

BUTLER SCHOOL DISTRICT

Grade 6-8 Theatre Curriculum

Authored by:
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Adapted from:
New Jersey Visual and Performing Arts Standards 2020

Reviewed by:
Dr. Daniel R. Johnson, Superintendent
Margaret Lynch, Supervisor of STEAM

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VISION

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. 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. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success.

All students in the Butler School District will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

As a result of a Butler V,P&A education, students will be able to...

- Synthesize skills across disciplines
- Develop into confident learners.
- Learn at their own pace and advance their understanding in a variety of ways
- Collaborate with others and contribute productively and articulately
- Act responsibly and be accountable for actions, in person and online
- Respond to works of art with insight and depth of understanding, calling upon informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
- Persevere through difficult situations and tasks and maintain a growth mindset despite adversity.
- Draw on knowledge from a wide variety of topics with flexibility to approach the same problem from different perspectives.
- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives, pointing to their impact on contemporary modes of expression.
- Perform/present/produce in a self-selected arts discipline with consistency, artistic nuance, and technical ability, defining and solving artistic problems with insight, reason, and technical proficiency
- Evaluate their own reasoning and critique the reasoning of others.

- Relate various types of arts knowledge and skills within and across arts disciplines, by mixing and matching competencies and understandings in artmaking, history, culture, and analysis in any arts-related project.

COURSE OVERVIEW

This course will offer students the chance to experience the excitement and rewards of theatre arts while developing poise, social skills, confidence and the ability to work with others. In this course, students will develop their experience and skills in one or more aspects of theatre production including acting, set design, lighting, sound, and stage management. Students will then learn to develop an appreciation of the art of theatre as well as an understanding of how various acting techniques may be used to heighten one's awareness and as a tool for self-realization. Later in the course, students will concentrate on improving technique as well as expanding exposure to different types of theatrical techniques and traditions. This curriculum guide adheres to the New Jersey Student Learning Standards for Visual and Performing Arts.

GOALS

The goals of this course are the 2020 New Jersey Student Learning Standards for Visual and Performing Arts.

ASSESSMENT

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments.

SCOPE AND SEQUENCE *(Pacing Guide)*

Unit of Study	Estimated time
Unit 1: Introduction to Theatre and the Theatre Elements	9 weeks
Unit 2: History of Theatre	10 weeks
Unit 3: Varieties of Drama	10 weeks
Unit 4: Performance	10 weeks

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

Multilingual Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may

include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR Multilingual Learners

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for Multilingual Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

DIVERSITY AND INCLUSION

In alignment with the 2020 NJSL, the Visual and Performing Arts curriculum materials will:

Cultivate respect towards minority groups to foster appreciation of their differences as well as their contributions to the advancement of the visual and performing arts.

Analyze and appreciate the diverse contributions made in the past (scientifically, economically, politically, and socially) at both the state and federal level as exemplified through the arts.

Examine grade-level texts that simultaneously highlight the visual and performing arts as well as the contributions made to it by those of different genders, ethnicities, and abilities.

Employ the visual and performing arts as a means of communication — whether in regard to empathy, inclusivity, or advocacy — in an effort to creatively inspire solutions for those with specific needs.

Engage in authentic learning experiences that motivate the acquisition and application of varied perspectives in the visual and performing arts.

Facilitate the ability to communicate effectively through the arts while applying content knowledge, interdisciplinary connections, and artistic thinking skills to do so.

Foster active student participation in an inclusive visual and performing arts culture that honors artists of all genders, ethnicities, and abilities.

Analyze and develop an understanding of how scientific, economic, political, social, and cultural aspects of society influence new technological and artistic processes.

Reflect on both personal and non-personal experiences aimed to promote empathy and inclusivity for all regardless of our differences.

