

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: English

Course: Drama

Alignment: 2020 NJSLS

BOE Born On: September 2022

Authored by

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Introduction

The goal of this course is to help students generate an appreciation for the dramatic arts and an understanding as to why it is important to learn about theatre. Learning the Theatre and Dramatic Arts offers students a unique opportunity to develop critical academic skills in research, writing, and performing while exploring themselves and the world in which they live within the singular world of theatre. 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, and scenes; learning and practicing the fundamentals of public presentation and speaking; exploring the history of theatre and the important relationship between theatre and society. In addition to skill development, students 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 six main topics that include history of theatre, directing and technical production, improvisation, scripted performance, and theatre criticism. Through creative, hands-on projects, students will explore this collaborative performance art form which combines words, voice, movement and visual elements to express meaning.

Overall:

- Unit 1: Rudiments of the Theatre (2 weeks)
- Unit 2: Building a Character (2 weeks)
- Unit 3: Oral Interpretation (6 weeks)
- Unit 4: Scripted Monologue & Scene Study (8 weeks)
- Unit 5: Performance Presentations (2 weeks)

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, vivisect, 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 (NJSLS-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: Rudiments of the Theatre (2 Weeks)

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| 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"> • 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? • What happens when theatre artists use their imaginations and/or learned theatre skills while engaging 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? • 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 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 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 combine to interpret meaning and analyze the way in which the world may be understood. | | |
| Practice | Imagine, Envision, Plan, Clarify, Realize, Choose, Examine, Interpret, 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 |

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| <p>1.4.12prof.Cr1a 1.4.12prof.Cr1b 1.4.12prof.Cr1c 1.4.12prof2.Cr2a 1.4.12prof.Cr2b 1.4.12prof.Cr3a 1.4.12prof.Cr3b 1.4.12prof.Cr3c 1.4.12prof.Pr4a 1.4.12prof.Pr4b 1.4.12prof.Pr5a 1.4.12prof.Pr5b 1.4.12prof.Pr6a 1.4.12prof.Re7a 1.4.12prof.Re7b 1.4.12prof.Re8a 1.4.12prof.Re8b 1.4.12prof.Re8c 1.4.12prof.Re9a 1.4.12prof.Re9b 1.4.12prof.Re9c 1.4.12prof.Cn10a 1.4.12prof.Cn11a 1.4.12prof.Cn11b</p> | <ul style="list-style-type: none"> • Research to construct ideas about the visual composition of devised or scripted theatre work • Explore the impact of technology on design choices in devised or scripted theatre work. • Use script analysis to generate ideas about a character that is believable and authentic. • Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work. • Understand and apply technology to design choices for devised or scripted theatre work. • Use personal experiences and knowledge to develop a character that is believable and authentic. • Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. • Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles. • Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work. • Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work. • Use script analysis to inform choices impacting the believability and authenticity of a character. • Practice devised or scripted theatre work using theatrical staging conventions. • Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work. • Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work. • Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions. • Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work. • Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance. • Use technical elements to increase the impact of design for a theatre production. • Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance. • Apply theatrical elements and research to create a design that communicates the concept of a theatre production. | <ul style="list-style-type: none"> • Show examples from history of the Greek Theatre, Roman Theatre and Medieval Theatre and how they have deloped into the conventions used in the present day. • Review history of the theatre including the life, story, influence, and styles of playwrights throughout history including ancient Greeks and Romans, Renaissance and Restoration writers, as well as contemporaty playwrights. • Introduction to mime techniques and acting without props, costumes, sets and scripts. • Establishing environments (physical, character, environment, thematic). • Whoosh – Zap – Boing | <ul style="list-style-type: none"> • Video Clips of various performances related to historical plays including Shakespeare, Sophocles, Moliere and and contemporary plays. • Oedipus Rex: https://www.youtube.com/watch?v=MRxDVhCQwPM • Five versions of “To be or not to be.” (Richard Burton, Kenneth Branagh, Mel Gibson, Derek Jacobi, Kevin Kline, Laurence Olivier): 9 Hamlets: https://www.youtube.com/watch?v=qjC3oISKVhI • The Life and Times of William Shakespeare: https://www.youtube.com/watch?v=qkOOX2iGsGA • <i>The Empty Space</i> by Peter Brook (chosen sections) |
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- Identify and explore different pacing options per character to better communicate the story in a theatre work.
- Explore and discover character choices using given circumstances in devised or scripted theatre work.
- Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
- Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.
- Perform devised or scripted theatre work for a specific audience.
- Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
- Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
- Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
- Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
- Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
- Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.
- Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
- Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
- Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.

