

Pine Hill Public Schools Curriculum

Content Area:		Visual and Performing Arts	
Course Title / Grade Level:		Theatre I / 9th – 12th Grades	
Unit 1:	Theatrical Preparation	Duration:	September – October
Unit 2:	Basics of Theatre	Duration::	October – November
Unit 3:	Theatre History (The Early Years)	Duration:	November – January
Unit 4:	Characterization	Duration:	January - March
Unit 5:	Play Production	Duration:	March – June
BOE Approved Revision:			
BOE Initial Adoption Date:		August 15, 2017	

Pine Hill Public Schools
Curriculum

Unit Title: Theatrical Preparation		Unit #: 1
Course or Grade Level: Theatre I (9 th – 12 th)		Length of Time: 1 Month
Pacing	September - October	
Essential Questions	<ul style="list-style-type: none"> ● What is the purpose of warm ups in theatre? ● How can a performer regularly and effectively warm up? ● What are the differences between physical and vocal warm ups? ● In what ways is observation beneficial in theatre? ● How can observation be used in character creation? 	
Content Statement(s)	<ul style="list-style-type: none"> ● Sensory recall is a technique actors commonly employ to heighten the believability of a character. ● Actors exercise their voices and their bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop. ● Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques ● Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art. 	
Skills	<ul style="list-style-type: none"> ● Textual analysis ● Note taking ● New vocabulary integration ● Peer collaboration ● Peer critique ● Creation & performance ● Sensory recall ● Observation 	
Assessments	<ul style="list-style-type: none"> ● Written assessments (multiple choice, matching, writing, etc.) ● Peer assessments using rubrics ● Teacher assessments using rubrics ● Anecdotal records ● Learning logs ● Monthly portfolio checks 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Modeling ● One-on-one teacher instruction ● Preferential seating ● Copies of notes / power points ● Extra time ● Pairing with highly motivated students ● Visual aides ● Repetition ● Independent performance (if absolutely necessary) 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● English ● Dance ● Music ● Physical Education 	
Lesson resources / Activities	<ul style="list-style-type: none"> ● Guided & independent reading from <u>Basic Drama Projects</u> textbook ● Teacher-led group warm ups ● Warm-Up routine project ● Teacher-led observation practice ● Object Observation activity ● People Watching project 	

New Jersey Student Learning Standards

Standard(s):

- **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

- **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand(s): C – Theatre, B – Critique Methodologies

CPI # / CPI(s):

- **1.1.5.C.4** Explain the function of sensory recall and apply it to character development.
- **1.1.8.C.2** Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
- **1.1.12.C.2** Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
- **1.4.12.B.1** Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

ELA/Literacy Companion Standards:

- **CCSS.ELA-LITERACY.RST.9-10.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- **CCSS.ELA-LITERACY.RST.9-10.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- **CCSS.ELA-LITERACY.RST.9-10.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- **CCSS.ELA-LITERACY.RST.9-10.7** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- **CCSS.ELA-LITERACY.WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.9-10.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand: E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p>	<p>Content Statement: Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.</p>	<p>Indicator: 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p>
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Pine Hill Public Schools
Curriculum

Unit Title: Basics of Theatre		Unit #: 2
Course or Grade Level: Theatre I (9 th – 12 th)		Length of Time: 2 Months
Pacing	October - November	
Essential Questions	<ul style="list-style-type: none"> ● What are the correct ways to move and hold oneself onstage? ● What are the correct terminology and their abbreviations for the areas of the stage? ● What is the purpose of using stage directions? ● What is the purpose of abbreviated stage directions? ● How does an actor write down their own blocking in a script? ● How can stage movement convey meaning? ● How were stages first constructed and how are they different and alike today? 	
Content Statement(s)	<ul style="list-style-type: none"> ● Theatre artists use precise vocabulary when staging a play. ● A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances. ● Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions. ● The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown. 	
Skills	<ul style="list-style-type: none"> ● Textual analysis ● Note taking ● New vocabulary integration ● Peer collaboration ● Peer critique ● Script reading & analysis ● Large group physical exercises ● Creation & performance ● Using & writing blocking ● Location of stage directions 	
Assessments	<ul style="list-style-type: none"> ● Written assessments (multiple choice, matching, writing, etc.) ● Pop Quiz ● Teacher assessments using rubrics ● Anecdotal records ● Lapboard relays ● Learning logs ● Monthly portfolio checks 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Modeling ● One-on-one teacher instruction ● Preferential seating ● Copies of notes / power points ● Extra time ● Pairing with highly motivated students ● Visual aides ● Repetition ● Independent performance (if absolutely necessary) 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● English ● History ● Dance ● Math ● Physical Education 	

