonstrate respect for the school and the school community.