



State Curriculum Unit Content Descriptors

Content Area: Fine Arts and Technology

Course Title: *Theatre Arts*

Grade Level: *9*

Written by: ELA/Arts PLC

Unit Plan 1 Introduction/ Ice Breakers/ Parents' Night Video/ Safety and Courtesy Rules/ Show and Tell with a twist.	Pacing Guide 20 days
Unit Plan 2 Pantomime: Fairytale Pantomime and Mime to Music	Pacing Guide 20 days
Unit Plan 3 Choreography	Pacing Guide 20 days
Unit Plan 4 Theatre Criticism	Pacing Guide 20 days
Unit Plan 5 Monologues	Pacing Guide 20 days
Unit Plan 6 Oral Interpretation	Pacing Guide 20 days
Unit Plan 7 Acting for Commercials: Radio and Film	Pacing Guide 20 days
Unit Plan 8 Theatre History/ Ancient Greek	Pacing Guide 20 days
Unit Plan 9 Technical Theatre: Set design projects	Pacing Guide 20 days
Unit Plan 10 Scene Study	Pacing Guide 20 days

Date Created: August 8, 2017



Board Approved on: August 21, 2019

Unit 1 Overview

Content Area: Introduction to the course and classmates.

Unit Title: **Introduction/ Icebreakers/ Parents’ Night Video/ Safety and Courtesy Rules/ Show and Tell with a twist.**

Target Course/Grade Level: 9

Time: 20 days

Unit Summary: Students will get to know each other and build trust through the use of Theatre Games. Students will produce a Parents’ Night Video to show the Parents on Visit the School Night. Students will perform the Safety and Courtesy Rules in groups. And students will participate in the “Show and Tell with a twist: creative activity.

NJ Student Learning Standards:

Grades 9-12 1.4 A3: Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance music theatre and visual art.

Grades 9-12 1.3 C1: Create plays that include well-structured plots and subplots clear thematic intent original characters and technical theatrical elements appropriate to a variety of theatrical genres.

Grades 9-12 1.1 C2: Formulate a process of script analysis to identify how the physical emotional and social dimensions of a character are communicated through the application of acting techniques.

Unit Essential Questions:

Why did students take this class?
 How can we build a team and work together?
 What background in the arts do the students have to bring to the table?
 What expectations do the students have for the class and each other?

Unit Enduring Understandings

Students will learn about each other. Their background and expectations, as well as expectations from the teacher/ course.
 Students will learn to work together as a performance unit under time constraints.



<p><i>Unit Objectives</i> Students will know more about each other's backgrounds and experience.</p> <p>Students will know what is expected from them by their teacher.</p>	<p><i>Unit Objectives</i> Students will be able to work together in various groups to present the Parents Night Video.</p> <p>Students will be able to perform Safety and Courtesy Rules.</p> <p>Students will participate in theatre games and activities of the course.</p>
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Primary Interdisciplinary Connections

ELA Reading and Writing Standards:

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

21st Century Themes: 21st Century Life and Careers Career Clusters (Arts)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- 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.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.



- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
- 8.1.C- Educational Technology: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so
- 9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions Special Education: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities 504: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase



<p>comprehension</p> <ul style="list-style-type: none"> ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<p>comprehension</p> <ul style="list-style-type: none"> ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
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Unit 2 Overview

Content Area: Pantomime: Using non-verbal Communication & Body Language

Unit Title: **Pantomime: Mime to Music and Fairytale Pantomime**

Target Course/Grade Level: 9

Time: 20 days



Unit Summary:

Mime to Music: Students will work alone, or in a duo or trio. They must create a story with a clear beginning, middle and end. They will type a script with storyline and music cues explaining how the music helps to establish the mood and tell the story. Students will pantomime the complete story using background music to set the mood and pace either live in class or video recorded at home.

Fairytale Pantomime: Students will form groups and pick a fairytale, nursery rhyme or well-known children’s story to act out without dialogue. The story must be clear with a beginning, middle and end.

NJ Student Learning Standards:

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Grades 9-12 1.3 C1: Create plays that include well-structured plots and subplots clear thematic intent original characters and technical theatrical elements appropriate to a variety of theatrical genres.

Grades 9-12 1.1 C2: Formulate a process of script analysis to identify how the physical emotional and social dimensions of a character are communicated through the application of acting techniques.

Unit Essential Questions:

How can we tell a clear complete story without dialogue?
 How can music enhance the mood? Create tension/ humor, emotional impact?
 What is essential to tell the clear complete story: beginning, middle and end?
 Who is needed in the story? Do actors need to double as more than one character?