| | <ul style="list-style-type: none"> • Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work. • Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. • Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work. • Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding. • Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. • Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work. • Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs. • Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work. • Use basic research methods to better understand the social and cultural background of devised or scripted theatre work. • Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works. • Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work. | | | | | | | | |
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| Key Vocabulary | Role and character, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood and atmosphere | | | | | | | | |
| Evidence of Learning | <table border="1"> <thead> <tr> <th data-bbox="493 1040 997 1084">Proficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="493 1084 997 1477"> <ul style="list-style-type: none"> • Research to construct ideas about the visual composition of devised or scripted theatre work. • Explore the impact of technology on design choices in devised or scripted theatre work. • Use script analysis to generate ideas about a character that is believable and authentic. • Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. • Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles. • Use script analysis to inform choices impacting the believability and authenticity of a character. </td> </tr> </tbody> </table> | Proficient | <ul style="list-style-type: none"> • Research to construct ideas about the visual composition of devised or scripted theatre work. • Explore the impact of technology on design choices in devised or scripted theatre work. • Use script analysis to generate ideas about a character that is believable and authentic. • Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. • Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles. • Use script analysis to inform choices impacting the believability and authenticity of a character. | <table border="1"> <thead> <tr> <th data-bbox="997 1040 1501 1084">Accomplished</th> </tr> </thead> <tbody> <tr> <td data-bbox="997 1084 1501 1477"> <ul style="list-style-type: none"> • Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work. • Understand and apply technology to design choices for devised or scripted theatre work. • Use personal experiences and knowledge to develop a character that is believable and authentic. • Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work. • Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work. </td> </tr> </tbody> </table> | Accomplished | <ul style="list-style-type: none"> • Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work. • Understand and apply technology to design choices for devised or scripted theatre work. • Use personal experiences and knowledge to develop a character that is believable and authentic. • Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work. • Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work. | <table border="1"> <thead> <tr> <th data-bbox="1501 1040 2003 1084">Advanced</th> </tr> </thead> <tbody> <tr> <td data-bbox="1501 1084 2003 1477"> <ul style="list-style-type: none"> • Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work. • Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology. • Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic. • Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work. • Collaborate as a creative team to make original artistic choices in devised or scripted theatre work. </td> </tr> </tbody> </table> | Advanced | <ul style="list-style-type: none"> • Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work. • Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology. • Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic. • Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work. • Collaborate as a creative team to make original artistic choices in devised or scripted theatre work. |
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- Practice devised or scripted theatre work using theatrical staging conventions.
- Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.
- Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
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- Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
- Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
- Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
- Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
- Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.
- Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.

- Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
- Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
- Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
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- Apply theatrical elements and research to create a design that communicates the concept of a theatre production.
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- Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations
- Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
- Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.
- Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding.
- Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.

- Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.
- Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.
- Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.
- Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
- Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
- Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
- Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work
- Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
- Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
- Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
- Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
- Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
- Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
- Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
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| | | <ul style="list-style-type: none"> Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs. Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works. Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work. | <ul style="list-style-type: none"> Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work. Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives. Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems. Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research. |
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| Interdisciplinary Connections | NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | |
| Diversity, Equity, & Inclusion | <ul style="list-style-type: none"> Students will learn about the theatre 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. | | |
| Computer Science and Design Thinking | 8.1.12.IC.1 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. | | |

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| Career Readiness, Life Literacies, and Key Skills | <p>9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p> |
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| 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. |
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Differentiation

| Resources/Materials | ELL (English Language Learners) | Special Education | At Risk | Enrichment |
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| | <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 II: Building a Character (2 Weeks)

