



Grades 9-12 THEATER SURVEY CURRICULUM

**Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210**

Revised: March 2020

Content Area:	Theatre Survey	Grade(s) 9-12
Unit Plan Title:	Unit 1: Theatre Introduction	
Overview/Rationale		
In this unit, students will be introduced to the world of theatre. Most students have little to no experience in the theatre and others may have a much broader experience with the theatre. This unit is designed to access students’ prior knowledge as well as get them thinking in a theatrical frame of mind. In this unit students will explore what it means to create. They will also explore other arts forms, advantages to studying theatre and skills learned from the theater.		
Standards(s) Number and Description (Established Goals)		
1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras. 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art		
Career and Technical Education Standard(s) - Career Cluster (s)(Established Goals		
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.		
Career and Technical Education Standard(s) – Pathway(s) (Established Goals)		
9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods. 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.		

Technology Standard(s)

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- theatre is an art form that is both auditory and visual.
- theatre can help in other areas of life; i.e. public speaking, responsiveness, social skills, speaking and listening skills, intrapersonal intelligence, cultural awareness among many others.
- theatre allows us to express thoughts, ideas, and creativity in a very unique way.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What is theatre?
- What do I already know about theatre?
- How can learning about theatre help me in other areas of life both academically and socially?
- Why do we study the arts?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E, T, A on the line before the appropriate skill.	
21 st Century Themes		21 st Century Skills	
X	Global Awareness	ET	Critical Thinking & Problem Solving
	Environmental Literacy	ET	Creativity and Innovation
	Health Literacy	ET	Collaboration, Teamwork and Leadership
	Civic Literacy	ETA	Cross-Cultural and Interpersonal Communication
X	Financial, Economic, Business and Entrepreneurial Literacy	ETA	Communication and Media Fluency
		E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E CRP1. Act as a responsible and contributing citizen and employee

ETA CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

ETA CRP4. Communicate clearly and effectively with reason

CRP5. Consider the environmental, social and economic impacts of decisions

ETA CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

E CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals

ETA CRP11. Use technology to enhance productivity

ETA CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- that theatre is both a visual and auditory art form much like TV or film.
- why it is important to study theatre
- how theatre can help in other areas of life

Students will be able to (do)...

- define theatre
- describe why it is good to study theatre
- identify other visual art forms
- define art
- give example of other arts form the theatre includes.

Assessment Evidence:

<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Unit Essay: Students will write about their prior experiences with theatre and what they would like to get out of this class answering these questions: <ul style="list-style-type: none"> ○ What are your prior experiences with theatre and the arts? ○ How do you see this class helping you? ○ What would you like to learn from this class? ○ What are your goals for the next 5 years? 	<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> ● Classwork ● Weekly Blogs ● Class participation ● Class discussions
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities</i></p>	<ul style="list-style-type: none"> • Read: 25 Special Advantages to studying theatre <ul style="list-style-type: none"> ▪ https://docs.google.com/document/d/1hcQSJtvsuxNVPEE_RMLbsEQaKJCXOhQSYaRwclbjerc/edit?usp=sharing • Theatre Basics from “The Stage and the School” textbook pg. 4-10 • Discussion questions (ref. pg. 11 TSatS) • Guided Class notes: Google Slides - Google Classroom • Question students about prior knowledge and personal relationships to the material • YouTube video: “Know more about theatre” • Getting to know each other improv • Weekly Blogs • Escape Room • Kahoot Unit Review
<p>Resources</p>	
<p>Textbook “Another Opening, Another Show: An Introduction to the Theatre” Drama Sourcebook Teacher Created Guided Notes YouTube videos for theatrical performances Google Classroom</p>	

YouTube Khan Academy Lessons	
Suggested Time Frame:	3 days (September) Day 1: Guided Notes: Slides (Improv Getting to know each other) Day 2: Reading “Advantages to Studying Theatre” Reading “Theatre Basics” Answer Comprehension Questions (Group Study) Day 3: Writing Prompt - Prior Theatre knowledge (Unit Essay Questions); YouTube video (GC) Reflection Questions on Video

RED – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Theatre Survey	Grade(s) 9-12
Unit Plan Title:	Unit 3: Ancient Theatre (Greek, Roman, and Medieval)	
Overview/Rationale		
The history of theatre is really the history of man and dates all the way back the Ancient Greek civilizations. Ever since humans started interacting there have been a drive and a nature to create and imitate. Theatre is exactly that. Students need to understand where theatre originated and how evolved into what it is today. By studying ancient forms of theatre we can see understand the reasons why people create theatre as well as the force which drives us to create theatre.		
Standards(s) Number and Description (Established Goals)		
1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras. 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.		
Career and Technical Education Standard(s) - Career Cluster (s)(Established Goals		
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.		
Career and Technical Education Standard(s) – Pathway(s) (Established Goals)		

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Technology Standard(s)

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- the different historical periods of theatre have influenced the arts of the present day
- there are parallel historical events and artistic development found in the theatre
- how ancient theatre has influence the theatre of today.
- theatre of the ancient Greeks looked and sounded much different from today's theatre.
- there were many innovations in acting and design during ancient periods that influenced the way we act on stage and the way our modern theatre buildings are built.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How did theatre get its start and what were the first forms of theatre?
- How did Thespis influence theatre?
- Why should we study ancient theatre?
- What elements of Greek theatre are still used today?
- How did the Roman influence on theatre stunt the growth of the arts for centuries?
- What other forms of theatre kept the art alive during the medieval times?
- How has the Church been critical to the development of theatre over the years?
- How has religion, and superstition played parts in the subject matter of theatre?

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- E CRP1. Act as a responsible and contributing citizen and employee**
- ETA CRP2. Apply appropriate academic and technical skills**
- CRP3. Attend to personal health and financial well-being**
- ETA CRP4. Communicate clearly and effectively with reason**
- CRP5. Consider the environmental, social and economic impacts of decisions**
- ETA CRP6. Demonstrate creativity and innovation**
- CRP7. Employ valid and reliable research strategies**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**
- E CRP9. Model integrity, ethical leadership and effective management**
- CRP10. Plan education and career paths aligned to personal goals**
- ETA CRP11. Use technology to enhance productivity**
- ETA CRP12. Work productively in teams while using cultural global competence**

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- how and where theatre originated
- who were the first playwrights
- how ancient theatre compares to theatre of the present
- the beginning steps of being “on stage” and have to work with a group on stage
- how to act as an audience member when watching a theatre piece
- how to write in the style of a play
- the innovations that ancient theatre brought us

Students will be able to (do)...

- Appreciate the history of theatre and the influences it has had on the arts of present day
- Identify parallel historical events and artistic development found in the theatre
- Identify Greece on a map
- Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art
- Evaluate the impact of innovations in the arts from various historical periods in works of theatre stylistically representative of the times
- Create a performance similar to that of a Greek Chorus.
- Compare and contrast the stylistic characteristics of a given historical period through theatre
- Identify influential actors, directors, and/or playwrights of the time and their contributions to theatre
- Have an understanding of the style of acting, and the acting space used in the time periods
- Formulate a personal philosophy or individual statement on the meaning of art

Assessment Evidence:

Performance Tasks:

- Tests: Unit Test + Essay
- Quizzes : Greek Theatre, Roman Theatre, Medieval Theatre
- Acting Performances :
 - After watching Oedipus Rex, students will produce two group performances during this unit. They will create a chorus performance utilizing synchronized and exaggerated movements, much like that of the Greek Chorus. They will also Greek a Greek Chorus Chant using lines from Oedipus the King.
 - Students will write their own morality play after reading Everyman in class and viewing a performance of Everyman. In groups, students will decide which student play to perform a scene from. They will work together to create a performance.
- Summarizing Essay: How did theatre get its start and what were they forms of Ancient theatre and how to they compare to today's theatre? Use evidence from your learning to support your answers.
- Unit Reflective Essay: Students will reflect upon their performances in this unit.

