

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Performance Art: Dance and Theatre

Course: Dance & Theatre Arts Grades 7-8

Alignment: 2020 NJSLS

BOE Born On: September 2022

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Introduction

The goal of this course is to help students generate an appreciation for theatre arts and dance. Learning Theatre Arts and Dance offers students a unique opportunity to develop critical academic skills in research, writing, movement, and public speaking while exploring themselves and the world in which they live. Core academic skill-building occurs in an active, creative, and fun learning environment.

Mission

River Dell's curricula are designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Students will develop skills through meaningful activities including writing short speeches, monologues, movement and scenes; learning and practicing the fundamentals of public presentation, performance and speaking; exploring the history of theatre/ dance and the important relationship between theatre, dance and society. In addition to skill development, students will learn the varied crafts of theatre; examine the principal roles of playwright, performer, director, and crew; study significant productions throughout history; play improv games; and performance.

Scope and Sequence

This introductory course touches on five main topics: dance, history of theatre, improvisation, scripted performance, and theatre criticism. Each area receives four to eight classes of focus for students to gain a basic understanding of all five areas pertaining to the subject.

Overall:

- Unit 1: Introduction to Dance (2 week)
- Unit 2: History of Theatre (1 week)
- Unit 3: Improvisation (2 weeks)
- Unit 4: Scripted Performance (2 weeks)
- Unit 5: Critiquing (2 weeks)
- *Student presentations (1 week)*

Students will at the appropriate developmental level:

Grades 7:

- Learn informal and formal products that express experiences, imagination, and ideas
- Develop informal and formal products that express experiences, imagination, and ideas

Grade 8:

- Demonstrate informal and formal products that express experiences, imagination, and ideas
- Produce informal and formal products that express experiences, imagination, and ideas

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change *(This will be modified based off of content)*

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit I: Introduction to Dance (2 Weeks)

Core Ideas	The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity through a process that includes Creating, Responding, Connecting, Performing.
Essential Questions	<ul style="list-style-type: none"> • Where do choreographers get ideas for dances? • What influences choice-making in creating choreography? • How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work? • How do dancers work with space, time, and energy to communicate artistic expression? • How is the body used as an instrument for technical and artistic expression? • What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance? • How is a dance understood and interpreted? • What criteria are used to evaluate dance? • How does dance deepen our understanding of ourselves, other knowledge, and events around us? • How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
Enduring Understanding	<ul style="list-style-type: none"> • Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. • The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers. • Choreographers analyze, evaluate, refine, and document their work to communicate meaning. • Space, time, and energy are basic elements of dance. • The way the body is developed, execution of movement and movement quality vary in different dance styles, genres, and traditions. • Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression. • Dance is perceived and analyzed to comprehend its meaning. • Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. • Criteria for evaluating dance vary across genres, styles, and cultures. • As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. • Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
Practice	Explore, Plan, Revise, Express, Embody, Execute, Present, Analyze, Interpret, Critique, Synthesize, Relate
Performance Expectations	<ul style="list-style-type: none"> • Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. • Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study. • Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices. • Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent. • Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent. • Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology. • Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space. • Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing. • Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization. • Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer. • Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body. • Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center, and non-vertical alignment. Maintain organization of the body while moving through space.