UNIT
Unit 1: Introduction to Theatre and Theatre Elements
UNIT SUMMARY
In this unit, students will gain a basic understanding of the basics of theatre including: character analysis, dialogue, stage movement, problem solving, creative thinking, and improvisation.
NEW JERSEY STUDENT LEARNING STANDARDS 2020
Visual and Performing Arts Standards: 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work. 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work. 1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance. 1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work. 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work. 1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work. 1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.
INTERDISCIPLINARY CONNECTIONS
<u>NJSLS- English Language Arts:</u> SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. . NJSLS-Computer Science and Design Thinking: 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career

8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

NJSLS-Life Literacies and Key skills:

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4.8.CI.2: Repurpose an existing resource in an innovative way

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media

9.4.8.IML.10: Examine the consequences of the uses of media

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

Act as a responsible and contributing citizen and employee.

Attend to financial wellbeing

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation.

Utilize critical thinking to make sense of problems and persevere in problem solving them

Model integrity,ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity,increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

9.1: Personal Financial Literacy

Financial Institutions
Financial Psychology
Planning and Budgeting
Risk Management and Insurance
Civic Financial Responsibility
Credit Profile
Economic and Government Influences
Credit and Debt Management

9.2: Career Awareness, Exploration & Preparation, and Training

Career Awareness (K-2)
Career Awareness and Planning (3-5)
Career Awareness and Planning (6-8)
Career Awareness and Planning (9-12)

9.4 Life Literacies and Key Skills

A. Creativity and Innovation
B Critical Thinking and Problem-solving
C. Digital Citizenship
D. Global and Cultural Awareness
E. Information and Media Literacy
F Technology Literacy

9.3: Career and Technical Education

Agriculture
Architecture
Arts,A/V, Technology
Business Management
Education
Finance
Government
Health Science
Hospital & Tourism
Human Services
Information Tech.
Law and Public Safety
Manufacturing
Marketing
Science, Technology, Engineering & Math
Trans./Logistics

TECHNOLOGY STANDARDS

8.1: Computer Science

A. Computing systems
B. Networks and the Internet
C. Impacts of Computing
D. Data & Analysis
E. Algorithms & Programming

8.2 Design Thinking

A. Engineering Design
B. Interaction of Technology and Humans
C. Nature of Technology
D. Effects of Technology on the Natural World
E. Ethics & Culture

ENDURING UNDERSTANDINGS

- Theater artists rely on intuition, curiosity and critical inquiry.
- Theater artists work to discover different ways of communicating meaning.
- Theater artists refine their work and practice their craft through rehearsal.

ESSENTIAL QUESTIONS

- What happens when theater artists use their imagination and/or learned theater skills while engaging in creative exploration and inquiry?
- How, when and why do theater artists' choices change?

• Theater artists develop personal processes and skills for a performance or design. • Theater artists make choices to convey meaning.	• How do theater artists transform and edit their initial ideas? • How do theater artists fully prepare a performance or design? • How do theater artists use tools and techniques to communicate ideas and feelings?
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STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Theatre is an art form that requires an in depth study of techniques and strategies
- Identify and solve problems in a theatrical work.
- Apply background knowledge, research, and social context to existing theatrical work
- Focus and concentrate during the rehearsal process
- Rehearse a variety of acting techniques
- Create a theatrical performance
- Examine character relationships and how they interact when telling a story
- Perform a rehearsed theatrical work for an audience

SUGGESTED ACTIVITIES

Suggested activities include...

- Interactive read aloud of scripts and discussion
- Oral Presentations
- Individual Projects, Presentations and Reports
- Group Projects, Presentations and Reports
- Technology Projects
- Journals
- Video Analysis

EVIDENCE OF LEARNING

Formative Assessments:

Teacher observation
Pre-drawings of student work
Sketchbook checks
Informal table critiques with peers
Rubric check ins
Do-now warm up prompts

Summative Assessment:

Student Production
Teacher observation combined with self assessment rubrics for each large assignment