Other Assessment Measures:

- Guided Notes
- Class Participation
- Weekly Blogs
- Classwork
- Group work

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p><i>Instructional Strategies and Activities</i></p>	<ul style="list-style-type: none"> • Read: “The Founding Greeks” From Drama Sourcebook • Guided Class notes: Google Slides - Google Classroom • Question students about prior knowledge and personal relationships to the material • Class participation in the coral readings of the play: (<i>Oedipus the King, Everyman</i>) • View examples of early theatre: <i>Oedipus the King, Everyman</i> • Have students write of their own experiences with Theatre • Have students relate the historical elements of the theatre to what they have seen in the movies • Create a mask influenced by a work of ancient theatre to use in an interpretations of a period work • Read: “From Rome to Realism” from Drama Sourcebook (pg. 335-341) • Create a mystery, miracle or morality play to perform • Weekly Blogs • Greek Theatre Performance (Chorus Performance) • Medieval Theatre Performance (Student Plays) • Escape Room • Kahoot Unit Review • Review Sheet/Google Classroom
<p>Resources</p>	
	<p>Textbook “Another Opening, Another Show: An Introduction to the Theatre” Drama Sourcebook Oedipus the King by Sophocles Everyman by Anonymous Teacher Created Guided Notes Colosseum Documentary: https://www.youtube.com/watch?v=aEh6W-luMKQ Everyman Video: https://www.youtube.com/watch?v=JkM8v0m3URg Oedipus Video: https://www.youtube.com/watch?v=TonLOAkc1OY&t=3915s Rubric for Performance (SGO) http://bit.ly/PerformanceRubric Google Classroom YouTube Khan Academy Lessons Goose hunt</p>
<p>Suggested Time Frame:</p>	<p>September - October (26 days)</p>

	<p>Day 1 & 2: Guided Notes - <u>Greek</u>, Rome, Medieval (HW: Reading from Sourcebook)</p> <p>Day 3: Watch <i>Oedipus Rex</i> YouTube Performance</p> <p>Day 4: Finish watching performance, discuss and answer comprehension questions</p> <p>Day 5: Readings from Oedipus, Greek performance practice and rehearse</p> <p>Day 6: Create a mask to use for performance. (Sourcebook)</p> <p>Day 7: Practice; Greek Chorus performance (Use rubric to score SGO)</p> <p>Day 8: Review and Escape Room</p> <p>Day 9: Quiz on Greek Theatre</p> <p>Day 10: Guided Notes - Greek, <u>Rome</u>, Medieval (HW: Reading from Sourcebook)</p> <p>Day 11: Writing Prompt: Relating theatre history to movies, Start Colosseum Documentary</p> <p>Day 12: Finish Colosseum Documentary, Discussion and comprehension questions</p> <p>Day 13: Review and Escape Room</p> <p>Day 14: Quiz on Roman Theatre</p> <p>Day 15: Guided Notes - Greek, Rome, <u>Medieval</u> (HW: Reading from Sourcebook)</p> <p>Day 16: Writing Prompt: How would you feel if ALL entertainment were banned? Watch Everyman</p> <p>Day 17: Everyman comprehension questions, Writing a Morality Play (4 characters)</p> <p>Day 18: Writing a Morality Play</p> <p>Day 19: Writing a Morality Play: Last half - Groups and present morality play to group. Decide which to produce.</p> <p>Day 20: Practice Morality Play</p>
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	Day 21: Performance of Morality Play (use Rubric to score SGO)
	Day 22: Review and Escape Room
	Day 23: Quiz on Medieval Theatre
	Day 24: Unit Review (Kahoot)
	Day 25: Unit Test
	Day 26: Unit Summative Essay and Performance Reflective Essay

RED – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Theatre Survey	Grade(s) 9-12
Unit Plan Title:	Unit 3: The Renaissance and Shakespeare	
Overview/Rationale		
In this unit, students will move further along the timeline of theatre into the Renaissance, which is a very important time period in theatre where we see “high art” evolving and stacking its place in the world of the arts. The Renaissance is very important because it gave us many different arts forms, as well as many different theatrical concepts, forms, and designs. Students will also be looking at how this time period relates to modern times and how theatre/”the arts” from the Renaissance has contributed to today’s theatre. We will also look at the plays of Shakespeare and how Shakespeare played a major role in the evolution of the theatre.		
Standards(s) Number and Description (Established Goals)		
1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras. 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.		
Career and Technical Education Standard(s) - Career Cluster (s)(Established Goals		
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.		

Career and Technical Education Standard(s) – Pathway(s) (Established Goals)

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Technology Standard(s)

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audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- the Renaissance has a place of very “high art” among the evolution of theatre.
- the Renaissance period had many different “hubs” and not just England.
- many different arts forms originated in the Renaissance period
- the transition from the Medieval Period into the Renaissance period and then out of the Renaissance period and what led to these transitions
- the Renaissance helped to evolve the theatre building into what it is today but still have very far to go.
- censorship is an ongoing issue in the theatre and is often times enforced by the government.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What was the society and culture like during the Renaissance?
- What were the primary locations of the Renaissance influence?
- What was Shakespeare’s contribution to the theatre?
- What did the Renaissance theater building look like? How is it similar and different from theaters today?
- How did commedia dell’arte contribute to the way we study and practice acting techniques?
- What were some of the innovations in set design and costume design during the time period and were they successful?
- What place did women and the different classes hold in the theatre during this time period and ?

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<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Themes		21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Critical Thinking & Problem Solving

	Environmental Literacy	ET	Creativity and Innovation
	Health Literacy	ET	Collaboration, Teamwork and Leadership
	Civic Literacy	ETA	Cross-Cultural and Interpersonal Communication
X	Financial, Economic, Business and Entrepreneurial Literacy	ETA	Communication and Media Fluency
		E	Accountability, Productivity and Ethics

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- ETA CRP2. Apply appropriate academic and technical skills**
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- CRP5. Consider the environmental, social and economic impacts of decisions**
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- ETA CRP11. Use technology to enhance productivity**
- ETA CRP12. Work productively in teams while using cultural global competence**

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- how the renaissance period came about
- different arts forms that came from the Renaissance
- Shakespeare's plays and how they are different from others
- what it was like to go to the theatre during the Renaissance Period
- what it was like to live in the Renaissance society in both the upper and lower classes.

Students will be able to (do)...

- Identify concepts in English Renaissance Theatre
- Identify concepts in Italian Renaissance Theatre
- identify key elements that make up commedia dell'arte theatre
- identify stock characters in commedia dell'arte theatre
- understand the social climate of 16th century England
- make connections through different historical periods and their theatre
- create an improvised performance based on a scenario
- create a visual representation of a historically significant aspect of England during the 1600s.

Assessment Evidence:

Performance Tasks:

- Tests: Unit Test + Essay
- Quizzes : Italian & English Renaissance, Shakespeare, Commedia Dell'Arte
- Acting Performances :
 - Students will study commedia dell'arte theatre which was popularized during the Italian Renaissance. After practice the will perform a 2 minute improv scene based on a random scene drawn from a hat. Students will be graded on

Other Assessment Measures:

- Guided Notes
- Class Participation
- Weekly Blogs
- Classwork
- Group work

how well they integrate the topics into their scene. (SGO)

- Projects:
 - Periaktoi Project: Students will create 5 periaktoi with 3 different unique scenes. Periaktoi are set pieces originating back to the Renaissance and were used to change the setting very quickly while utilizing prism shaped wall pieces. These periaktoi will be presented to the class.
 - Shakespeare's England: Students will choose their project from a project menu. They can either complete their project on: The Church, England's Royalty, England's Geography, England's History, England's Theatre, and Daily Life in England, English Renaissance Fashion, and The Arts in Renaissance England.
- Summarizing Essay: Why was the Renaissance important theatre and also the arts as a whole? What are the different forms of theatre introduced during this time and why were they significant?
- Unit Reflective Essay: Students will reflect upon their performances in this unit.

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p><i>Instructional Strategies and Activities</i></p>	<ul style="list-style-type: none"> • Read: “Theatre During the Renaissance” From Drama Sourcebook (pg. 338-341) • Guided Class notes: Google Slides - Google Classroom (Italian and English Renaissance) • Commedia Dell’Arte Guided Notes (Google Slides) • Shakespeare Guided Notes (Google Slides) • Review Sheet/Google Classroom • Question students about prior knowledge and personal relationships to the material • Class reading of “Taming of the Shrew” Shakespeare • View examples of Renaissance theatre: <i>Midsummer Night’s Dream</i> • Watch mini Docu - Shakespeare’s Globe • Watch excerpts from <i>Shakespeare in Love</i> • Weekly Blogs • Shakespeare’s England Project (Project Rubric) • Periaktoi Project (Project Rubric) • Commedia Dell'Arte Performance • Escape Room • Kahoot Unit Review
<p>Resources</p>	
	<p>Textbook “Another Opening, Another Show: An Introduction to the Theatre” Drama Sourcebook Teacher Created Guided Notes DVD - “Shakespeare in Love” Teacher provided <i>Taming of the Shrew</i> TEXTS - in teacher closet Teacher created Project Menu Improv article : https://thoughtcatalog.com/patty-barrett/2013/11/why-every-person-should-take-an-improv-class/ Youtube video Shakespeare’s Globe Theatre: https://www.youtube.com/watch?v=b9uDK3xsLYk Google Classroom Youtube Khan Academy Lessons Goose hunt</p>
<p>Suggested Time Frame:</p>	<p>October - November (25 Days)</p>