Lesson resources / Activities	<ul style="list-style-type: none"> • Guided & independent reading from <u>Basic Drama Projects</u> textbook • Stage Directions Games (4 Corners & Races) • Stage Positions Relay • Stage Crossing practice • Teacher/Worksheet dictated stage directions practice • Blocking a scene (small group)
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New Jersey Student Learning Standards

Standard(s):

- **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand(s): C – Theatre, B – Critique Methodologies

CPI # / CPI(s):

- **1.1.2.C.2** Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).
- **1.1.8.C.4** Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.
- **1.3.12.C.2** Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
- **1.4.12.B.2** Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

ELA/Literacy Companion Standards:

- **CCSS.ELA-LITERACY.RST.9-10.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- **CCSS.ELA-LITERACY.RST.9-10.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- **CCSS.ELA-LITERACY.RST.9-10.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- **CCSS.ELA-LITERACY.RST.9-10.7** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- **CCSS.ELA-LITERACY.WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.9-10.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand: E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.	Content Statement: Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.	Indicator: 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Pine Hill Public Schools Curriculum		
Unit Title: Theatre History (The Early Years)		Unit #: 3
Course or Grade Level: Theatre I (9 th – 12 th)		Length of Time: 2 ½ Months
Pacing	November - January	
Essential Questions	<ul style="list-style-type: none"> ● How was theatre first created? ● What was the purpose of theatre in its earliest forms and how does that compare to now? ● What time periods and places constitute the earliest years of theatre? ● What are some of the theatrical innovations provided from the following places in history: Greece, Rome, Japan & China? ● What are the similarities and differences of each of the facets of theatre between each of those places in history (stage design, acting conventions, etc.)? ● What are the similarities and differences of each of the facets of theatre then and theatre today (stage design, acting conventions, etc.)? ● How has theatre then shaped theatre today? 	
Content Statement(s)	<ul style="list-style-type: none"> ● Theatre and the arts play a significant role in human history and culture. ● Cultural and historical events impact art-making as well as how audiences respond to works of art. ● Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship. ● Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent. 	
Skills	<ul style="list-style-type: none"> ● Textual analysis ● Note taking ● New vocabulary integration ● Peer collaboration ● Peer critique ● Video study ● Large group physical exercises ● Creation & performance 	
Assessments	<ul style="list-style-type: none"> ● Written assessments (multiple choice, matching, writing, etc.) ● Pop quiz ● Teacher assessments using rubrics ● Anecdotal records ● Bingo review ● Learning logs ● Monthly portfolio checks 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Modeling ● One-on-one teacher instruction ● Preferential seating ● Copies of notes / power points ● Extra time ● Pairing with highly motivated students ● Visual aides ● Repetition ● Independent performance (if absolutely necessary) 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● English ● History ● Dance 	

	<ul style="list-style-type: none"> • Music
Lesson resources / Activities	<ul style="list-style-type: none"> • Guided & independent reading from <u>Basic Drama Projects</u> textbook • Assorted video clips • Jigsaw exercise • Greek chorus exercise • Greek/Roman theatre history song project • Chinese/Japanese story-telling project

New Jersey Student Learning Standards

Standard(s):

- **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand(s): A – History of the Arts & Culture, C – Theatre

CPI # / CPI(s):

- **1.1.12.C.1** Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions.
- **1.2.12.A.1** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- **1.2.12.A.2** Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- **1.3.12.C.1** Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.