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| 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? • 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 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 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, 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. • 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. • 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. • 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. | | |
| NJ Standards | Student Learning Objectives | Suggested Tasks/Activities | Resources/Materials |
| 1.4.12prof.Cr1a 1.4.12prof.Cr1b 1.4.12prof.Cr1c 1.4.12prof2.Cr2a 1.4.12prof.Cr2b 1.4.12prof.Cr3a 1.4.12prof.Cr3b 1.4.12prof.Cr3c 1.4.12prof.Pr4a 1.4.12prof.Pr4b 1.4.12prof.Pr5a 1.4.12prof.Pr5b 1.4.12prof.Pr6a 1.4.12prof.Re7a 1.4.12prof.Re7b | <ul style="list-style-type: none"> • Research to construct ideas about the visual composition of devised or scripted theatre work. • Explore the impact of technology on design choices in devised or scripted theatre work. • Use script analysis to generate ideas about a character that is believable and authentic. • Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. • Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles. • Use script analysis to inform choices impacting the believability and authenticity of a character. | <ul style="list-style-type: none"> • Establishing an environment exercise • Establishing age exercise • Physical relationship workshop • Establishing a character spine • Introduce the rules of improvisation and connect it to everyday life. • Improv Games (single, duet, group) | <ul style="list-style-type: none"> • Acting exercises including drilling dialogue, variation, emotional volleyball, emotional change: https://theactorsplace.org/acting-exercises/ • <i>The Empty Space</i> by Peter Brook (chosen sections): https://www.youtube.com/watch?v=eC5CLkNgNEE • <i>Art of Acting</i> by Stella Adler (chosen sections): https://www.youtube.com/watch?v=4Yo4BLH87YY |

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| <p>1.4.12prof.Re8a 1.4.12prof.Re8b 1.4.12prof.Re8c 1.4.12prof.Re9a 1.4.12prof.Re9b 1.4.12prof.Re9c 1.4.12prof.Cn10a 1.4.12prof.Cn11a 1.4.12prof.Cn11b</p> | <ul style="list-style-type: none"> • Practice devised or scripted theatre work using theatrical staging conventions. • Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work. • Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance. • Use technical elements to increase the impact of design for a theatre production. • Identify and explore different pacing options per character to better communicate the story in a theatre work. • Explore and discover character choices using given circumstances in devised or scripted theatre work. • Perform devised or scripted theatre work for a specific audience. • Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique. • Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions. • Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context. • Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline • Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience • Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works. • Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work. • Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. • Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work. • Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work. | | |
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| | <ul style="list-style-type: none"> Use basic research methods to better understand the social and cultural background of devised or scripted theatre work. | | | | | | | | |
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| Key Vocabulary | Greek Theatre, Roman Theatre, Medieval Theatre, Iambic Pentameter, Soliloquy, Aside, Irony, Imagery, Symbolism, Prose, Groundlings | | | | | | | | |
| Evidence of Learning | <table border="1"> <thead> <tr> <th data-bbox="405 220 938 256">Proficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 256 938 1469"> <ul style="list-style-type: none"> Research to construct ideas about the visual composition of devised or scripted theatre work. Explore the impact of technology on design choices in devised or scripted theatre work. Use script analysis to generate ideas about a character that is believable and authentic. Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles. Use script analysis to inform choices impacting the believability and authenticity of a character. Practice devised or scripted theatre work using theatrical staging conventions. 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| | <p>by considering its specific purpose or intended audience</p> <ul style="list-style-type: none"> Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works. Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work. Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work. Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work. Use basic research methods to better understand the social and cultural background of devised or scripted theatre work. | <ul style="list-style-type: none"> Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience. Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work. Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding. Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs. Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works. Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work. | <p>might be used to influence future artistic choices of devised or scripted theatre work.</p> <ul style="list-style-type: none"> Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work. Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices. Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work. Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work. Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives. Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems. Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research. |
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| Interdisciplinary Connections | NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | |
| Diversity, Equity, & Inclusion | <ul style="list-style-type: none"> Students will learn about the theatre 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. | | | |
| Computer Science and Design Thinking | 8.1.12.IC.1 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. | | | |
| Career Readiness, Life Literacies, and Key Skills | 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition | | | |
| 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. | | | |
| Differentiation | | | | |
| Resources/Materials | ELL (English Language Learners) | Special Education | At Risk | Enrichment |

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| | <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 |
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| Unit III: Oral Interpretation (6 Weeks) | |
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| 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. |