Benchmark Assessment: Individualized Instruction Series of created work that demonstrate growth	Alternative Assessments: Presentations Student verbalization of their activities Alternate medium choice Portfolio Assessment
INSTRUCTIONAL RESOURCES	
Core Instructional Resource: <i>Elements of Drama</i> by J.L. Styan	Supplemental Resources: Speakers/actors/directors/professionals Filmed professional performances (assorted) Scripts (assorted) Scene books (assorted) Creative Process rubric
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS	
Special Education: Provide modified notes and access to extra copies online Provide oral reminders and check student work during independent work time Model skills/techniques to be mastered Check and sign assignment planner Preferential seating Pair visual prompts with verbal presentations Modified or scaffolded homework and classwork Extended time as needed Provide graphic organizers and study guides Multilingual Learners: Provide scaffolded assignments and assessments Pair visual prompts with visual presentations Check and sign assignment planner Native Language translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment and assessment as needed Highlight key vocabulary Use graphic organizers Provide verbal and written directions Preferential seating with a English-speaking peer At Risk of Failure:	

Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers

Unit 2: History of Theatre

UNIT SUMMARY

Students will learn about how theater has been used in various historical eras. Students will be able to read, understand, and evaluate various theatrical resources for historical purposes.

NEW JERSEY STUDENT LEARNING STANDARDS 2020

Visual and Performing Arts Standards:

1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices

1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.

1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.

1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.

1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.

INTERDISCIPLINARY CONNECTIONS

NJSLS- English Language Arts:

SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NJSLS-Computer Science and Design Thinking:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career

8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

NJSLS-Life Literacies and Key skills:

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4.8.CI.2: Repurpose an existing resource in an innovative way

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

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21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

Act as a responsible and contributing citizen and employee.

Attend to financial wellbeing

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation.

Utilize critical thinking to make sense of problems and persevere in problem solving them

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity, increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

9.1: Personal Financial Literacy

Financial Institutions
Financial Psychology
Planning and Budgeting
Risk Management and Insurance
Civic Financial Responsibility
Credit Profile
Economic and Government Influences
Credit and Debt Management

9.2: Career Awareness, Exploration & Preparation, and Training

Career Awareness (K-2)
Career Awareness and Planning (3-5)
Career Awareness and Planning (6-8)
Career Awareness and Planning (9-12)

9.4 Life Literacies and Key Skills

A. Creativity and

9.3: Career and Technical Education

Agriculture
Architecture
Arts, A/V, Technology
Business Management
Education
Finance
Government
Health Science
Hospital & Tourism
Human Services
Information Tech.
Law and Public Safety
Manufacturing
Marketing

	Innovation B Critical Thinking and Problem-solving C. Digital Citizenship D. Global and Cultural Awareness E.Information and Media Literacy F Technology Literacy	Science, Technology, Engineering & Math Trans./Logistics
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TECHNOLOGY STANDARDS

8.1: Computer Science

- A. Computing systems
- B. Networks and the Internet
- C. Impacts of Computing
- D. Data & Analysis
- E. Algorithms & Programming

8.2 Design Thinking

- A. Engineering Design
- B. Interaction of Technology and Humans
- C. Nature of Technology**
- D. Effects of Technology on the Natural World**
- E. Ethics & Culture

ENDURING UNDERSTANDINGS

- Theater artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore human experience.
- Theater artists reflect to understand the impact of drama processes and theater experiences.
- Theater artists interpretation of drama/theater work are influenced by personal experiences and aesthetics

ESSENTIAL QUESTIONS

- What happens when theater artists and audiences share creative experiences?
- How do theater artists comprehend the essence of drama processes and theater experiences?
- How can the same work of art communicate different messages to different people?
- How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Theatre is an art form that requires an in depth study of techniques and strategies
- Identify and solve problems in a theatrical work.
- Apply background knowledge, research, and social context to existing theatrical work
- Focus and concentrate during the rehearsal process
- Rehearse a variety of acting techniques

- Create a theatrical performance
- Examine character relationships and how they interact when telling a story
- Perform a rehearsed theatrical work for an audience

SUGGESTED ACTIVITIES

Suggested activities include...