ELA/Literacy Companion Standards:

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- **CCSS.ELA-LITERACY.RST.9-10.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand: E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.	Content Statement: Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.	Indicator: 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Pine Hill Public Schools Curriculum		
Unit Title: Characterization		Unit #: 4
Course or Grade Level: Theatre I (9 th – 12 th)		Length of Time: 1 ½ Months
Pacing	January - March	
Essential Questions	<ul style="list-style-type: none"> ● What manipulations must be accomplished in order to create a believable character? ● What are the similarities and differences in internal and external traits? ● How can an actor apply those traits to their character? ● What factors influence the character’s reason for being and doing? ● How can one identify a character’s motivation, objective, and tactics? 	
Content Statement(s)	<ul style="list-style-type: none"> ● Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. ● Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent. ● Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions. ● Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept. 	
Skills	<ul style="list-style-type: none"> ● Textual analysis ● Note taking ● New vocabulary integration ● Peer collaboration ● Peer critique ● Video study ● Improvisation ● Creation & performance ● Critical thinking 	
Assessments	<ul style="list-style-type: none"> ● Written assessments (multiple choice, matching, writing, etc.) ● Pop quiz ● Peer assessments ● Teacher assessments using rubrics ● Anecdotal records ● Kahoot! ● Learning logs ● Monthly portfolio checks 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Modeling ● One-on-one teacher instruction ● Preferential seating ● Copies of notes / power points ● Extra time ● Pairing with highly motivated students ● Visual aides ● Repetition ● Independent performance (if absolutely necessary) 	

Inter-disciplinary Connections	<ul style="list-style-type: none"> English
Lesson resources / Activities	<ul style="list-style-type: none"> Guided & independent reading from <u>Basic Drama Projects</u> textbook Assorted video clips Variety of short improvisational exercises (Keys, Complaint Department, Mine vs. Yours, etc.) High Stakes Scenario partner project Open Scenes Group exercises (Leading with..., Posture Analysis, etc.)

New Jersey Student Learning Standards

Standard(s):

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- 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand(s): C – Theatre, A – Aesthetic Responses

CPI # / CPI(s):

- 1.1.12.C.2** Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
- 1.3.12.C.1** Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
- 1.3.12.C.2** Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
- 1.4.12.A.2** Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

ELA/Literacy Companion Standards:

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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
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X	Media Literacy		ICT Literacy		Life and Career Skills		
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8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand: E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p>	<p>Content Statement: Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.</p>	<p>Indicator: 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p>
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**Pine Hill Public Schools
Curriculum**

Unit Title: Play Production **Unit #: 5**

Course or Grade Level: Theatre I (9th – 12th) **Length of Time:** 3 Months

Pacing March - June

Essential Questions

- What are the requirements for participating in a theatrical production?
- What are the steps required to get to the performances?
- What elements are needed in order to make a show successful?

Content Statement(s)

- Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
- Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.
- Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
- Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Skills

- Script reading and analysis
- Note taking
- New vocabulary integration
- Full group work
- Peer critique
- Leadership
- Rehearsal etiquette
- Audience etiquette
- Creation & performance

Assessments

- Written assessments (multiple choice, matching, writing, etc.)
- Teacher assessments using rubrics
- Anecdotal records
- Sink or Swim review game
- Rehearsal logs
- Monthly portfolio checks

Interventions / differentiated instruction

- Modeling
- One-on-one teacher instruction
- Preferential seating
- Copies of notes / power points
- Extra time
- Pairing with highly motivated students
- Visual aides
- Repetition
- Independent performance (if absolutely necessary)

Inter-disciplinary Connections	<ul style="list-style-type: none"> English
Lesson resources / Activities	<ul style="list-style-type: none"> Guided & independent reading from <u>Basic Drama Projects</u> textbook Assorted warm-up/focus games (Zip Zap Bop, Hi-Yah!, Splat!) Full One Act production process (from auditions to performance) One Act Play Competition Character Twitter page One Act Reflective essay

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- 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand(s): C – Theatre

CPI # / CPI(s):

- 1.1.12.C.2** Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
- 1.1.12.C.3** Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
- 1.3.12.C.1** Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
- 1.3.12.C.2** Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

ELA/Literacy Companion Standards:

- CCSS.ELA-LITERACY.RST.9-10.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand: A. Technology Operations and Concepts:
Students demonstrate a sound understanding of technology concepts, systems and operations.

Content Statement:
Select and use applications effectively and productively.

Indicator: 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.