Unit Enduring Understandings

Students will learn to identify major plot points and essentials of storytelling.
 Students will learn to use body language and facial expressions to tell a story.
 Students will learn to incorporate music to enhance the story.

Unit Objectives

Students will know how to use body language and facial expressions to tell a story.

Unit Objectives

Students will use body language and facial expressions to tell a story.
 Students will incorporate music to enhance the story.

Primary Interdisciplinary Connections

ELA Reading and Writing Standards:

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

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Evidence of Learning	
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English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities



<ul style="list-style-type: none"> ● Simplify written and verbal instructions 	
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Unit 3 Overview	
Content Area: Choreography and Dance performance	
Unit Title: Choreography Unit	
Target Course/Grade Level: 9	Time: 20 days
<p>Unit Summary: Students will learn basic dance steps and be able to perform them in a dance steps performance quiz.</p> <p>Students will be placed in groups and create a dance to a Broadway show tune.</p>	



NJ Student Learning Standards:

Grades 9-12 1.3 A1: Integrate and recombine movement vocabulary drawn from a variety of dance genres using improvisation as a choreographic tool to create solo and ensemble compositions.

Grades 9-12 1.3 A2: Create theme-based solo and ensemble dances that have unity of form and content conceptual coherence and aesthetic unity.

Grades 9-12 1.3 A3: Demonstrate dance artistry with technical proficiency musicality stylistic nuance clarity of choreographic intent and efficiency of movement through the application of proper body mechanics.

Grades 9-12 1.3 A4: Collaborate in the design and production of dances that use choreographic structures and incorporate various media andor technologies.

Grades 9-12 1.1 A4: Synthesize knowledge of anatomical principles related to body alignment body patterning balance strength and coordination in compositions and performances.

Unit Essential Questions:

How does dance help to tell the story in musical theatre?

What elements of dance are essential to creating a large scale production number in musical theatre?

What is the importance of the choreographer's vision in musical theatre and dance?

Unit Enduring Understandings

Students will learn how dance has been incorporated into theatre: Example: ballet sequence in *Oklahoma*, Jerome Robbins vision in *West Side Story*.

Unit Objectives

Students will know the importance of dance in theatrical performance.

Unit Objectives

Students will be able to learn dance sequences and perform them.

Students will be able to create their own dances for theatrical performance.

Primary Interdisciplinary Connections

ELA Reading and Writing Standards:

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Unit 4 Overview

Content Area: Theatre critique and Analysis

Unit Title: **Theatre Criticism**

Target Course/Grade Level: 9

Time: 20 days

Unit Summary: Students will view a live performance of a theatrical production, analyze elements of the performance and write a critique of the production.

NJ Student Learning Standards:

Grades 9-12 1.4 A3: Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance music theatre and visual art) using historical significance craftsmanship cultural context and originality as criteria for assigning value to the works.

Grades 9-12 1.4 B1: Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design and use the criteria to evaluate works of dance music theatre visual and multimedia artwork from diverse cultural contexts and historical eras.

Grades 9-12 1.4 B2: Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art as well as how the context in which a work is performed or shown may impact perceptions of its significance meaning.

Grades 9-12 1.3 C2: Create and evaluate performances by citing evidence of specific physical choices sustained



vocal technique and clearly motivated actions.

<p><i>Unit Essential Questions:</i> Why did the actor/ director/ designer make certain choices? How effective were those choices? What limitations did the production crew face? (budget, space, number of performers) Who stood out in the cast?</p>	<p><i>Unit Enduring Understandings</i> Students will learn to evaluate performance. Students will learn to fairly critique live performance and make positive suggestions for improvement.</p>
<p><i>Unit Objectives</i> Students will know theatre as an art is developed under constraints of time and money. Students will know how time and money (or lack thereof) affects a performance.</p>	<p><i>Unit Objectives</i> Students will be able to evaluate performances for good and bad, while being diplomatic to maintaining positive reinforcement.</p>

Primary Interdisciplinary Connections

ELA Reading and Writing Standards:

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Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions Special Education: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities 504: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow



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Unit 5 Overview	
Content Area: Monologue Performance: Creating a character/ character analysis.	
Unit Title: Monologue Performance	
Target Course/Grade Level: 9	Time: 20 days
Unit Summary: Students will memorize and perform a monologue. They will learn to create and develop a character for the performance.	
<p>Core Curriculum Content Standards:</p> <p>Grades 9-12 1.4 A3: Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance music theatre and visual art.</p> <p>Grades 9-12 1.3 C1: Create plays that include well-structured plots and subplots clear thematic intent original characters and technical theatrical elements appropriate to a variety of theatrical genres.</p> <p>Grades 9-12 1.1 C2: Formulate a process of script analysis to identify how the physical emotional and social dimensions of a character are communicated through the application of acting techniques.</p>	