	<p>Day 1 & 2: Google Slides Guided notes (Italian and English) (HW: Theatre During the Renaissance” From Drama Sourcebook (pg. 338-341)</p> <p>Day 3: Shakespeare Google Slides Guided Notes: His influences on modern culture</p> <p>Day 4 & 5: Class Reading scenes from “Taming of the Shrew” or “Romeo and Juliet” - Comprehension Questions</p> <p>Day 6 & 7: Watch “A Midsummer Night’s Dream” or “10 Things I Hate About You” Comprehension questions and discussion of plot and character conventions</p> <p>Day 8: Review: Kahoot!</p> <p>Day 9: Quiz - English and Italian Renaissance guided notes</p> <p>Day 10: Mini Docu - Shakespeare's Globe - Discuss Renaissance theater building versus the modern theatre building.</p> <p>Day 11 -14: Shakespeare’s England Project - Introduce project menu - Complete project in media center with research.</p> <p>Day 15: Project Presentations</p> <p>Day 16: Commedia dell’arte Google Slides guided notes</p> <p>Day 17: Improv Study - Read Improv article; Play basic improv games</p> <p>Day 18: Commedia Dell’arte character study</p> <p>Day 19: Improv scene study - picking scenes at random</p> <p>Day 20: Commedia Acting Performance (Graded on Performance Rubric SGO)</p> <p>Day 21 & 22: Theatre design Study: Periaktoi Project</p> <p>Day 23: Escape Room and review for test</p>
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	Day 24: Test: Renaissance Theatre
	Day 25: Summarizing Essay and Performance Reflection Essay

RED – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Theatre Survey	Grade(s) 9-12
Unit Plan Title:	Unit 4: Realism and American Theatre	
Overview/Rationale		
Students will be finishing up the history of theatre with the modern theatre unit in the present day. Studying this period is important for obvious reasons. It is the main form of acting today and it is the culmination of years evolving into what we have today. Students will look at several forms of theatre during this time period. Students will spend time studying the acting methods of today and will get to hypothesize where the future of theatre is headed based on historical observations.		
Standards(s) Number and Description (Established Goals)		
1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras. 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills. 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.		
Career and Technical Education Standard(s) - Career Cluster (s)(Established Goals		
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.		

Career and Technical Education Standard(s) – Pathway(s) (Established Goals)

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Technology Standard(s)

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- the modern theatre era brought with it the age of realism
- because of the emphasis of realism, other anti-realism forms of theatre evolved as well
- the emphasis of realistic theatre came out of the need for high art and the theatre becoming an important part of society where people went to escape their everyday lives
- the musical is a fairly new concept in theatre and evolved out of operatic forms
- because of the new concept of realism in the theatre, there was a need for a new method of realistic acting to be created
- method acting is a very involved, deep, type of acting where the director and the actor help to bring a character to life

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- Why was there a shift toward realistic acting?
- What is anti-realism and why was it created?
- Who is Stanislavski and why was his method essential to this period of theatre?
- How did the musical evolve and what are the key concepts?
- What is the difference between realism and antirealism?
- What is the main purpose of an absurd play?
- What are some of the key concepts of “method acting” and how do they help to create realistic characters?
- What is your hypothesis about the future of theatre and the next era of theatre?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>	<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>
21st Century Themes	21st Century Skills

	X	Global Awareness		ET	Critical Thinking & Problem Solving
		Environmental Literacy		ET	Creativity and Innovation
		Health Literacy		ET	Collaboration, Teamwork and Leadership
		Civic Literacy		ETA	Cross-Cultural and Interpersonal Communication
	X	Financial, Economic, Business and Entrepreneurial Literacy		ETA	Communication and Media Fluency
				E	Accountability, Productivity and Ethics
In this unit plan, the following Career Ready Practices are addressed:					
Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.					

E CRP1. Act as a responsible and contributing citizen and employee

ETA CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

ETA CRP4. Communicate clearly and effectively with reason

CRP5. Consider the environmental, social and economic impacts of decisions

ETA CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

E CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals

ETA CRP11. Use technology to enhance productivity

ETA CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- how the theatre evolved into what it is today
- different arts forms that came from the Modern Theatre era
- Realism and Absurdist plays and how they are different from others and each other
- what it was like to go to the theatre during modern times
- why realism is the main form of theatre today and why anti-realism play evolved as well
- an appreciation for the history of theatre and how it evolved
- why theatre is an important aspect of society

Students will be able to (do)...

- Identify concepts in 18th and 19th century Theatre
- Identify concepts in Modern Theatre and Musical Theatre
- identify key elements that support the Stanislavski method of acting
- understand and analyze the evolution of the theatre from ancient to modern times
- understand the theatre building of today and different parts

<ul style="list-style-type: none"> the emotional impacts of theatre 	<ul style="list-style-type: none"> make connections through different historical periods and their theatre create a performance similar to that of vaudevillian theatre create a visual representation and biography for Stanislavski create a theatre performance based on a modern realism play Compare and Contrast realism theatre and theatre of the absurd Create a visual representation of the evolution of the musical
Assessment Evidence:	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Tests: Unit Test + Essay Quizzes : Restoration to Realism, Stanislavski, Realism, American Theatre Acting Performances : <ul style="list-style-type: none"> Vaudeville Performance: Students will study the emergence realism and will take a look into Vaudeville theatre. They will study the nature of Vaudeville and will come up with their own vaudeville performance with a partner. (SGO) Absurdism VS. Realism performance: Student will study realism in this unit and how to create realistic characters as well as the departure from realism and its concepts. They will perform with a partner a scene from a realistic play and a scene from an absurdist play. We will then look at the differences. 	<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> Guided Notes Class Participation Weekly Blogs Classwork Group work

- Projects:
 - History of the Musical: Students will be studying the history of the musical and how it evolved over time. This will be done in partners. They will be creating a visual project depicting the history of the musical will have one “big question” to answer in their project.
 - Stanislavski Bio Project: Students will take a close look at the father of realism acting. Stanislavski developed one of the most widely used methods of acting. Students will be creating a visual bio project about Stanislavski and his life focusing in his concepts of realistic acting.
- Summarizing Essay: What type of acting is the most dominant form today and how did it evolve into existence? What are other modern forms of theatre and how did they evolve into existence?
- Unit Reflective Essay: Students will reflect upon their performances in this unit.

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p><i>Instructional Strategies and Activities</i></p>	<ul style="list-style-type: none"> • Read: “The Age of Realism” From Drama Sourcebook (pg. 341-345) (Supplement with Textbook) • Guided Class notes: Google Slides - Google Classroom (Restoration - Vaudeville - Realism - Departures from Realism) • Stanislavski - Method Acting (Google Slides) • Review Sheet/Google Classroom • View examples of historical theatre: Vaudeville, Theatre of the Absurd • Class reading of “A Doll’s House” Henrik Ibsen • Study Actors who use “Method Acting” • Read: “American Theatre” From Drama Sourcebook (pg. 348-352) • Guided Class Notes: Google Slides - Google Classroom (American Theatre) • Guided Class Notes: Google Slides - The Musical • Well Made Play chart: Sound of Music • Weekly Blogs • Stanislavski Bio Project (Project Rubric) • History of the Musical (Project Rubric) • Absurd Play performance VS. Realism play performance (Performance rubric) • Escape Room • Kahoot Unit Review
<p>Resources</p>	
	<p>Textbook “Another Opening, Another Show: An Introduction to the Theatre”</p> <p>Drama Sourcebook</p> <p>Teacher Created Guided Notes</p> <p><i>A Doll’s House</i> - Henrik Ibsen text</p> <p>Teacher created Project Menu - Stanislavski and Musical</p> <p><i>Waiting for Godot</i> text and YouTube : https://www.youtube.com/watch?v=Wifcyo64n-w</p> <p>https://www.youtube.com/watch?v=nsxkEs6G-9s</p> <p>Google Classroom</p> <p>YouTube</p> <p>Khan Academy Lessons</p> <p>Goose hunt</p>
<p>Suggested Time Frame:</p>	<p>(34 Days)</p>

	Day 1 & 2: Google notes (Restoration to Realism) (HW Read “Age of Realism”)
	Day 3: Studying Vaudeville (View Vaudeville performances) Vaudeville performance brainstorm
	Day 4 & 5: Practice Vaudeville performance
	Day 6: Vaudeville performance (PAC Stage or Band room)
	Day 7 & 8: A Doll’s House Reading - Comprehension Questions
	Day 9 : Stanislavski and Method Acting (Google Slides)
	Day 10 -13: Stanislavski Bio Project in Library
	Day 14: Project Presentations (Project Rubric)
	Day 15: Review: Kahoot - Restoration to Realism
	Day 16: Quiz
	Day 17: Google Notes (American Theatre)
	Day 18: Google Notes (The Musical)
	Day 19: Well Made Play Structure <i>Sound of Music</i>
	Day 20 - 22: History of the Musical Project (Project Rubric)
	Day 23: Project Presentations
	Day 24: Absurd VS Realism Performance Intro
	Day 25 - 27: Practice performances
	Day 28: Absurd and Realism performances (Performance Rubric)
	Day 29: Review for American Theatre and Musical
	Day 30: Quiz