	<ul style="list-style-type: none"> • Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). • Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing. • Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. • Apply specific feedback in rehearsal to refine performance accuracy, consistency, and expressiveness. Clarify the execution of complex patterns, sequences, and formations. • Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance. • Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances. • Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent. • Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology. • Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology. • Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. • Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. • Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance. • Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
1.1.8.Cr1a 1.1.8.Cr1b 1.1.8.Cr2a 1.1.8.Cr2b 1.1.8.Cr3a 1.1.8.Cr3b 1.1.8.Pr4a 1.1.8.Pr4b 1.1.8.Pr4c 1.1.8.Pr5a 1.1.8.Pr5b 1.1.8.Pr5c 1.1.8.Pr5d 1.1.8.Pr5e 1.1.8.Pr6a 1.1.8.Pr6b 1.1.8.Pr6c 1.1.8.Pr6d 1.1.8.Re7a 1.1.8.Re7b 1.1.8.Re8a 1.1.8.Re9a 1.1.8.Cn10a 1.1.8.Cn10b	<ul style="list-style-type: none"> • Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. • Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study. • Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices. • Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent. 	<ul style="list-style-type: none"> • Teach different styles of dance learn vocabulary related to descriptive and technical dance terms, and research the connections between two dance styles. • Connect the dance sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections. • Create a document to highlight dances studied. Explain the technical demands of a style. • Learn social dances from various periods and compare and contrast traditional cultural dance styles shown by American or visiting dance companies. Choose from a “grab bag of countries,” and research the dances of the country chosen. • Reflect upon the emotional response to a dance and use expressive language to report experiences. • Explore works of Contemporary Tap and Modern choreographers and identify influences from other dance genres. 	<ul style="list-style-type: none"> • Ballet, jazz, tap, breakdancing, modern, the Charleston, and hip hop. • Music videos comparing Michael Jackson’s “Beat It” to <i>West Side Story</i>’s Jets vs. the Sharks • Michael Jackson’s “Beat It”: https://www.youtube.com/watch?v=oRdxUFDoQe0 “West Side Story” – <i>Jets vs. the Sharks</i>: https://www.youtube.com/watch?v=20myPs-E1I • Video clips of examples from different kinds of dance: Rumba, Foxtrot, Salsa, Merengue, Swing, Cha-Cha • “So You Think You Can Dance” – video clips of dances about “addiction,” “love/getting engaged,” “breaking up,” and “fighting illness.” • Dance About Addiction (Modern): https://www.youtube.com/watch?v=QZ-1cq8ibwg

<p>1.1.8.Cn11a 8.2.8.ITh.2</p>	<ul style="list-style-type: none"> • Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent. • Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology. • Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space. • Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing. • Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization. • Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer. • Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body. • Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center, and non-vertical alignment. Maintain organization of the body while moving through space. • Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). • Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice 	<p>Compare and contrast dances by various American choreographers.</p>	<ul style="list-style-type: none"> • Dance About Love/Getting Engaged (Hip Hop): • Dance About Breaking Up (Lyrical Hip Hop): https://www.youtube.com/watch?v=Peo0RAxYBzQ • Dance About Feeling Ill (Lyrical): https://www.youtube.com/watch?v=PXZwN3CEgXc • Video clips of styles from Savion Glover’s “Bring in Da Noise Bring in Da Funk,” Alvin Ailey’s “Sinner Man,” Martha Graham’s, “Appalachian Spring” and Bob Fosse’s “All That Jazz.” • Savion Glover’s “Bring in Da Noise Bring in Da Funk”: https://www.youtube.com/watch?v=0-2kUSSzKwI • Alvin Ailey’s “Sinner Man”: https://www.youtube.com/watch?v=iMlq4zDo2us • Martha Graham’s “Appalachian Spring”: https://www.youtube.com/watch?v=3KRuhwU1XM • Bob Fosse’s “All That Jazz” from <i>Chicago</i>: https://www.youtube.com/watch?v=IM9H1eYz-lc
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	<p>and repetition, breath control, body part initiation and body sequencing.</p> <ul style="list-style-type: none">• Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.• Apply specific feedback in rehearsal to refine performance accuracy, consistency, and expressiveness. Clarify the execution of complex patterns, sequences, and formations.• Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.• Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.• Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.• Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.• Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.• Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.• Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.		
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	<ul style="list-style-type: none"> Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance. Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate. 			
Key Vocabulary	Ballet, Jazz, Tap, Breakdancing, Modern, Charleston, Hip Hop, Lyrical, Technique, Style, Genre, Contemporary, Flap, Heel, First Position, Second Position, Third Position, Fourth Position, Fifth Position, Plie, Relevé, Dance Captain			
Evidence of Learning	<ul style="list-style-type: none"> Family Tree/Timeline Students will create a dance TikTok video of their choosing and share the videos as a part of a presentation. 			
Interdisciplinary Connections	ELA: NJSLSA.R4, NJSLSA.R5, NJSLSA.R6, RL.8.4, RL.8.7, RL.8.9 Physical Education & Health: 2.1.8.EH.1, 2.2.8.MSC.1, 2.2.8.MSC.4, 2.2.8.MSC.7			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> Students will learn cultural dances and about choreographers from different countries (African Dance, Spanish Dances, Dances originated in Asia) Use theatrical experiences to aid in the development of empathy, assist in challenging biases, and better understand differing perspectives and individual experiences. 			
Career Readiness, Life Literacies, and Key Skills	9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.			
Computer Science and Design Thinking	8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.			
Social Emotional Learning	<ul style="list-style-type: none"> Develop general self-awareness - Recognize one's personal traits, strengths, and limitations. Recognize the importance of self-confidence in handling daily tasks and challenges. Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve. Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. Develop, implement, and model effective problem-solving and critical thinking skills. Exercise self-management and personal time-management in project work. Accept and apply constructive criticism to one's work and the work of others. Explore the practice of design and ideation as a therapeutic process and practice. 			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> Provide translated notes and key vocabulary terms 	<ul style="list-style-type: none"> Display reminders 	<ul style="list-style-type: none"> Students are asked to come for extra help to review/retake assessment 	<ul style="list-style-type: none"> Provide students with extra problem sets that