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| Practice | Imagine, Envision, Plan, Construct, Evaluate, Clarify, Choose, Rehearse, Share, Examine, 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 work of poetry, prose and theatre for an audience. Describe and record personal reactions to artistic choices in literary and theatrical works. 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 |
| 1.4.12prof.Cr1a 1.4.12prof.Cr1b 1.4.12prof.Cr1c 1.4.12prof2.Cr2a 1.4.12prof.Cr2b 1.4.12prof.Cr3a 1.4.12prof.Cr3b 1.4.12prof.Cr3c 1.4.12prof.Pr4a 1.4.12prof.Pr4b 1.4.12prof.Pr5a 1.4.12prof.Pr5b 1.4.12prof.Pr6a 1.4.12prof.Re7a 1.4.12prof.Re7b 1.4.12prof.Re8a 1.4.12prof.Re8b 1.4.12prof.Re8c 1.4.12prof.Re9a 1.4.12prof.Re9b 1.4.12prof.Re9c 1.4.12prof.Cn10a 1.4.12prof.Cn11a 1.4.12prof.Cn11b | <ul style="list-style-type: none"> Research to construct ideas about the visual composition of devised or scripted theatre work. Explore the impact of technology on design choices in devised or scripted theatre work. Use script analysis to generate ideas about a character that is believable and authentic. Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles. Use script analysis to inform choices impacting the believability and authenticity of a character. Practice devised or scripted theatre work using theatrical staging conventions. Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work. Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance. Use technical elements to increase the impact of design for a theatre production. Identify and explore different pacing options per character to better communicate the story in a theatre work. Explore and discover character choices using given circumstances in devised or scripted theatre work. Perform devised or scripted theatre work for a specific audience. Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique. Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions. | <ul style="list-style-type: none"> Introduce the concepts of Locus and Focus Introduce Readers Theatre Man on the Bus exercise Mnemonics exercise The Chair exercise Machine of emotions exercise Role model exercise Vocal variation and character explorations Role playing exercises Exploration of poetry, prose and dramatic texts Presentations of oral interpretation | <ul style="list-style-type: none"> <i>Oral Interpretation</i> by Timothy Gura <i>150 Acting Scenes</i> by Vin Morreale, Jr. <i>Short Scenes for Auditions & Acting Class</i> by Frank Catalano Teacher Generated published works of poetry, prose and drama Frank Galati on Adapting Fiction for the Stage: https://www.youtube.com/watch?v=8LHht1KFSC |

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| | <ul style="list-style-type: none"> • Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context. • Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline • Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience • Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works. • Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work. • Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. • Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work. • Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work. • Use basic research methods to better understand the social and cultural background of devised or scripted theatre work. | | |
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| Key Vocabulary | Improvisation, Rules of Improv, Comedy, Humor, Agreement, Conflict, Listening, Responding, Reflection, Sound Effect |
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| Evidence of Learning | Proficient | Accomplished | Advanced |
| | <ul style="list-style-type: none"> • Research to construct ideas about the visual composition of devised or scripted theatre work. • Explore the impact of technology on design choices in devised or scripted theatre work. • Use script analysis to generate ideas about a character that is believable and authentic. • Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. • Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles. • Use script analysis to inform choices impacting the believability and authenticity of a character. • Practice devised or scripted theatre work using theatrical staging conventions. • Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work. | <ul style="list-style-type: none"> • Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work. • Understand and apply technology to design choices for devised or scripted theatre work. • Use personal experiences and knowledge to develop a character that is believable and authentic. • Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work. • Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work. • Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work. | <ul style="list-style-type: none"> • Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work. • Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology. • Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic. • Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work. • Collaborate as a creative team to make original artistic choices in devised or scripted theatre work. • Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work. |