	Day 31: Review for Unit: Escape Room
	Day 32 & 33: Unit Test and Summative Assessment Essay
	Day 34: Performance Unit Reflection

RED – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Theatre Survey	Grade(s) 9-12
Unit Plan Title:	Unit 5: Other Forms of Theatre	
Overview/Rationale		
There are forms of theatre other than the mainstream forms of theatre that are culturally significant and historically relevant. Students should now about some of these other cultural forms of theatre from other countries and in this unit we will be studying these forms looking at the text and analyzing the performances though video.		
Standards(s) Number and Description (Established Goals)		
1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras. 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.		
Career and Technical Education Standard(s) - Career Cluster (s)(Established Goals		
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.		
Career and Technical Education Standard(s) – Pathway(s) (Established Goals)		

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Technology Standard(s)

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

There are many different cultural forms of theatre that are meaningful to different groups of people.
 These unique forms of theatre have unique features to the culture
 That storytelling and imitation of life and it's morals take many different forms
 That these art forms represent ancient forms mixed with modern techniques and design

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How is storytelling represented in these forms of theatre?
 Where do we see theatre and culture's influence in these art forms?
 How are these art forms different from anything you have seen before?
 Are these art forms similar to other art forms you have studied?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
	X	Global Awareness		ET	Critical Thinking & Problem Solving
		Environmental Literacy		ET	Creativity and Innovation
		Health Literacy		ET	Collaboration, Teamwork and Leadership
		Civic Literacy		ETA	Cross-Cultural and Interpersonal Communication
	X	Financial, Economic, Business and Entrepreneurial Literacy		ETA	Communication and Media Fluency
				E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E CRP1. Act as a responsible and contributing citizen and employee

ETA CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

ETA CRP4. Communicate clearly and effectively with reason

CRP5. Consider the environmental, social and economic impacts of decisions

ETA CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

E CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals

ETA CRP11. Use technology to enhance productivity

ETA CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- how different and cultural forms of theatre came to be
- several different cultural arts forms through the world
- how these different art form are meaningful to a culture
- an appreciation for different art forms

Students will be able to (do)...

- identify different types of non-mainstream theatre
- identify the geographical significance of these different types of theatre
- understand and explain the meaning and uniqueness of these different forms of theatre

	<ul style="list-style-type: none"> ● analyze how different forms of theatre are similar and different from mainstream forms ● create a performance that is similar to that of the Kabuki theatre
Assessment Evidence:	
Performance Tasks: <ul style="list-style-type: none"> ● Tests: Unit Test + Essay ● Quizzes : From Kabuki to Ireland ● Acting Performances : <ul style="list-style-type: none"> ○ Kabuki Performance: Students will study Kabuki theatre and create a representation of a kabuki theatre performance. They will perform this in a group. They will be graded on a performance rubric (SGO) ● Summarizing Essay: What are two different forms of theatre that came out of Africa or Asia and how are they unique? How do these forms of theatre relate to other forms of theatre? ● Unit Reflective Essay: Students will reflect upon their performances in this unit. 	Other Assessment Measures: <ul style="list-style-type: none"> ● Guided Notes ● Class Participation ● Weekly Blogs ● Classwork ● Group work
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	

<p><i>Instructional Strategies and Activities</i></p>	<ul style="list-style-type: none"> • Read: “History of the Drama” From Drama Sourcebook (pg.311 - 320) (Supplement with Textbook) • Guided Class notes: Google Slides - Google Classroom (Kabuki and Sanskrit theatre(Asia), African American, Ireland, etc.) • Review Sheet/Google Classroom • View examples of historical theatre: Kabuki and African American • Weekly Blogs • Kabuki Performance (Performance Rubric) • Escape Room • Kahoot Unit Review
<p>Resources</p>	
	<p>Textbook “Another Opening, Another Show: An Introduction to the Theatre” Drama Sourcebook Teacher Created Guided Notes Performance analyzation worksheet Other theatre types: Kabuki https://www.youtube.com/watch?v=67-bgSFJiKc Sanskrit Play https://www.youtube.com/watch?v=sHGfu-wdVfw Yarubo Theatre https://www.youtube.com/watch?v=Z8Xp2TvrOP0 Han and Tang Theatre https://www.youtube.com/watch?v=lcQ6D1L4etY&index=3&list=RDNepH6sctpPI https://www.youtube.com/watch?v=BB991vNWmJ8 Ireland https://www.youtube.com/watch?v=sB6Enzi4w6w Google Classroom YouTube Khan Academy Lessons Goose hunt</p>
<p>Suggested Time Frame:</p>	<p>(6 Days)</p> <p>Day 1: Guided Notes: (Kabuki and Sanskrit theatre(Asia), African American, Ireland, etc) HW Reading</p> <p>Day 2: View performances : Analyze on Worksheet</p>

	Day 3: Article reading: View performances
	Day 4: Kabuki Performance Overview, Start practice
	Day 5: Practice Kabuki performance
	Day 6: Performance of Kabuki & Summative Essay

RED – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Theatre Survey	Grade(s) 9-12
Unit Plan Title:	Unit 6: Theatre Appreciation	
Overview/Rationale		
Students have studied other art forms and literary works in other classes which are very similar to theatrical works. In this unit they will look at several theatrical works both on paper and in live performances to evaluate them and their elements. This unit helps to reinforce concepts learned in ELA class and helps to connect concepts across curriculums. Students should also have some idea as to how to act during a performance of any kind. This is also a concept that will help to create a classroom culture of acceptance and openness to constructive criticism. The audience plays a big role in making sure the performance is successful and some students have never been to a professional performance.		
Standards(s) Number and Description (Established Goals)		
1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras. 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.		
Career and Technical Education Standard(s) - Career Cluster (s)(Established Goals		
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.		

Career and Technical Education Standard(s) – Pathway(s) (Established Goals)

- 9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
- 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.
- 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Technology Standard(s)

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

- NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- theatre has the same conventions as other types of literary works.
- theatre has elements that are different than other types of literary works.
- theatre can be evaluated subjectively and objectively.
- the audience has a responsibility during the performance as well.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What are the elements of a dramatic play?
- What is the structure of a play?
- How are plays similar and different from other literary works?
- How can I effectively evaluate a theatrical performance?
- How should I “act” as an audience member?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> ET	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> ET	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> ET	Collaboration, Teamwork and Leadership

		Civic Literacy	ETA	Cross-Cultural and Interpersonal Communication
X		Financial, Economic, Business and Entrepreneurial Literacy	ETA	Communication and Media Fluency
			E	Accountability, Productivity and Ethics
In this unit plan, the following Career Ready Practices are addressed:				
Indicate whether these skills are <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.				
<p>E CRP1. Act as a responsible and contributing citizen and employee</p> <p>ETA CRP2. Apply appropriate academic and technical skills</p> <p>CRP3. Attend to personal health and financial well-being</p> <p>ETA CRP4. Communicate clearly and effectively with reason</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions</p> <p>ETA CRP6. Demonstrate creativity and innovation</p> <p>CRP7. Employ valid and reliable research strategies</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>E CRP9. Model integrity, ethical leadership and effective management</p> <p>CRP10. Plan education and career paths aligned to personal goals</p> <p>ETA CRP11. Use technology to enhance productivity</p> <p>ETA CRP12. Work productively in teams while using cultural global competence</p>				
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)				

<p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● How to identify the elements of a dramatic work. ● identify the similarities and differences a dramatic play has to a different type of literary work or other art form. ● What elements to look at when evaluating a performance. ● How to “act” as a member of an audience. 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> ● identify plot elements ● identify theme, characters, setting, symbolism, and character development within a play. ● evaluate live theatre using critical thinking questions. ● compare a theatrical work to other art forms. ● evaluate a piece of art subjectively
<p>Assessment Evidence:</p>	
<p><i>Performance Tasks:</i></p> <ul style="list-style-type: none"> ● Tests: Unit Test + Essay ● Quizzes : Theatrical Elements ● Performance assessment: Students will view live theatre in class/on the PAC stage and will be asked to evaluate the piece as a group. They will be shown several different theatrical offerings will will be asked to look for elements such as plot, character development, setting, and other elements critical to a theatrical performance. The group will then give a presentation on their evaluation of the theatrical performance. ● Summarizing Essay: What elements can you look for when evaluating a play and how can you tell if it is good or not? How can the way you act as an audience member affect a live performance? ● Unit Reflective Essay: Students will reflect upon their performances in this unit. 	<p><i>Other Assessment Measures:</i></p> <ul style="list-style-type: none"> ● Classwork/Notes ● Reviews ● Weekly Blogs ● Class participation
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	