	<ul style="list-style-type: none"> • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments /short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<p>and homework assignments</p> <ul style="list-style-type: none"> • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<p>challenge and involve higher level thinking</p> <ul style="list-style-type: none"> • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit II: History of Theatre (1 Week)	
Core Ideas	The arts infuse our lives with meaning on all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity through a process that includes; Creating, Responding, Connecting, Performing.
Essential Questions	<ul style="list-style-type: none"> • How do theatre artists use their imaginations and/or learned theatre skills to engage in creative exploration and inquiry? • How do theatre artists develop, transform, and edit their initial ideas? • How do theatre artists fully prepare a performance or design? • How do theatre artists use tools and techniques to communicate ideas and feelings?

	<ul style="list-style-type: none"> • What happens when theatre artists and audiences share creative experiences? • How do theatre artists comprehend the essence of drama processes and theatre experiences? • How can the same work of art communicate different messages to different people? • How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? • What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? • What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? 		
Enduring Understanding	<ul style="list-style-type: none"> • Theatre artists rely on intuition, curiosity, and critical inquiry. • Theatre artists work to discover diverse ways of communicating meaning. • Theatre artists develop personal processes and skills for a performance or design. • Theatre artists make artistic choices to convey meaning. • Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. • Theatre artists reflect to understand the impact of drama processes and theatre experiences. • Theatre artists' interpretations of drama/theatre work are influenced by subjective experiences and aesthetics. • Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. • Theatre artists allow awareness of interrelationships between self and others to inform their work. • As theatre is created and experienced, subjective experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. 		
Practice	Imagine, Envision, Plan, Construct, Evaluate, Clarify, Realize, Establish, Analyze, Examine, Discern, Incorporate, Affect, Expand		
Performance Expectations	<ul style="list-style-type: none"> • Explore, describe, and develop given circumstances of a scripted or improvised character in a theatrical work. • Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work. • Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work. • Use a variety of technical elements to create a design for a rehearsal or theatre production. • Examine how character relationships assist in telling the story of devised or scripted theatre work. • Describe and record personal reactions to artistic choices in a theatrical work. • Compare recorded personal and peer reactions to artistic choices in a theatrical work. • Investigate various critique methodologies and apply the knowledge to respond to a theatrical work. • Justify the aesthetic choices created through the use of production elements in a theatrical work. • Assess the impact of a theatrical work on a specific audience. • Analyze how personal experiences affect artistic choices in a theatrical work. • Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. • Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work. • Examine a community issue through multiple perspectives in a theatrical work. • Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced. • Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
1.4.8.Cr1c 1.4.8.Cr2a 1.4.8.Cr3c 1.4.8.Pr4b 1.4.8.Pr5a 1.4.8.Re7a 1.4.8.Re7b	<ul style="list-style-type: none"> • Explore, describe, and develop given circumstances of a scripted or improvised character in a theatrical work. • Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural 	<ul style="list-style-type: none"> • Show examples from history of the Greek Theater, Roman Theater and Medieval Theater and how they are used in present day. • Review the life, history, influence, and styles of William Shakespeare • Review History of Theatre 	<ul style="list-style-type: none"> • Video Clips of various performances related to historical and Shakespearean plays • The Life and Times of William Shakespeare: https://www.youtube.com/watch?v=gkOOX2iGsGA