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| | <ul style="list-style-type: none"> • Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance. • Use technical elements to increase the impact of design for a theatre production. • Identify and explore different pacing options per character to better communicate the story in a theatre work. • Explore and discover character choices using given circumstances in devised or scripted theatre work. • Perform devised or scripted theatre work for a specific audience. • Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique. • Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions. • Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context. • Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline • Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience • Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works. • Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work. • Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. • Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work. • Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work. • Use basic research methods to better understand the social and cultural background of devised or scripted theatre work. | <ul style="list-style-type: none"> • Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions. • Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work. • Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance. • Apply theatrical elements and research to create a design that communicates the concept of a theatre production. • Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work. • Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work. • Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience. • Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices. • Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work. • Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria • Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations • Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience. • Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work. • Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding. • Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. • Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs. • Integrate conventions and knowledge from different art forms and other disciplines to | <ul style="list-style-type: none"> • Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions. • Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work. • Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance. • Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production. • Experiment with various acting techniques as an approach to character development in devised or scripted theatre work. • Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work • Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg. • Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work. • Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work. • Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices. • Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work. • Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences. • Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work. • Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work. • Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work. |
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| | | <p>examine cross-cultural devised or scripted theatre works.</p> <ul style="list-style-type: none"> Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work. | <ul style="list-style-type: none"> Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives. Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems. Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research. |
| | 1.4.12prof.Cr1a 1.4.12prof.Cr1b 1.4.12prof.Cr1c 1.4.12prof2.Cr2a 1.4.12prof.Cr2b 1.4.12prof.Cr3a 1.4.12prof.Cr3b 1.4.12prof.Cr3c 1.4.12prof.Pr4a 1.4.12prof.Pr4b 1.4.12prof.Pr5a 1.4.12prof.Pr5b 1.4.12prof.Pr6a 1.4.12prof.Re7a 1.4.12prof.Re7b 1.4.12prof.Re8a 1.4.12prof.Re8b 1.4.12prof.Re8c 1.4.12prof.Re9a 1.4.12prof.Re9b 1.4.12prof.Re9c 1.4.12prof.Cn10a 1.4.12prof.Cn11a 1.4.12prof.Cn11b | 1.4.12acc.Cr1a 1.4.12acc.Cr1b 1.4.12acc.Cr1c 1.4.12acc.Cr2a 1.4.12acc.Cr2b 1.4.12acc.Cr3a 1.4.12acc.Cr3b 1.4.12acc.Cr3c 1.4.12acc.Pr4a 1.4.12acc.Pr4b 1.4.12acc.Pr5b 1.4.12acc.Pr6a 1.4.12acc.Re7a 1.4.12acc.Re7b 1.4.12acc.Re8a 1.4.12acc.Re8b 1.4.12acc.Re8c 1.4.12acc.Re9a 1.4.12acc.Re9b 1.4.12acc.Re9c 1.4.12acc.Cn10a 1.4.12acc.Cn11a 1.4.12acc.Cn11b | 1.4.12adv.Cr1a 1.4.12adv.Cr1b 1.4.12adv.Cr1c 1.4.12adv.Cr2a 1.4.12adv.Cr2b 1.4.12adv.Cr3a 1.4.12adv.Cr3b 1.4.12adv.Cr3c 1.4.12adv.Pr4a 1.4.12adv.Pr4b 1.4.12adv.Pr5a 1.4.12adv.Pr5b 1.4.12adv.Pr6a 1.4.12adv.Re7a 1.4.12adv.Re7b 1.4.12adv.Re8a 1.4.12adv.Re8b 1.4.12adv.Re8c 1.4.12adv.Re9a 1.4.12adv.Re9b 1.4.12adv.Re9c 1.4.12adv.Cn10 1.4.12adv.Cn11a 1.4.12adv.Cn11c |
| Interdisciplinary Connections | <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | | |
| Diversity, Equity, & Inclusion | <ul style="list-style-type: none"> Students will learn about the theatre 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 | <p>9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p> | | |

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| Computer Science and Design Thinking | 8.1.12.IC.1 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. |
| 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. • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. • Develop, implement, and model effective problem-solving and critical thinking skills. • 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 • 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: Monologue & Scene Study (8 Weeks)

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| 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; <u>Creating, Responding, Connecting, Performing.</u> | | |
| 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, Rehearse, Share, Examine, Discern, Interpret, Incorporate, Affect | | |
| 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. • 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 |