<i>Instructional Strategies and Activities</i>	<ul style="list-style-type: none"> • Read: “Dramatic Elements” From Drama Sourcebook - Writing prompt for comprehension (pg 293-300) • Guided Class notes: Google Slides - Google Classroom • Finding Live theatre WS (Sourcebook) • Question students about prior knowledge and personal relationships to the material • View several live/recorded performances <ul style="list-style-type: none"> ▪ fall play ▪ Musical ▪ stage performance • Evaluating theatre WS (Sourcebook) • Read: “Theatre and the Other Arts” From Drama Sourcebook - Writing prompt for comprehension (pg 314-317) • Aesthetic Explanation WS From Drama Sourcebook - Writing prompt for comprehension (pg 318-324) • Weekly Blogs • Greek Theatre Performance (Chorus Performance) • Escape Room • Kahoot Unit Review
Resources	
Textbook “Another Opening, Another Show: An Introduction to the Theatre” Drama Sourcebook Teacher Created Guided Notes YouTube videos for theatrical performances Field trip to theatrical performance Google Classroom YouTube Khan Academy Lessons Goose hunt	
Suggested Time Frame:	2 weeks

RED – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Theatre Survey	Grade(s) 9-12
Unit Plan Title:	Unit 7: Improv Acting	
Overview/Rationale		
<p>Improvisation is a useful tool for professions of all types, even those that have nothing to do with drama. Mastering this skill will help students become able to think quickly, on their feet, and practice forming ideas on the spot. This can help with any job and social context. Not only are improv’s abilities good for a career, but for life. In this unit students will learn the basics of structured and unstructured improv looking at the concepts and studying the vocabulary. Improv Drama in the classroom is an invaluable tool as it not only is an expression of art, emotion, and the human consciousness, but also can be used to teach life lessons, social experiences, historical and fictitious moments, and collaboration with others, just to name a few things.</p>		
Standards(s) Number and Description (Established Goals)		
<p>1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.</p> <p>1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.</p> <p>1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.</p> <p>1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.</p> <p>1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.</p>		
Career and Technical Education Standard(s) - Career Cluster (s)(Established Goals		
<p>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p>		
Career and Technical Education Standard(s) – Pathway(s) (Established Goals)		

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Technology Standard(s)

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- Improv is a skill that can help in other areas of life even if one doesn't plan on being an actor
- Improv is different every time and being the "best actor" on stage is not always what is best for the group
- Actors always want to work on spontaneity and accepting offers on stage to create successful performances
- there is a certain way to act as an audience member as well as how to be professional on stage
- all actors should display an accepting space for practice and performance that promotes positivity (Instilled throughout all acting units)

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What is improvisation?
- How do I use the improv concepts of accepting, blocking, offering, and advancing on stage with a scene partner?
- How do I create a professional and introduction before a performance?
- Why should I meditate and how can it help me in acting and everyday life?
- What does it mean to be spontaneous on stage and how can I train myself to be more spontaneous?
- What are different improv techniques and practice games that can help me to become a better improv actor?
- How do I use my body on stage to create a character?
- What does it mean to be "in character"?
- How do I find a character's motivation and how can knowing this help me to create a character more successfully?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.		Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.	
21 st Century Themes		21 st Century Skills	
X	Global Awareness	ET	Critical Thinking & Problem Solving
	Environmental Literacy	ET	Creativity and Innovation
	Health Literacy	ET	Collaboration, Teamwork and Leadership
	Civic Literacy	ETA	Cross-Cultural and Interpersonal Communication

X	Financial, Economic, Business and Entrepreneurial Literacy	ETA	Communication and Media Fluency
		E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E CRP1. Act as a responsible and contributing citizen and employee

ETA CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

ETA CRP4. Communicate clearly and effectively with reason

CRP5. Consider the environmental, social and economic impacts of decisions

ETA CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

E CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals

ETA CRP11. Use technology to enhance productivity

ETA CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

<p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● what it is like to act on stage with other people ● how to control nerves ● how to think on the spot ● basic concepts of movement and improv ● why we study improv and how it can help in other areas of life ● basic stage directions 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> ● explain the concept of “improvisation: and what it is ● demonstrate the ability to meditate and be still for more than 5 minutes. ● introduce themselves successfully at the beginning of a scene/performance. ● recognize the techniques of offering, accepting, advancing and blocking. ● use spontaneity to create ideas and characters on the spot in an informal performance. ● practice improv techniques through theatre games. ● use the body and body language to enhance characterization. ● discover how feelings affect a character. ● enter and exit a character. ● demonstrate understanding of character motivation
<p>Assessment Evidence:</p>	
<p><i>Performance Tasks:</i></p> <ul style="list-style-type: none"> ● Tests: Unit Test + Essay ● Quizzes : Improv ● Acting Performances : <ul style="list-style-type: none"> ○ Improv Performance: Students will study the principles of improv acting and the art of accepting and offering on stage. Students will create an improv performance based on a scenario in a group/partner setting. They will be graded on how well they work with their partner, if they incorporated spontaneity, and if they accept instead of block. (SGO - improv rubric) 	<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> ● Guided Notes ● Class Participation ● Weekly Blogs ● Classwork ● Group work ● Improv work ● Exploration ● Teacher Observation

<ul style="list-style-type: none"> ○ Observation performance: teacher will observe students practicing and creating improv scenes in the classroom. Students will work with basic scenarios to create a spontaneous performance. (SGO - improv rubric) ● Projects: <ul style="list-style-type: none"> ○ Improv concepts: Students will create a visual display project which they will present to the class exemplifying key improv concepts, including character foils, and why it is important to use them on stage. ● Summarizing Essay: Why is it a good idea to study improv as an actor? Why is it a good idea to study improv for everyday life? What are the key concepts of improv and why is it important to use them on stage? ● Unit Reflective Essay: Students will reflect upon their performances in this unit. 	
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	

<p><i>Instructional Strategies and Activities</i></p>	<ul style="list-style-type: none"> • Read: “Principles of Internal Acting” From Drama Sourcebook (pg. 91-105) (Supplement with Textbook) • Guided Class notes: Google Slides - Google Classroom (Improvisation concepts) • Stage direction/concepts (Google Slides) • Review Sheet/Google Classroom • View examples of improv to gain understanding of what it looks like • Improv Games! (Source from <i>Improv Handbook</i>) • Read: “Improvisation” From Textbook (pg. 12 -27) (Critical Thinking Questions pg. 28) • Weekly Blogs • Meditation Logs/Music/Guided Script • Improv Performance Project Scenario(Project Rubric) • Improv Visual Project Menu(Project Rubric) • Escape Room • Kahoot Unit Review
<p>Resources</p>	
	<p>Textbook “Another Opening, Another Show: An Introduction to the Theatre” Drama Sourcebook Teacher Created Guided Notes Text: <i>The Improv Handbook</i> Meditation Logs/Music/Guided Script Improv Article : https://www.city-academy.com/news/what-is-improvisation-acting/ Teacher created Project Menu - Improv Project Improv Clips : https://www.youtube.com/watch?v=IBV8oVxXUM8 https://www.youtube.com/watch?v=LyxHujdRIpk Google Classroom YouTube Khan Academy Lessons Goose hunt</p>
<p>Suggested Time Frame:</p>	<p>(20 Days)</p> <p>Day 1: Google Slides guided notes: Improv (HW: Textbook and Drama Sourcebook reading)</p>

	Day 2: Meditation/Log , Improv article
	Day 3: Meditation/Log , Stage Directions Notes, viewing different improv
	Day 4: Meditation/log , Improv - accepting and blocking games
	Day 5: Meditation/log , Improv - Spontaneity games (Quiz on Improv Concepts)
	Day 6 & 7: Meditation/log , Group improv - Unstructured
	Day 8 & 9: Meditation/log , Group Improv - Structured
	Day 10 & 11: Meditation/log, Improv Scenarios (Create a Scene!)
	Day 12: Meditation/log , Improv games/Improvisation Visual Project
	Day 13 - 14: Improv games/Improvisation Visual Project
	Day 15: Project Presentations
	Day 16: Meditation/log , Group Improv - Structured (review performance project)
	Day 17: Meditation/log , Group Improv - Structured (Project Grade - Rubric)
	Day 18: Review - Kahoot/Escape Room
	Day 19: Test: Improv
	Day 20: Summative Essay/Reflective Essay