<p>1.4.8.Re8a 1.4.8.Re8b 1.4.8.Re8c 1.4.8.Rea 1.4.8.Re9b 1.4.8.Re9c 1.4.8.Cn10a 1.4.8.Cn11a 1.4.8.Cn11b 8.2.8.I TH.2</p>	<p>context related to existing or developing original theatrical work.</p> <ul style="list-style-type: none"> • Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work. • Use a variety of technical elements to create a design for a rehearsal or theatre production. • Examine how character relationships assist in telling the story of devised or scripted theatre work. • Describe and record personal reactions to artistic choices in a theatrical work. • Compare recorded personal and peer reactions to artistic choices in a theatrical work. • Investigate various critique methodologies and apply the knowledge to respond to a theatrical work. • Justify the aesthetic choices created through the use of production elements in a theatrical work. • Assess the impact of a theatrical work on a specific audience. • Analyze how personal experiences affect artistic choices in a theatrical work. • Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. • Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work. • Examine a community issue through multiple perspectives in a theatrical work. • Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced. • Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work. 		<ul style="list-style-type: none"> • Kahoot, Gimkit, Jeopardy
<p>Key Vocabulary</p>	<p>Greek Theater, Roman Theater, Medieval Theatre, Iambic Pentameter, Soliloquy, Aside, Irony, Imagery, Symbolism, Prose, Groundlings</p>		
<p>Evidence of Learning</p>	<p>Quiz on History of Theatre</p>		
<p>Interdisciplinary Connections</p>	<p>ELA: NJLSA.R4, NJLSA.R5, NJLSA.R6, RL.8.4, RL.8.7, RL.8.9 Physical Education & Health: 2.1.8.EH.1, 2.2.8.MSC.1, 2.2.8.MSC.4, 2.2.8.MSC.7</p>		

Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> Students will learn about the theater and performance from the perspectives of diverse playwrights, directors, and performers. A variety of plays, monologues, and other performances (TV, comedy, Film) that include stories about diverse people and events will also be included. Use theatrical experiences to aid in the development of empathy, assist in challenging biases, and better understand differing perspectives and individual experiences.
Career Readiness, Life Literacies, and Key Skills	9.4.8.Cl.3: Examine challenges that may exist in the adoption of new ideas.
Computer Science and Design Thinking	8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose. 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
Social Emotional Learning	<ul style="list-style-type: none"> Develop general self-awareness - Recognize one's personal traits, strengths, and limitations. Recognize the importance of self-confidence in handling daily tasks and challenges. Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve. Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. Develop, implement, and model effective problem-solving and critical thinking skills. Exercise self-management and personal time-management in project work. Accept and apply constructive criticism to one's work and the work of others. Explore the practice of design and ideation as a therapeutic process and practice.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> Provide translated notes and key vocabulary terms Provide images of key vocabulary terms and concepts Word banks Bilingual dictionaries Assistive translator technology Sentence frames Simplified notes Reduced homework Simplified word problems Graphic organizers Matched sentences or procedures with pictures Alternative presentation options 	<ul style="list-style-type: none"> Display reminders Checklist of materials and tasks (printed out or digitally accessible) Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) Assistive technology (dictation, immersive reader, etc...) Flash cards Teacher notes Graphic organizer Clear parameters and student workspace Timer to monitor task and duration Study guides Guided notes 	<ul style="list-style-type: none"> Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Scaffolding assignments Chunking of materials Allow for errors Pre-teach materials Supply teacher demo Rephrase of questions and directions Visual cue or signs Small group assistance or collaboration 	<ul style="list-style-type: none"> Provide students with extra problem sets that challenge and involve higher level thinking Inquiry lead discussions and activities More complex tasks and projects Higher level questioning and techniques Student demoing and explanation Provide opportunities for students to set personal goals, keep records and monitor their own learning progress Multiple assessments given in different