- Play Analysis
- Student Performance
- Debate and class discussion
- Self-assessment and reflection
- Exercises of relaxation and focus
- Block scenes
- Character analysis
- Performance of at least two (2) two-character scenes
- Performance of at least two (2) monologues
- Perform weekly improvisations
- Creation of a set design
- Creation of a costume plot/design
- Creation of a lighting plot/design

EVIDENCE OF LEARNING

Formative Assessments:

Teacher observation
Pre-drawings of student work
Sketchbook checks
Informal table critiques with peers
Rubric check ins
Do-now warm up prompts

Summative Assessment:

Student Production
Teacher observation combined with self assessment rubrics for each large assignment

Benchmark Assessment:

Individualized Instruction
Series of created work that demonstrate growth

Alternative Assessments:

Presentations
Student verbalization of their activities
Alternate medium choice
Portfolio Assessment

INSTRUCTIONAL RESOURCES

Core Instructional Resource:

Elements of Drama by J.L. Styan

Supplemental Resources:

Speakers/actors/directors/professionals
Filmed professional performances (assorted)
Scripts (assorted)
Scene books (assorted)

	Creative Process rubric
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INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:

Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

Multilingual Learners:

Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with an English-speaking peer

At Risk of Failure:

Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

UNIT

Unit 3: Varieties of Drama

UNIT SUMMARY

In this unit, students will learn about the varieties of theatrical experiences. Slideshows, flipped classrooms, videos, plays. Students will be able to read, understand, and evaluate various theatrical resources for genre study

NEW JERSEY STUDENT LEARNING STANDARDS

1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.

1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices

1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.

1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.

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INTERDISCIPLINARY CONNECTIONS

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SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NJSLS-Computer Science and Design Thinking:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

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8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

NJSLS-Life Literacies and Key skills:

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4.8.CI.2: Repurpose an existing resource in an innovative way

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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9.4.8.IML.10: Examine the consequences of the uses of media

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

Act as a responsible and contributing citizen and employee.
 Attend to financial wellbeing
 Consider the environmental, social and economic impacts of decisions
 Demonstrate creativity and innovation.
 Utilize critical thinking to make sense of problems and persevere in problem solving them
 Model integrity,ethical leadership and effective management
 Plan education and career paths aligned to personal goals
 Use technology to enhance productivity,increase collaboration and communicate effectively
 Work productively in teams while using cultural/global competence

9.1: Personal Financial Literacy

Civic Responsibility
 Financial Institutions
 Financial Psychology
 Planning and Budgeting
 Risk Management and Insurance
 Civic Financial Responsibility
 Credit Profile
 Economic and Government Influences
 Credit and Debt Management

9.2: Career Awareness, Exploration & Preparation, and Training

Career Awareness (K-2)
 Career Awareness and Planning (3-5)
 Career Awareness and Planning (6-8)
 Career Awareness and Planning (9-12)

9.4 Life Literacies and Key Skills

A. Creativity and Innovation
 B Critical Thinking and Problem-solving
 C. Digital Citizenship
 D. Global and Cultural Awareness
 E. Information and Media Literacy
 F. Technology Literacy

9.3: Career and Technical Education

Agriculture
 Architecture
 Arts,A/V, Technology
 Business Management
 Education
 Finance
 Government
 Health Science
 Hospital & Tourism
 Human Services
 Information Tech.
 Law and Public Safety
 Manufacturing
 Marketing
 Science, Technology, Engineering & Math
 Trans./Logistics

TECHNOLOGY STANDARDS

8.1: Computer Science

A. Computing systems
 B. Networks and the Internet
 C. Impacts of Computing
 D. Data & Analysis
 E. Algorithms & Programming

8.2 Design Thinking

A. Engineering Design
 B. Interaction of Technology and Humans
 C. Nature of Technology
 D. Effects of Technology on the Natural World
 E. Ethics & Culture

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Theater artists apply criteria to investigate, explore and assess drama and theater work. • Theater artists allow awareness of interrelationships between self and others to influence and inform their work. • As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.	• What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? • What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?
STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)	
<i>Students are learning to/that...</i> • Theatre is an art form that requires an in depth study of techniques and strategies • Identify and solve problems in a theatrical work. • Apply background knowledge, research, and social context to existing theatrical work • Focus and concentrate during the rehearsal process • Rehearse a variety of acting techniques • Create a theatrical performance • Examine character relationships and how they interact when telling a story • Perform a rehearsed theatrical work for an audience	
SUGGESTED ACTIVITIES	
<i>Suggested activities include...</i> • Interactive read aloud of scripts and discussion • Oral Presentations • Individual Projects, Presentations and Reports • Group Projects, Presentations and Reports • Technology Projects • Journals • Video Analysis • Play Analysis • Student Performance • Debate and class discussion • Self-assessment and reflection • Exercises of relaxation and focus	