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| <p>1.4.12prof.Cr1a 1.4.12prof.Cr1b 1.4.12prof.Cr1c 1.4.12prof2.Cr2a 1.4.12prof.Cr2b 1.4.12prof.Cr3a 1.4.12prof.Cr3b 1.4.12prof.Cr3c 1.4.12prof.Pr4a 1.4.12prof.Pr4b 1.4.12prof.Pr5a 1.4.12prof.Pr5b 1.4.12prof.Pr6a 1.4.12prof.Re7a 1.4.12prof.Re7b 1.4.12prof.Re8a 1.4.12prof.Re8b 1.4.12prof.Re8c 1.4.12prof.Re9a 1.4.12prof.Re9b 1.4.12prof.Re9c 1.4.12prof.Cn10a 1.4.12prof.Cn11a 1.4.12prof.Cn11b</p> | <ul style="list-style-type: none"> • Research to construct ideas about the visual composition of devised or scripted theatre work • Explore the impact of technology on design choices in devised or scripted theatre work. • Use script analysis to generate ideas about a character that is believable and authentic. • Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work. • Understand and apply technology to design choices for devised or scripted theatre work. • Use personal experiences and knowledge to develop a character that is believable and authentic. • Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. • Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles. • Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work. • Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work. • Use script analysis to inform choices impacting the believability and authenticity of a character. • Practice devised or scripted theatre work using theatrical staging conventions. • Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work. • Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work. • Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions. • Re-imagine technical design choices during the course of the rehearsal process to enhance the story and | <ul style="list-style-type: none"> • Review acting terms • Script Performance Worksheet • Explore famous monologues • Script/Character Analysis Workshop • Filling the Space exercise • Intro to Sense/Memory • Sense/Memory workshop • Rehearsal techniques • Methods of memorization • Directing workshop • Rehearsing and performing short pieces | <ul style="list-style-type: none"> • Michael Caine Teaches Acting in Film: https://www.youtube.com/watch?v=bZPLVDwEr7Y • Marlon Brando about Acting and Truth: https://www.youtube.com/watch?v=mP771PcplZA • <i>150 Acting Scenes</i> by Vin Morreale, Jr. • <i>Short Scenes for Auditions & Acting Class</i> by Frank Catalano • <i>Short Four Person Scenes for Teenagers</i> by Michael Moore • Teacher Generated published works of drama • Variety of scenes and dialogue from different Broadway shows |
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| | <p>emotional impact of a devised or scripted theatre work.</p> <ul style="list-style-type: none">• Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.• Use technical elements to increase the impact of design for a theatre production.• Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.• Apply theatrical elements and research to create a design that communicates the concept of a theatre production.• Identify and explore different pacing options per character to better communicate the story in a theatre work.• Explore and discover character choices using given circumstances in devised or scripted theatre work.• Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.• Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.• Perform devised or scripted theatre work for a specific audience.• Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.• Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.• Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.• Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.• Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.• Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message | | |
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| | <p>considering the play's history, culture, and political context.</p> <ul style="list-style-type: none">• Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.• Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.• Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.• Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.• Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.• Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.• Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.• Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.• Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.• Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding.• Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.• Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work. | | |
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| | <ul style="list-style-type: none"> Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs. Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work. Use basic research methods to better understand the social and cultural background of devised or scripted theatre work. Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works. Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work. | | |
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| <p>Key Vocabulary</p> | <p>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</p> |
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| <p>Evidence of Learning</p> | <p>Proficient</p> | <p>Accomplished</p> | <p>Advanced</p> | |
| | <ul style="list-style-type: none"> Research to construct ideas about the visual composition of devised or scripted theatre work. Explore the impact of technology on design choices in devised or scripted theatre work. Use script analysis to generate ideas about a character that is believable and authentic. Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles. Use script analysis to inform choices impacting the believability and authenticity of a character. Practice devised or scripted theatre work using theatrical staging conventions. Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work. Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance. Use technical elements to increase the impact of design for a theatre production. Identify and explore different pacing options per character to better communicate the story in a theatre work. | <ul style="list-style-type: none"> Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work. Understand and apply technology to design choices for devised or scripted theatre work. Use personal experiences and knowledge to develop a character that is believable and authentic. Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work. Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work. Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work. Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions. Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work. Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance. Apply theatrical elements and research to create a design that communicates the concept of a theatre production. | <ul style="list-style-type: none"> Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work. Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology. Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic. Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work. Collaborate as a creative team to make original artistic choices in devised or scripted theatre work. Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work. Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions. Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work. Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance. | |