	<ul style="list-style-type: none"> • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<p>domains, that showcase student interests, strengths, and needs</p> <ul style="list-style-type: none"> • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit III: Improvisation (2 Weeks)	
Core Ideas	The arts infuse our lives with meaning on all levels, generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity through a process that includes; Creating, Responding, Connecting, Performing.
Essential Questions	<ul style="list-style-type: none"> • What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? • How, when, and why do theatre artists' choices change? • How do theatre artists fully prepare a performance or design? • How do theatre artists use tools and techniques to communicate ideas and feelings? • What happens when theatre artists and audiences share creative experiences? • How can the same work of art communicate different messages to different people?
Enduring Understanding	<ul style="list-style-type: none"> • Theatre artists rely on intuition, curiosity, and critical inquiry. • Theatre artists work to discover diverse ways of communicating meaning. • Theatre artists refine their work and practice their craft through rehearsal. • Theatre artists develop personal processes and skills for a performance or design. • Theatre artists make choices to convey meaning. • Theatre artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience. • Theatre artists reflect to understand the impact of drama processes and theatre experiences. • Theatre artists allow awareness of interrelationships between self and others to inform their work.
Practice	Imagine, Envision, Plan, Construct, Evaluate, Clarify, Realize, Choose, Rehearse, Establish, Analyze, Share, Examine, Discern, Interpret, Incorporate, Affect, Expand

Performance Expectations	<ul style="list-style-type: none"> Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work. Explore, describe, and develop given circumstances of a scripted or improvised character in a theatrical work. Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work. Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices. Examine how character relationships assist in telling the story of devised or scripted theatre work. Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle. Perform a rehearsed theatrical work for an audience. Describe and record personal reactions to artistic choices in a theatrical work. Compare recorded personal and peer reactions to artistic choices in a theatrical work. Investigate various critique methodologies and apply the knowledge to respond to a theatrical work. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
1.4.8.Cr1a 1.4.8.Cr1c 1.4.8.Cr2b 1.4.8.Cr3c 1.4.8.Pr4a 1.4.8.Pr5a 1.4.8.Pr5b 1.4.8.Pr6a 1.4.8.Re7a 1.4.8.Re7b 1.4.8.Re8a 8.2.8.EC.1	<ul style="list-style-type: none"> Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work. Explore, describe, and develop given circumstances of a scripted or improvised character in a theatrical work. Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work. Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices. Examine how character relationships assist in telling the story of devised or scripted theatre work. Use various character objectives and tactics in a 	<ul style="list-style-type: none"> Introduce the “Rules of Improv” and connect it to everyday life. Show video clips of improv performance examples. Improv Games Review Rules of Improv 	<ul style="list-style-type: none"> The Four Rules of Improv: chrome-extension://efaidnbmnnnibpccajpcgiclfendmkaj/https://kicp-workshops.uchicago.edu/eo2014/pdf/Tina-Feys-rules-of-improv.pdf Sound Effects Game: https://www.youtube.com/watch?v=NkYJxDq3ZKg&list=PLfxmpwdFoyWL9dSiyLiMSiholTdqb5sht Party Quirks: https://www.youtube.com/watch?v=ccZFuBmVkJX0 “Word Association,” “Yes, and...,” “One Word Story,” “Park Bench,” “3 Line Scenes,” “Freeze Kahoot

	<p>theatre work to identify the conflict and overcome the obstacle.</p> <ul style="list-style-type: none"> • Perform a rehearsed theatrical work for an audience. • Describe and record personal reactions to artistic choices in a theatrical work. • Compare recorded personal and peer reactions to artistic choices in a theatrical work. • Investigate various critique methodologies and apply the knowledge to respond to a theatrical work. 			
Key Vocabulary	Improvisation, Rules of Improv, Comedy, Humor, Agreement, Conflict, Listening, Responding, Reflection, Sound Effect			
Evidence of Learning	Game: "Yes, and...", Artist Journal Entries			
Interdisciplinary Connections	<p>ELA: NJLSA.R4, NJLSA.R5, NJLSA.R6, RL.8.4, RL.8.7, RL.8.9</p> <p>Physical Education & Health: 2.1.8.EH.1, 2.2.8.MSC.1, 2.2.8.MSC.4, 2.2.8.MSC.7</p>			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • Students will learn about the theater and performance from the perspectives of diverse playwrights, directors, and performers. A variety of plays, monologues, and other performances (TV, comedy, Film) that include stories about diverse people and events will also be included. • Use theatrical experiences to aid in the development of empathy, assist in challenging biases, and better understand differing perspectives and individual experiences. 			
Career Readiness, Life Literacies, and Key Skills	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.			
Computer Science and Design Thinking	8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and lead to a new product.			
Social Emotional Learning	<ul style="list-style-type: none"> • Develop general self-awareness - Recognize one's personal traits, strengths, and limitations. • Recognize the importance of self-confidence in handling daily tasks and challenges. • Recognize the skills needed to establish and achieve personal and educational goals. • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve. • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. • Develop, implement, and model effective problem-solving and critical thinking skills. • Exercise self-management and personal time-management in project work. • Accept and apply constructive criticism to one's work and the work of others. • Explore the practice of design and ideation as a therapeutic process and practice. 			
Differentiation				
	ELL	Special Education	At Risk	Enrichment