- Block scenes
- Character analysis
- Performance of at least two (2) two-character scenes
- Performance of at least two (2) monologues
- Perform weekly improvisations
- Creation of a set design
- Creation of a costume plot/design
- Creation of a lighting plot/design

EVIDENCE OF LEARNING

Formative Assessments:

Teacher observation
Pre-drawings of student work
Drama “shorts”
Informal table critiques with peers
Rubric check ins
Do-now warm up prompts

Summative Assessment:

Student Production
Teacher observation combined with self assessment rubrics for each large assignment

Benchmark Assessment:

Individualized Instruction
Series of created work that demonstrate growth

Alternative Assessments:

Presentations
Student verbalization of their activities
Alternate medium choice
Portfolio Assessment

INSTRUCTIONAL RESOURCES

Core Instructional Resource:

Elements of Drama by J.L. Styan

Supplemental Resources:

Speakers/actors/directors/professionals
Filmed professional performances (assorted)
Scripts (assorted)
Scene books (assorted)
[Creative Process rubric](#)

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:

Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner

Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

Multilingual Learners:

Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:

Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers

UNIT

Unit 4: Performance

UNIT SUMMARY

In this unit, students will deeply analyze performances and will learn strategies and techniques that will enhance their performance. Students will begin by learning how voice, pitch, intonation, and other verbal cues help define a character in a theatre production. They will view and analyze a variety of performances and understand how different techniques lead to different effects. They will then learn a variety of strategies and techniques for performances that they will rehearse and perform for the class. about the research necessary to create a character. Students will be able to read, understand, and complete a full character score and perform their monologue.

NEW JERSEY STUDENT LEARNING STANDARDS 2020

Visual and Performing Arts Standards:

1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.

1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices

1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.

1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.

1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.

1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.

INTERDISCIPLINARY CONNECTIONS

NJSLS- English Language Arts:

SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NJSLS-Computer Science and Design Thinking:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career

8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

NJSLS-Life Literacies and Key skills:

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4.8.CI.2: Repurpose an existing resource in an innovative way

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective

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ENDURING UNDERSTANDINGS

- Theater artists refine their work and practice their craft through rehearsal.

ESSENTIAL QUESTIONS

- How does theatre influence life and life influence theatre over time?

- Theater artists develop personal processes and skills for a performance or design.
- Theater artists make choices to convey meaning.
- Theater artists work to discover different ways of communicating meaning.

- In what ways do we see the origins of theatre still present in more modern
- How does theatre influence society?
- How does society influence theatre?
- How do past and contemporary works differ in the ideas and events they represent?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Articulate the cultural, historical and social context of their original work, and a clear statement of theme.
- Identify major movements and periods in history, recognizing that theatre reflects the society and culture of its time.
- Describe and discuss a written text or live performance in terms of its social, historical and cultural context
- Identify and articulate the cultural and historical components of the work and how these components create a particular world of behaviors.
- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- Create and perform in stylistically nuanced scene work from known plays, aligned to the cultural norms and theatrical conventions appropriate to the era of the play.
- Categorize historical innovations in Western and non-Western theatre history up to and including the early 20th century that stemmed from the creation of new technologies.
- Distinguish ways that theatre has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions.

SUGGESTED ACTIVITIES

Suggested Activities include...

- Contrast and compare one major Western and one non-Western type of theater, recognizing similarities in intended purpose and performance style), such as an ancient Greek arena and Vietnamese water puppets.
- Compare and contrast early theatrical texts to contemporary performances
- Use online and video resources to research and guide the creation of a project that examines Greek, Roman or early non-Western theatre

- Research and write a profile of a NYC theatre, including the performance history, architecture, and the historical, social and political context of when the theatre was built
- The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater.
- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
- Create and perform a theatre piece using masks from a chosen historical era or tradition (e.g., Greek, Commedia Dell'Arte).

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