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| | <ul style="list-style-type: none"> • Explore and discover character choices using given circumstances in devised or scripted theatre work. • Perform devised or scripted theatre work for a specific audience. • Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique. • Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions. • Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context. • Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline • Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience. • Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works. • Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work. • Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. • Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work. • Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work. • Use basic research methods to better understand the social and cultural background of devised or scripted theatre work. | <ul style="list-style-type: none"> • Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work. • Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work. • Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience. • Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices. • Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work. • Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria • Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations • Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience. • Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work. • Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding. • Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. • Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs. • Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works. • Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work. | <ul style="list-style-type: none"> • Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production. • Experiment with various acting techniques as an approach to character development in devised or scripted theatre work. • Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work • Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg. • Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work. • Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work. • Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices. • Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work. • Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences. • Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work. • Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work. • Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work. • Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives. • Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems. | |
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| | | | <ul style="list-style-type: none"> Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research. |
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| Interdisciplinary Connections | <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
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| Diversity, Equity, & Inclusion | <ul style="list-style-type: none"> Students will learn about the theatre 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. |
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| Career Readiness, Life Literacies, and Key Skills | 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition |
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| Computer Science and Design Thinking | 8.1.12.IC.1 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. |
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| Social Emotional Learning | <ul style="list-style-type: none"> 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. |
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| Differentiation | | | | |
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| | ELL | Special Education | At Risk | Enrichment |
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| Resources/Materials | (English Language Learners) | | | |
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| | <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 V: Performance (2 Weeks) | |
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| 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; <i>Creating, Responding, Connecting, Performing.</i> |
| 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? |

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| | <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 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, 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. • 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 |
| 1.4.12prof.Cr1a 1.4.12prof.Cr1b 1.4.12prof.Cr1c 1.4.12prof2.Cr2a 1.4.12prof.Cr2b 1.4.12prof.Cr3a 1.4.12prof.Cr3b 1.4.12prof.Cr3c 1.4.12prof.Pr4a | <ul style="list-style-type: none"> • Research to construct ideas about the visual composition of devised or scripted theatre work • Explore the impact of technology on design choices in devised or scripted theatre work. • Use script analysis to generate ideas about a character that is believable and authentic. • Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work. | <ul style="list-style-type: none"> • Introduction to makeup, costumes, props and sound • Introduction to stage management • Synthesis in theatre exercise • Actors switching roles • Subtext explorations • Rehearsal and final performances • Critiquing peers | <ul style="list-style-type: none"> • Acting Tips for Actors: https://www.youtube.com/watch?v=KLN6rgFwWzw • <i>Short Four Person Scenes for Teenagers</i> by Michael Moore • Published scripts from Internet, Samuel French & Dramatists Play Service |

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| <p>1.4.12prof.Pr4b 1.4.12prof.Pr5a 1.4.12prof.Pr5b 1.4.12prof.Pr6a 1.4.12prof.Re7a 1.4.12prof.Re7b 1.4.12prof.Re8a 1.4.12prof.Re8b 1.4.12prof.Re8c 1.4.12prof.Re9a 1.4.12prof.Re9b 1.4.12prof.Re9c 1.4.12prof.Cn10a 1.4.12prof.Cn11a 1.4.12prof.Cn11b</p> | <ul style="list-style-type: none"> • Understand and apply technology to design choices for devised or scripted theatre work. • Use personal experiences and knowledge to develop a character that is believable and authentic. • Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. • Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles. • Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work. • Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work. • Use script analysis to inform choices impacting the believability and authenticity of a character. • Practice devised or scripted theatre work using theatrical staging conventions. • Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work. • Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work. • Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions. • Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work. • Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance. • Use technical elements to increase the impact of design for a theatre production. • Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance. • Apply theatrical elements and research to create a design that communicates the concept of a theatre production. • Identify and explore different pacing options per character to better communicate the story in a theatre work. • Explore and discover character choices using given circumstances in devised or scripted theatre work. | <ul style="list-style-type: none"> • Culminating self-critiquing exercises | |
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| | <ul style="list-style-type: none">• Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.• Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.• Perform devised or scripted theatre work for a specific audience.• Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.• Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.• Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.• Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.• Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.• Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.• Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.• Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.• Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.• Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.• Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.• Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.• Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work. | | |
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| | <ul style="list-style-type: none"> Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work. Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding. Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work. Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs. Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work. Use basic research methods to better understand the social and cultural background of devised or scripted theatre work. Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works. Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work. | | |
| Key Vocabulary | Freytag's Pyramid, Exposition, Rising Action, Climax, Falling Action, Resolution, Story, Critique, Review, Plot, Recommendation | | |
| Evidence of Learning | Proficient | Advanced | Accomplished |
| | <ul style="list-style-type: none"> Research to construct ideas about the visual composition of devised or scripted theatre work. Explore the impact of technology on design choices in devised or scripted theatre work. Use script analysis to generate ideas about a character that is believable and authentic. Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles. Use script analysis to inform choices impacting the believability and authenticity of a character. | <ul style="list-style-type: none"> Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work. Understand and apply technology to design choices for devised or scripted theatre work. Use personal experiences and knowledge to develop a character that is believable and authentic. Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work. Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work. Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work. | <ul style="list-style-type: none"> Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work. Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology. Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic. Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work. Collaborate as a creative team to make original artistic choices in devised or scripted theatre work. Explore physical, vocal and psychological characteristics to create a multidimensional |