Resources/Materials	(English Language Learners)			
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit IV: Scripted Performance (2 Weeks)

Core Ideas	The arts infuse our lives with meaning on all levels, generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity through a process that includes; Creating, Responding, Connecting, Performing.
Essential Questions	<ul style="list-style-type: none"> • What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? • How, when, and why do theatre artists' choices change? • How do theatre artists transform and edit their initial ideas? • How do theatre artists fully prepare a performance or design? • How do theatre artists use tools and techniques to communicate ideas and feelings? • What happens when theatre artists and audiences share creative experiences? • How do theatre artists comprehend the essence of drama processes and theatre experiences? • How can the same work of art communicate different messages to different people? • What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? • What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
Enduring Understanding	<ul style="list-style-type: none"> • Theatre artists rely on intuition, curiosity, and critical inquiry. • Theatre artists work to discover diverse ways of communicating meaning. • Theatre artists refine their work and practice their craft through rehearsal. • Theatre artists develop personal processes and skills for a performance or design. • Theatre artists make choices to convey meaning. • Theatre artists reflect to understand the impact of drama processes and theatre experiences. • Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. • Theatre artists' interpretations of drama/theatre work are influenced by subjective experiences and aesthetics. • Theatre artists allow awareness of interrelationships between self and others to inform their work. • As theatre is created and experienced, subjective experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.
Practice	Imagine, Envision, Plan, Construct, Evaluate, Clarify, Realize, Choose, Rehearse, Establish, Analyze, Share, Examine, Discern, Interpret, Incorporate, Affect, Expand
Performance Expectations	<ul style="list-style-type: none"> • Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work. • Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. • Explore, describe, and develop given circumstances of a scripted or improvised character in a theatrical work. • Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work. • Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. • Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance. • Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work. • Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work. • Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices. • Use a variety of technical elements to create a design for a rehearsal or theatre production. • Examine how character relationships assist in telling the story of devised or scripted theatre work. • Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle. • Perform a rehearsed theatrical work for an audience. • Describe and record personal reactions to artistic choices in a theatrical work.

	<ul style="list-style-type: none"> • Compare recorded personal and peer reactions to artistic choices in a theatrical work. • Investigate various critique methodologies and apply the knowledge to respond to a theatrical work. • Assess the impact of a theatrical work on a specific audience. • Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. • Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work. • Examine a community issue through multiple perspectives in a theatrical work. • Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
1.4.8.Cr1a 1.4.8.Cr1b 1.4.8.Cr1c 1.4.8.Cr2a 1.4.8.Cr2b 1.4.8.Cr3a 1.4.8.Cr3b 1.4.8.Cr3c 1.4.8.Pr4a 1.4.8.Pr4b 1.4.8.Pr5a 1.4.8.Pr5b 1.4.8.Pr6a 1.4.8.Re7a 1.4.8.Re7b 1.4.8.Re8a 1.4.8.Re8c 1.4.8.Re9b 1.4.8.Re9c 1.4.8.Cn10a 1.4.8.Cn11a 8.2.8.ITH.2	<ul style="list-style-type: none"> • Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work. • Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. • Explore, describe, and develop given circumstances of a scripted or improvised character in a theatrical work. • Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work. • Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. • Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance. • Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work. • Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work. • Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices. 	<ul style="list-style-type: none"> • Review acting terms • Explore Famous Broadway Shows • Pop culture character objectives and obstacles' script • Script Performance Worksheet 	<ul style="list-style-type: none"> • Teacher generated charts • Teacher generated Broadway show analysis • Variety of scenes and dialogue from different Broadway shows