RED – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Theatre Survey	Grade(s) 9-12
Unit Plan Title:	Unit 8: Pantomime Acting	
Overview/Rationale		
<p>Pantomime is the art of acting without words or props. It is often called the “art of silence”. Because all actors are seen on stage first before they are heard this is an important principle to learn and this unit also leads us into our movement unit. Pantomiming helps us to focus on the movement a character makes and the focus on conveying the message and understanding through more than just words.</p> <p>Pantomiming was also the first form of acting. In this unit students will study the principles of creating a scene without using words to convey meaning.</p>		
Standards(s) Number and Description (Established Goals)		
<p>1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.</p> <p>1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.</p> <p>1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.</p> <p>1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.</p> <p>1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p>		
Career and Technical Education Standard(s) - Career Cluster (s)(Established Goals)		
<p>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p>		

Career and Technical Education Standard(s) – Pathway(s) (Established Goals)

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Technology Standard(s)

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- pantomime studies can help understand how to convey meaning on stage through non-verbal means
- meditation can help to relax the mind and body creating a clear pallet to work with
- when you are on stage you need to be aware of your body at all times
- actors are seen first before they are heard

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How does physical movement aid or detract from storytelling?
- How can I use physical principles and “show” movements to convey a meaning?
- How can I access emotion through movement?
- Can one communicate without any verbal language and be successful?
- How can I incorporate my non-verbal skill in a verbal performance?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply. 21st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E , T , A on the line before the appropriate skill. 21st Century Skills	
X	Global Awareness	ET	Critical Thinking & Problem Solving
	Environmental Literacy	ET	Creativity and Innovation
	Health Literacy	ET	Collaboration, Teamwork and Leadership
	Civic Literacy	ETA	Cross-Cultural and Interpersonal Communication
X	Financial, Economic, Business	ETA	Communication and Media Fluency

<div></div> and Entrepreneurial Literacy	<div>E</div> Accountability, Productivity and Ethics
In this unit plan, the following Career Ready Practices are addressed:	
<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p>	
<p>E CRP1. Act as a responsible and contributing citizen and employee</p> <p>ETA CRP2. Apply appropriate academic and technical skills</p> <p>CRP3. Attend to personal health and financial well-being</p> <p>ETA CRP4. Communicate clearly and effectively with reason</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions</p> <p>ETA CRP6. Demonstrate creativity and innovation</p> <p>CRP7. Employ valid and reliable research strategies</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>E CRP9. Model integrity, ethical leadership and effective management</p> <p>CRP10. Plan education and career paths aligned to personal goals</p> <p>ETA CRP11. Use technology to enhance productivity</p> <p>ETA CRP12. Work productively in teams while using cultural global competence</p>	
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	

<p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● Elements of pantomime: Leading, pantomime, elements of pantomime (shape, size, weight), animal physicalization and the visualization of these ● how to combat nerves though practice ● how to successfully memorize a scene with a partner ● how to prepare for a performance in a group ● the principles of stage directions ● why we study pantomime 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> ● explain the concepts Leading, pantomime, elements of pantomime (shape, size, weight), animal physicalization ● create a character using only movement ● understand what it mean to be subtle and what it means to be exaggerated on stage ● Determine character physicalization ● Develop a pantomime story with music and sound effects ● Rehearse and improve work with a group and in partners ● Incorporate physical communication in traditional acting. ● Analyze and respond to others' pantomime acting
<p>Assessment Evidence:</p>	
<p><i>Performance Tasks:</i></p> <ul style="list-style-type: none"> ● Tests: Unit Test + Essay ● Quizzes : Pantomime, Physical Principles ● Acting Performances : <ul style="list-style-type: none"> ○ Pantomime Performance: Students will study pantomime techniques and will work on conveying meaning through non-verbal means. They will be working on the act of showing instead of telling. In this unit students will work in partners to create a memorized pantomime scene with a musical track without using words or props. Students will be graded of how well the can convey meaning through non-verbal techniques. (SGO - Performance Rubric) X 2 	<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> ● Guided Notes ● Class Participation ● Weekly Blogs ● Classwork ● Group work ● Physical principles ● Exploration ● Teacher Observation

<p>Pantomime Improvisation</p> <ul style="list-style-type: none"> • Projects: <ul style="list-style-type: none"> ◦ “The Stage” Project: In this project students will be giving a summative project for the stage concepts, directions, and vocabulary they have learned throughout the last 3 units. Students at this point should have a good understanding about the stage and vocabulary associated with it. They will create a visual model of a stage and the different directions and parts. (Project Rubric) • Summarizing Essay: What is pantomime and why is it important to study pantomime as an actor? What is the actor’s responsibility to the audience when on stage? • Unit Reflective Essay: Students will reflect upon their performances in this unit. 	
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities</i></p>	<ul style="list-style-type: none"> • Read: “Discovering Yourself and Others: Discovery Acting” From Drama Sourcebook (pg. 153-161) (Supplement with Textbook) • Guided Class notes: Google Slides - Google Classroom (Pantomime Acting) • Stage direction/concepts REVIEW (Google Slides) • Review Sheet/Google Classroom • View examples of pantomime to gain understanding of what it looks like • Pantomime games • Read: “Pantomime and Mime” From Textbook (pg. 29-57) (Critical Thinking Questions pg. 57) • Weekly Blogs • Meditation Logs/Music/Guided Script (ONGOING FOR THE REST OF THE YEAR) • Pantomime Performance(Project Rubric) • Stage Concepts/Directions Visual Project(Project Rubric) • Escape Room • Kahoot Unit Review

Resources	
<p>Textbook “Another Opening, Another Show: An Introduction to the Theatre”</p> <p>Drama Sourcebook</p> <p>Teacher Created Guided Notes</p> <p>Text: <i>The Improv Handbook</i></p> <p>Pantomime Clips : Our Town: https://www.youtube.com/watch?v=nxDsE0wwAsA</p> <p>https://www.youtube.com/watch?v=nG7nXhS_lq8</p> <p>https://www.youtube.com/watch?v=F4TqetRMMLc</p> <p>Mr. Bean https://www.youtube.com/watch?v=np0Yz9rNhuA</p> <p>Google Classroom</p> <p>YouTube</p> <p>Khan Academy Lessons</p> <p>Goose hunt</p>	
Suggested Time Frame:	<p>Day 1: Reading and Guided Notes: Pantomime</p> <p>Day 2: View performances of pantomime, Analyzing and Critical Thinking questions</p> <p>Day 3: Pantomime Games, reflection questions</p> <p>Day 4: Reading and Guided notes (Stage Directions)</p> <p>Day 5: Pantomime Games, reflection questions</p> <p>Day 6: Pantomime Games, Stage directions projects overview</p> <p>Day 7: Pantomime games and stage directions project</p> <p>Day 8: Stage directions Project</p> <p>Day 9: Project Presentations (Rubric) and Pantomime Quiz</p> <p>Day 10: Pantomime Games and reflection</p> <p>Day 11: Pantomime Project Overview</p>

	<p>Day 12: Practice Pantomime performance</p> <p>Day 13: Pantomime performance (Rubric)</p> <p>Day 14: Review - Kahoot/Escape Room</p> <p>Day 15: Summative Essay and Reflection</p>
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RED – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Theatre Survey	Grade(s) 9-12
Unit Plan Title:	Unit 9: Movement and Dance	
Overview/Rationale		
This Unit provides introductory knowledge of movement and how it relates to acting. Students will become conscious of their own natural movement patterns, observe the movement patterns and posture of other individuals as well as animals, understand how movement is an extension of both character and emotional state of being, and become familiar with Laban Movement Analysis, applying each of these skills to the field of Acting. Students will become more aware of their body in space and what their body is doing at a given moment.		
Standards(s) Number and Description (Established Goals)		
1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art		
Career and Technical Education Standard(s) - Career Cluster (s)(Established Goals		
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.		
Career and Technical Education Standard(s) – Pathway(s) (Established Goals)		
9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions. 9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and		

historical periods.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Technology Standard(s)

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- the relationship between character, posture, and movement. Students will perform for an audience.
- the human body is complex but also connects to the brain

- they need to become more physically comfortable in front of an audience and this can be done through practice
- they need to be aware of their body in space at all times when on stage

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How can a bring a character to life through use of movement and body?
- How can I train my mind to be more aware of my body at all times?
- How can I combat nerves and prepare to go on stage?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E, T, A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
	X	Global Awareness		ET	Critical Thinking & Problem Solving
		Environmental Literacy		ET	Creativity and Innovation
		Health Literacy		ET	Collaboration, Teamwork and Leadership
		Civic Literacy		ETA	Cross-Cultural and Interpersonal Communication
	X	Financial, Economic, Business and Entrepreneurial Literacy		ETA	Communication and Media Fluency
				E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E CRP1. Act as a responsible and contributing citizen and employee

ETA CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

ETA CRP4. Communicate clearly and effectively with reason

CRP5. Consider the environmental, social and economic impacts of decisions

ETA CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

E CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals

ETA CRP11. Use technology to enhance productivity

ETA CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- how to create a character through movement
- how to think about their body movement on stage
- different principles of movement to create different characters
- how to combat nerves and prepare for a performance on stage

Students will be able to (do)...