- Practice devised or scripted theatre work using theatrical staging conventions.
- Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.
- Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
- Use technical elements to increase the impact of design for a theatre production.
- Identify and explore different pacing options per character to better communicate the story in a theatre work.
- Explore and discover character choices using given circumstances in devised or scripted theatre work.
- Perform devised or scripted theatre work for a specific audience.
- Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
- Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
- Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline
- Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience
- Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
- Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
- Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
- Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
- Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

- Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
- Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
- Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
- Apply theatrical elements and research to create a design that communicates the concept of a theatre production.
- Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
- Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.
- Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
- Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
- Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
- Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria
- Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations
- Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
- Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.
- Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding.
- Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
- Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.

- character that is believable and authentic in devised or scripted theatre work.
- Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.
- Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.
- Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
- Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
- Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
- Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work
- Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
- Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
- Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
- Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
- Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
- Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
- Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
- Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.

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| | <ul style="list-style-type: none"> Use basic research methods to better understand the social and cultural background of devised or scripted theatre work. | <ul style="list-style-type: none"> Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works. Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work. | <ul style="list-style-type: none"> Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work. Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives. Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems. Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research. |
| | 1.4.12prof.Cr1a 1.4.12prof.Cr1b 1.4.12prof.Cr1c 1.4.12prof2.Cr2a 1.4.12prof.Cr2b 1.4.12prof.Cr3a 1.4.12prof.Cr3b 1.4.12prof.Cr3c 1.4.12prof.Pr4a 1.4.12prof.Pr4b 1.4.12prof.Pr5a 1.4.12prof.Pr5b 1.4.12prof.Pr6a 1.4.12prof.Re7a 1.4.12prof.Re7b 1.4.12prof.Re8a 1.4.12prof.Re8b 1.4.12prof.Re8c 1.4.12prof.Re9a 1.4.12prof.Re9b 1.4.12prof.Re9c 1.4.12prof.Cn10a 1.4.12prof.Cn11a 1.4.12prof.Cn11b | 1.4.12acc.Cr1a 1.4.12acc.Cr1b 1.4.12acc.Cr1c 1.4.12acc.Cr2a 1.4.12acc.Cr2b 1.4.12acc.Cr3a 1.4.12acc.Cr3b 1.4.12acc.Cr3c 1.4.12acc.Pr4a 1.4.12acc.Pr4b 1.4.12acc.Pr5b 1.4.12acc.Pr6a 1.4.12acc.Re7a 1.4.12acc.Re7b 1.4.12acc.Re8a 1.4.12acc.Re8b 1.4.12acc.Re8c 1.4.12acc.Re9a 1.4.12acc.Re9b 1.4.12acc.Re9c 1.4.12acc.Cn10a 1.4.12acc.Cn11a 1.4.12acc.Cn11b | 1.4.12adv.Cr1a 1.4.12adv.Cr1b 1.4.12adv.Cr1c 1.4.12adv.Cr2a 1.4.12adv.Cr2b 1.4.12adv.Cr3a 1.4.12adv.Cr3b 1.4.12adv.Cr3c 1.4.12adv.Pr4a 1.4.12adv.Pr4b 1.4.12adv.Pr5a 1.4.12adv.Pr5b 1.4.12adv.Pr6a 1.4.12adv.Re7a 1.4.12adv.Re7b 1.4.12adv.Re8a 1.4.12adv.Re8b 1.4.12adv.Re8c 1.4.12adv.Re9a 1.4.12adv.Re9b 1.4.12adv.Re9c 1.4.12adv.Cn10 1.4.12adv.Cn11a 1.4.12adv.Cn11c |
| Interdisciplinary Connections | NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | |
| Diversity, Equity, & Inclusion | <ul style="list-style-type: none"> Students will learn about the theatre 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 | 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas | | |

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| | 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition |
| Computer Science and Design Thinking | 8.1.12.IC.1 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. |
| Social Emotional Learning | <ul style="list-style-type: none"> • 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 |
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| | <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 |