	<ul style="list-style-type: none"> • Use a variety of technical elements to create a design for a rehearsal or theatre production. • Examine how character relationships assist in telling the story of devised or scripted theatre work. • Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle. • Perform a rehearsed theatrical work for an audience. • Describe and record personal reactions to artistic choices in a theatrical work. • Compare recorded personal and peer reactions to artistic choices in a theatrical work. • Investigate various critique methodologies and apply the knowledge to respond to a theatrical work. • Assess the impact of a theatrical work on a specific audience. • Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. • Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work. • Examine a community issue through multiple perspectives in a theatrical work. • Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced. 		
Key Vocabulary	Actor, Actress, Articulate, Audience, Auditorium, Balance the Stage, Cast, Character, Choreography, Chorus, Drama, Up Stage, Down Stage, Entrance, Enunciation, Exit, Finale, Myth, Narrator, Off Stage, Soliloquy, Monologue, Scene, Spectacle, Spike, Strike, Director, Producer, Choreographer, Playwright, Ensemble, Dancer, Background, Set Designer, Conductor, Orchestra, Musician		
Evidence of Learning	Artist Journal Entry, Student Life Playbill Creation, Scripted Performance Project		
Interdisciplinary Connections	ELA: NJLSA.R4, NJLSA.R5, NJLSA.R6, RL.8.4, RL.8.7, RL.8.9 Physical Education & Health: 2.1.8.EH.1, 2.2.8.MSC.1, 2.2.8.MSC.4, 2.2.8.MSC.7		
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • Students will learn about the theater and performance from the perspectives of diverse playwrights, directors, and performers. A variety of plays, monologues, and other performances (TV, comedy, Film) that include stories about diverse people and events will also be included. • Use theatrical experiences to aid in the development of empathy, assist in challenging biases, and better understand differing perspectives and individual experiences. 		

Career Readiness, Life Literacies, and Key Skills	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
Computer Science and Design Thinking	8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.
Social Emotional Learning	<ul style="list-style-type: none"> • Develop general self-awareness - Recognize one's personal traits, strengths, and limitations. • Recognize the importance of self-confidence in handling daily tasks and challenges. • Recognize the skills needed to establish and achieve personal and educational goals. • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve. • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. • Develop, implement, and model effective problem-solving and critical thinking skills. • Exercise self-management and personal time-management in project work. • Accept and apply constructive criticism to one's work and the work of others. • Explore the practice of design and ideation as a therapeutic process and practice.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking and activities • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting

	<ul style="list-style-type: none"> • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit V: Critiquing (2 Weeks)	
Core Ideas	The arts infuse our lives with meaning on all levels, generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity through a process that includes; Creating, Responding, Connecting, Performing.
Essential Questions	<ul style="list-style-type: none"> • What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? • How, when, and why do theatre artists' choices change? • How do theatre artists fully prepare a performance or design? • What happens when theatre artists and audiences share creative experiences? • How do theatre artists comprehend the essence of drama processes and theatre experiences? • How can the same work of art communicate different messages to different people? • How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? • What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? • What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
Enduring Understanding	<ul style="list-style-type: none"> • Theatre artists rely on intuition, curiosity, and critical inquiry. • Theatre artists work to discover different ways of communicating meaning. • Theatre artists make choices to convey meaning. • Theatre artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience. • Theatre artists reflect to understand the impact of drama processes and theatre experiences. • Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. • Theatre artists allow awareness of interrelationships between self and others to inform their work. • As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.
Practice	Imagine, Envision, Evaluate, Clarify, Realize, Establish, Analyze, Share, Examine, Discern, Interpret, Critique, Incorporate, Affect, Expand
Performance Expectations	<ul style="list-style-type: none"> • Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work. • Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. • Explore, describe, and develop given circumstances of a scripted or improvised character in a theatrical work. • Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