- to express a specific emotional state through their body movements and identify the emotional state of others through their body movements.
- explain the functioning of the Laban Movement Analysis and assess which category they belong to.
- develop a character unlike themselves and provide a full physical analysis of that character.
- perform for an audience.

Assessment Evidence:

Performance Tasks:

- Tests: Unit Test + Essay
- Quizzes : Physical Principles, Body and Movement
- Acting Performances :
 - Dance Performance: Students will choreograph and perform a two minute dance to a song of their choice with a partner. This dance can be of any style. The students must use 2 emotions to give inspiration to their dance. (SGO - Performance Rubric)
- Projects:
 - “The Stage” Project: In this project students will be giving a summative project for the stage concepts, directions, and vocabulary they have learned throughout the last 3 units. Students at this point should have a good understanding about the stage and vocabulary associated with it. They will create a visual model of a stage and the different directions and parts. (Project Rubric)
- Summarizing Essay: What is pantomime and why is it important to study pantomime as an actor? What is the actor’s responsibility to the audience when on stage?
- Unit Reflective Essay: Students will reflect upon their performances in this unit.

Other Assessment Measures:

- Guided Notes
- Class Participation
- Weekly Blogs
- Classwork
- Group work
- Physical principles
- Exploration
- Teacher Observation

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p><i>Instructional Strategies and Activities</i></p>	<ul style="list-style-type: none"> • Read: “Stage Movement and Blocking” From Drama Sourcebook (pg. 106-113) (Supplement with Textbook) • Guided Class notes: Google Slides - Google Classroom (Movement for the Actor) • Stage direction/concepts REVIEW (Google Slides) • Stage Directions Group Activity • Review Sheet/Google Classroom • View examples of Dance through history • Principles of Movement (Textbook) • Improv Games • Weekly Blogs • Meditation Logs/Music/Guided Script (ONGOING FOR THE REST OF THE YEAR) • Dance Performance(Project Rubric) • “The Stage” Project (Project Rubric) • Escape Room • Kahoot Unit Review
<p>Resources</p>	
	<p>Textbook “Another Opening, Another Show: An Introduction to the Theatre” Drama Sourcebook Teacher Created Guided Notes Text: <i>The Improv Handbook</i> Google Classroom YouTube Khan Academy Lessons Goose hunt</p>
<p>Suggested Time Frame:</p>	<p>(19 Days)</p> <p>Day 1 & 2: Meditation Log, Reading for HW and Guided Notes</p> <p>Day 3: Review Stage Directions</p> <p>Day 4: Meditation Log, Stage Directions Activity, View Examples of dance throughout history, Comprehension WS</p>

	Day 5: Reading and Comprehension: Principles of Movement - Textbook
	Day 6: Quiz : Stage Directions, Improv Games
	Day 7: Meditation Log, Improv Games
	Day 8 - 11: Meditation Log, Dance Project Practice
	Day 12: Dance Project Performance
	Day 13-15: "The Stage" Project
	Day 16: Quiz- Principles of Movement and Dance
	Day 17: Review - Kahoot, Escape Room
	Day 18: Summative Essay
	Day 19: Performance Reflection Essay

RED – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Theatre Survey	Grade(s) 9-12
Unit Plan Title:	Unit 10: Voice	
Overview/Rationale		
Students must know that the voice is one of if not the most important acting tool to an actor. In this unit they will be studying the voice, why it is important, and how it works. They will also be looking and ways to strengthen parts or their voice and exercise it to get to know their voice better. Students should be more in touch with their voice after this unit and should be able to use their voice better on stage to be understood by the audience.		
Standards(s) Number and Description (Established Goals)		
1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.		
1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.		
Career and Technical Education Standard(s) - Career Cluster (s)(Established Goals		
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.		
9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.		
Career and Technical Education Standard(s) – Pathway(s) (Established Goals)		
9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.		
9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express		
Technology Standard(s)		

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

the voice is a complex system within the body

the voice is just like any other muscle in the body and must be exercised to perfect skill level.

there are different accents and dialects that can be recreated through the world

the voice is one of the actor's most important tool

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How to I exercise my voice?
 What are techniques I can use to strengthen parts of my voice?
 How to I find my neutral voice?
 How can I use my voice to bring a character to life?
 How can I create a character with a different accent or dialect?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21 st Century Themes			21 st Century Skills		
	X	Global Awareness		ET	Critical Thinking & Problem Solving
		Environmental Literacy		ET	Creativity and Innovation
		Health Literacy		ET	Collaboration, Teamwork and Leadership
		Civic Literacy		ETA	Cross-Cultural and Interpersonal Communication
	X	Financial, Economic, Business and Entrepreneurial Literacy		ETA	Communication and Media Fluency
				E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E CRP1. Act as a responsible and contributing citizen and employee

ETA CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

ETA CRP4. Communicate clearly and effectively with reason

CRP5. Consider the environmental, social and economic impacts of decisions

ETA CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

E CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals

ETA CRP11. Use technology to enhance productivity

ETA CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- why relaxation, breathing, and good posture are so important to vocal projection
- why and how to exercise the voice just like any other muscle in the body
- how to project the voice
- how the voice works to make sound
- that the voice is an important tool to any actor and they need to be understood

Students will be able to (do)...

- demonstrate the technique and use the diaphragm to project their voice
- demonstrate and use exercise techniques to strengthen their voice
- use vocabulary to describe a sound
- create an understandable vocal performance on stage while thinking about enunciation and projection
- understand and explain the way our bodies produce

	sound
Assessment Evidence:	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Tests: Unit Test + Essay ● Quizzes : Improv ● Acting Performances : <ul style="list-style-type: none"> ○ Tongue Twister performance: Students are studying diction, enunciation, pitch, and projection. They will choose a tongue twister to perform while using all of these skills as well as movement in their performance piece. (SGO - acting rubric) ○ Oral interpretation: Students are will be working on the quality of the voice in this unit. This project will require them to choose a piece of text and perform an oral interpretation of the text. Students may choose a song or a poem to read. Students will be graded on their inflection and ability to bring a character to life through only their voice. (SGO - acting rubric) ● Projects: <ul style="list-style-type: none"> ○ Vocal System: Students will create a visual project through a rubric menu that will display the vocal system and how the body creates sound. They will give an oral presentation on their findings in front of the class. (Project Rubric) 	<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> ● Guided Notes ● Class Participation ● Weekly Blogs ● Classwork ● Group work ● Improv work ● Exploration ● Teacher Observation

<ul style="list-style-type: none"> Summarizing Essay: Why is it important to exercise the voice? Describe how the body makes sound. Why is the voice and important acting tool? Unit Reflective Essay: Students will reflect upon their performances in this unit. 	
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities</i></p>	<ul style="list-style-type: none"> Read: “Vocal Acting” From Drama Sourcebook (pg. 23-88) (Supplement with Textbook) Textbook Reading - Chapter 4 Guided Class notes: Google Slides - Google Classroom (Vocal Acting and Training) Dialects and Accents (Google Slides) Review Sheet/Google Classroom View examples of Vocal Warm ups Study accents and create a character based on that accent Weekly Blogs Tongue Twister Project (Performance Rubric) Oral Interpretation Performance - Drama Sourcebook(Performance Rubric) The Vocal System Visual Representations and Oral Presentation(Project rubric) Escape Room Kahoot Unit Review
<p>Resources</p>	
<p>Textbook “Another Opening, Another Show: An Introduction to the Theatre” Drama Sourcebook Teacher Created Guided Notes Text: <i>The Improv Handbook</i> Google Classroom YouTube</p>	

Khan Academy Lessons Goose hunt	
Suggested Time Frame:	(20 Days) Day 1 & 2: Reading and Guided Notes Day 3: Dialects - Reading and Practicing Day 4: View Examples - Practicing Dialects - Recording Yourself Day 5: Practice - Articulation, Enunciation, and Projection Exercises Day 6 - 8: Tongue Twister Project Day 9: Tongue Twister Performance (Performance Rubric) SGO Day 10: Quiz - The Voice Day 11 - 13: Vocal System Project Day 14: Project Presentations (Project rubric) Day 15: Quiz - Parts of the Voice Day 16 & 17: Oral Interpretation Project Day 18: Review - Kahoot, Escape Room Day 19 & 20: Summative Essay and Reflective Essay

RED – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Theatre Survey	Grade(s) 9-12
Unit Plan Title:	Unit 11: Partner/Duo Scene	
Overview/Rationale		
As Shakespeare said “Speak the lines of the author as written, distinctly and fluently, with understanding of their meaning”. Students must learn to do just that. This unit is the ending piece to the entire year of study for these students. They must bring a character to life on stage, speaking the lines of the author while giving them meaning and character. Students will be pulling from all other units in trying to bring this piece to life, looking at acting techniques, voice, movement, and stage elements. Students will be working on memorization, teamwork, and research as well to find their character.		
Standards(s) Number and Description (Established Goals)		
1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. 1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. 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. 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills. 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.		
Career and Technical Education Standard(s) - Career Cluster (s)(Established Goals		
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.		