	<ul style="list-style-type: none"> Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work. Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work. Use a variety of technical elements to create a design for a rehearsal or theatre production. Examine how character relationships assist in telling the story of devised or scripted theatre work. Perform a rehearsed theatrical work for an audience. Describe and record personal reactions to artistic choices in a theatrical work. Compare recorded personal and peer reactions to artistic choices in a theatrical work. Investigate various critique methodologies and apply the knowledge to respond to a theatrical work. Justify the aesthetic choices created through the use of production elements in a theatrical work. Assess the impact of a theatrical work on a specific audience. Analyze how subjective experiences affect artistic choices in a theatrical work. Identify and interpret how diverse cultural perspectives influence the evaluation of theatrical work. Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work. Examine a community issue through multiple perspectives in a theatrical work. Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced. Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
1.4.8.Cr1a 1.4.8.Cr1b 1.4.8.Cr1c 1.4.8.Cr2a 1.4.8.Cr2b 1.4.8.Cr3a 1.4.8.Cr3b 1.4.8.Cr3c 1.4.8.Pr4b 1.4.8.Pr5a 1.4.8.Pr6a 1.4.8.Re7a 1.4.8.Re7b 1.4.8.Re8a 1.4.8.Re8b 1.4.8.Re8c 1.4.8.Rea 1.4.8.Re9b 1.4.8.Re9c 1.4.8.Cn10a 1.4.8.Cn11a 1.4.8.Cn11b 8.2.8.NT.2	<ul style="list-style-type: none"> Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work. Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. Explore, describe, and develop given circumstances of a scripted or improvised character in a theatrical work. Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work. Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. Demonstrate focus and concentration in the rehearsal process by analyzing 	<ul style="list-style-type: none"> <i>Explore Freytag's Pyramid</i> Students will learn multiple formats to Writing several types of Reviews depending on the medium. 	<ul style="list-style-type: none"> Video Clips Groupwork Sample Reviews

	<p>and refining choices in a devised or scripted theatre performance.</p> <ul style="list-style-type: none">• Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.• Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.• Use a variety of technical elements to create a design for a rehearsal or theatre production.• Examine how character relationships assist in telling the story of devised or scripted theatre work.• Perform a rehearsed theatrical work for an audience.• Describe and record personal reactions to artistic choices in a theatrical work.• Compare recorded personal and peer reactions to artistic choices in a theatrical work.• Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.• Justify the aesthetic choices created through the use of production elements in a theatrical work.• Assess the impact of a theatrical work on a specific audience.• Analyze how personal experiences affect artistic choices in a theatrical work.• Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.• Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.• Examine a community issue through multiple perspectives in a theatrical work.• Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.		
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	<ul style="list-style-type: none"> Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work. 			
Key Vocabulary	Freytag's Pyramid, Exposition, Rising Action, Climax, Falling Action, Resolution, Story, Critique, Review, Plot, Recommendation,			
Evidence of Learning	Artist Journal Entry, Written Critiques of Various Mediums			
Interdisciplinary Connections	ELA: NJLSA.R4, NJLSA.R5, NJLSA.R6, RL.8.4, RL.8.7, RL.8.9 Physical Education & Health: 2.1.8.EH.1, 2.2.8.MSC.1, 2.2.8.MSC.4, 2.2.8.MSC.7			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> Students will learn about the theater and performance from the perspectives of diverse playwrights, directors, and performers. A variety of plays, monologues, and other performances (TV, comedy, Film) that include stories about diverse people and events will also be included. Use theatrical experiences to aid in the development of empathy, assist in challenging biases, and better understand differing perspectives and individual experiences. 			
Career Readiness, Life Literacies, and Key Skills	9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.			
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.			
Social Emotional Learning	<ul style="list-style-type: none"> Develop general self-awareness - Recognize one's personal traits, strengths, and limitations. Recognize the importance of self-confidence in handling daily tasks and challenges. Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve. Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. Develop, implement, and model effective problem-solving and critical thinking skills. Exercise self-management and personal time-management in project work. Accept and apply constructive criticism to one's work and the work of others. Explore the practice of design and ideation as a therapeutic process and practice. 			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> Provide translated notes and key vocabulary terms Provide images of key vocabulary terms and concepts Word banks Bilingual dictionaries 	<ul style="list-style-type: none"> Display reminders Checklist of materials and tasks (printed out or digitally accessible) Timelines and Calendar for benchmark goals for assignments/assessme 	<ul style="list-style-type: none"> Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments 	<ul style="list-style-type: none"> Provide students with extra problem sets that challenge and involve higher level thinking Inquiry lead discussions and activities

	<ul style="list-style-type: none"> • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<p>nts/short-term goals (Planner Microsoft)</p> <ul style="list-style-type: none"> • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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