9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

Career and Technical Education Standard(s) – Pathway(s) (Established Goals)

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Technology Standard(s)

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the

effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

The rehearsal process have many parts and in essential to making sure your scene is successful on stage

Knowing your character in and out can help to bring that character to life on stage

Memorization comes from practice

The elements of Mind, Body, and Voice all work together in creating a scene from a play

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What is the rehearsal process for a scene with two people?

How can I use different strategies to memorize my lines?

What is the acting terminology that I should be using with my partner?

How can I create a believable character?

What is the process to creating a costume for a character in a play?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> ET	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> ET	Creativity and Innovation

	Health Literacy	ET	Collaboration, Teamwork and Leadership
	Civic Literacy	ETA	Cross-Cultural and Interpersonal Communication
X	Financial, Economic, Business and Entrepreneurial Literacy	ETA	Communication and Media Fluency
		E	Accountability, Productivity and Ethics
In this unit plan, the following Career Ready Practices are addressed:			
Indicate whether these skills are <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.			
<p>E CRP1. Act as a responsible and contributing citizen and employee</p> <p>ETA CRP2. Apply appropriate academic and technical skills</p> <p>CRP3. Attend to personal health and financial well-being</p> <p>ETA CRP4. Communicate clearly and effectively with reason</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions</p> <p>ETA CRP6. Demonstrate creativity and innovation</p> <p>CRP7. Employ valid and reliable research strategies</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>E CRP9. Model integrity, ethical leadership and effective management</p> <p>CRP10. Plan education and career paths aligned to personal goals</p> <p>ETA CRP11. Use technology to enhance productivity</p> <p>ETA CRP12. Work productively in teams while using cultural global competence</p>			

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- how to bring a character to life
- the process to create a successful scene
- how important rehearsal is to making a scene successful
- that costumes are an important part of characterization on stage
- creating a performance piece take hard work as well as teamwork

Students will be able to (do)...

- Create a performance with a partner that brings a character to life
- use acting terminology in their rehearsal discussions
- identify different parts to the rehearsal process
- identify their characters objective and motivation in the scene and play
- perform different parts of the rehearsal process with a partner
- memorize a short scene from a play
- create costumes for three characters from a play

Assessment Evidence:

Performance Tasks:

- Tests: Unit Test + Essay
- Quizzes : Progress Check for quiz grade
- Acting Performances :
 - Partner Scenes: students will pair up for this unit and will complete a summative performance of an acting scene in which they will have to provide props costumes and set the stage for the scene. They will use what they have learned about acting and bringing a character to life to accomplish this project together. (Performance Rubric) SGO
- Projects:
 - Costume Project: Students will work in their same pairs on this project to bring the costumes from one show to life in

Other Assessment Measures:

- Guided Notes
- Class Participation
- Weekly Blogs
- Classwork
- Group work
- Improv work
- Exploration
- Teacher Observation

<p>miniature form. Students will choose either a play or musical and using fabric and accessories they will create 3 costumes for Barbie Doll size. (Project Rubric)</p> <ul style="list-style-type: none"> ● Summarizing Essay: What did I need to do to prepare for my Partner Scene for it to be successful? How can an actor work to bring a character to life successfully? ● Unit Reflective Essay: Students will reflect upon their performances in this unit. 	
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities</i></p>	<ul style="list-style-type: none"> • Read: "REHEARSALS" From Drama Sourcebook (pg. 114-122) (Supplement with Textbook) • Guided Class notes: Google Slides - Google Classroom (Auditions) • Advanced Acting Techniques (Google Slides) • Review Sheet/Google Classroom • Review of Method Acting • Memorization techniques • Scene Practice • Textbook (Chapter 5 Acting) • Scenes from Textbook - pg. 159 • Supplement Scenes from Internet • Weekly Blogs • Participation Log for length of project • Costume Project (Project Rubric) • Escape Room • Kahoot Unit Review
<p>Resources</p>	

Textbook “Another Opening, Another Show: An Introduction to the Theatre” Drama Sourcebook Teacher Created Guided Notes Text: <i>The Improv Handbook</i> Google Classroom YouTube Khan Academy Lessons Goose hunt	
Suggested Time Frame:	(16 Days) Day 1: Guided Notes and Reading Day 2: Project Overview - Improv Acting Day 3: Advanced Acting Techniques Slides Day 4: Costume Project Overview Day 5 - 15: Practice and Project Development Day 16: Presentations

RED – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Theatre Survey	Grade(s) 9-12
Unit Plan Title:	Unit 12- Production Staff/Running Crew & Career Options	
Overview/Rationale		
In this unit, students will understand and be capable of performing the roles and responsibilities of various members of the production staff and running crews common to any theatrical production.		

1. The roles and jobs available and necessary to a production.
2. How those roles can transfer into real world careers.

Standards(s) Number and Description (Established Goals)

2.4.12prof.CR2b: Examine the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles.

2.4.12acc.P1b: Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.

2.4.12adv.P3a: 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.

Technology Standard(s)

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- Students will know:
- There is a specific hierarchy and organization for completing technical work, both during the run-up to and during the performance of a theatrical production.
- The names and job descriptions of personnel.
- The possibilities for careers in technical theatre.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- Essential Questions:
- Who actually does all the work?
- What skills are necessary for a career in technical theatre?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Themes		21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Critical Thinking & Problem Solving

	Environmental Literacy	ET	Creativity and Innovation
	Health Literacy	ET	Collaboration, Teamwork and Leadership
	Civic Literacy	ETA	Cross-Cultural and Interpersonal Communication
X	Financial, Economic, Business and Entrepreneurial Literacy	ETA	Communication and Media Fluency
		E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

- E CRP1. Act as a responsible and contributing citizen and employee**
- ETA CRP2. Apply appropriate academic and technical skills**
- CRP3. Attend to personal health and financial well-being**
- ETA CRP4. Communicate clearly and effectively with reason**
- CRP5. Consider the environmental, social and economic impacts of decisions**
- ETA CRP6. Demonstrate creativity and innovation**
- CRP7. Employ valid and reliable research strategies**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**
- E CRP9. Model integrity, ethical leadership and effective management**
- CRP10. Plan education and career paths aligned to personal goals**
- ETA CRP11. Use technology to enhance productivity**
- ETA CRP12. Work productively in teams while using cultural global competence**

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will

- Identify and/or describe the various technical positions.
- Perform in a variety of said positions during various school productions.
- Identify the roles and responsibilities of the theatrical production staff, specifically the director, the producer, and the design team.

Students will be able to (do)...

- Understand the timeline and skills needed to acquire a position or establish a career in the professional theater arts.

Assessment Evidence:

Performance Tasks:

- Direct Evidence:
- Students will pass paper and pencil tests on the knowledge and skills of the unit.
- Students will perform in various technical roles and fulfill said responsibilities.
- Students will document on a checklist all positions in which they have served throughout the course

Other Assessment Measures:

- Classwork/Tests
- Weekly Blogs
- Class participation
- Class discussions
- Performances

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p><i>Instructional Strategies and Activities</i></p>	<p>Lecture/discussion on Production Staff/Running crew to include but not be limited to the following:</p> <p>Running Crew</p> <ol style="list-style-type: none"> 1. Stage manager 2. Assistant Stage manager 3. Board operator – Lights 4. Board operator – Sound 5. Stage Crew, Grip(s) 6. SFX control 7. Props manager 8. Wardrobe master/mistress, dressers 9. Makeup master/mistress 10. Fly-man 11. House manager, assistant, usher <p>Production Staff</p> <ol style="list-style-type: none"> 1. Technical director 2. Master carpenter, assistants 3. Master electrician, assistants 4. Sound master, electricians 5. Master painter, assistants 6. Costume mistress/master 7. Props master, assistants 8. Scenery, costume, light, sound, prop, special effects designers <p>Provide documentation from various theatrical programs and credits from professional productions.</p>
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Resources
<p>Drama Sourcebook</p> <p>Wilson Text- Chapter 5</p> <p>Teacher Created Guided Notes</p> <p>YouTube videos for theatrical performances</p> <p>Google Classroom</p> <p>YouTube</p> <p>Khan Academy Lessons</p>

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