<p>Unit Essential Questions:</p> <p>What tips are there for memorizing dialogue? Who is my character talking to? How does my character feel about the other person? What just happened to make my character say these things? What does my character want? (motivation) Why does my character stop talking? Where does my character go next?</p>	<p>Unit Enduring Understandings</p> <p>Students will learn to create a character.</p> <p>Students will learn to do the actor's homework. Research the character and create a "backstory"</p> <p>Students will learn the actor's motivation/objective.</p>
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Unit Objectives

Students will know techniques for memorizing dialogue.

Students will know how to create a character.

Students will know performance techniques: voice and diction, body language, stage presence.

Unit Objectives

Students will be able to create a character and perform the monologue using techniques of voice, and body.

Students will be able to create a character and perform the monologue to prepare for the audition process in theatre.

Primary Interdisciplinary Connections

ELA Reading and Writing Standards:

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Unit 6 Overview	
Content Area: Oral Interpretation of Literature: Dramatic Reading	
Unit Title: Oral Interpretation	
Target Course/Grade Level: 9	Time: 20 days
Unit Summary: Students will choose works of literature to read aloud to the class. Dramatic readings of literature/ Reader's Theatre.	
Core Curriculum Content Standards: Grades 9-12 1.4 A3: Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance music theatre and visual art. Grades 9-12 1.3 C1: Create plays that include well-structured plots and subplots clear thematic intent original characters and technical theatrical elements appropriate to a variety of theatrical genres. Grades 9-12 1.1 C2: Formulate a process of script analysis to identify how the physical emotional and social dimensions of a character are communicated through the application of acting techniques.	

<p>Unit Essential Questions: How is Acting different from Oral Interpretation?</p> <p>How can a character be brought to life without becoming the character?</p> <p>How to create a scene in the audience's mind by establishing mood, sequence, etc.</p>	<p>Unit Enduring Understandings Students will learn the primary differences between acting and oral interpretation.</p> <p>Students will learn to breathe life into a work of literature through dramatic expression.</p>
<p>Unit Objectives Students will know the importance of vocal expression in performance. Especially in the use of dialogue and creating multiple characters... and character development.</p>	<p>Unit Objectives Students will be able to choose works of literature whether poetry or prose and bring literature to life onstage.</p>



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Primary Interdisciplinary Connections

ELA Reading and Writing Standards:

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

21st Century Themes: 21st Century Life and Careers Career Clusters (Arts)

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

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.

Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets



<ul style="list-style-type: none"> ● Class Participation ● Think-Pair-Share <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	<ul style="list-style-type: none"> ● Classroom Games ● Self-assessment ● Feedback from home form <p>Suggested Benchmark:</p> <ul style="list-style-type: none"> ● Quarterly Exam
<p>Modifications</p>	
<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities
<p>Special Education:</p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<p>504:</p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping ● Small Group Instruction ● Peer Buddies ● Tiered Activities ● Manipulatives ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning ● Modified Assignments ● Preferential Seating ● Visual Cues/Modeling ● Technology Integration ● Assistive Technology



Unit 7 Overview	
Content Area: Acting for Commercials: Radio and Film	
Unit Title: Acting for Commercials: Radio and Film	
Target Course/Grade Level: 9	Time: 20 days
<p>Unit Summary: Students will learn the techniques of auditioning for commercials. Students will learn the techniques of acting for commercials. Students will learn how to slate: Introduce/ yourself the performer. Students will learn how to analyze the Target Audience: Marketing and stressing special features about the product. Students will learn the differences between acting for radio and film.</p>	
<p>Core Curriculum Content Standards: Grades 9-12 1.4 A3: Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance music theatre and visual art. Grades 9-12 1.3 C1: Create plays that include well-structured plots and subplots clear thematic intent original characters and technical theatrical elements appropriate to a variety of theatrical genres. Grades 9-12 1.1 C2: Formulate a process of script analysis to identify how the physical emotional and social dimensions of a character are communicated through the application of acting techniques.</p>	

<p>Unit Essential Questions: How to analyze/ appeal to the target audience.</p> <p>What to stress in the body of the commercial about the product (special features like: new and improved, extra cleaning power, recommended by dentists, now 20% off, available at your local store...)</p> <p>How to apply Aristotle's appeals of: ethos, pathos and logos as methods of persuasion to advertising.</p>	<p>Unit Enduring Understandings Students will learn to perform a commercial from a given side (script of a commercial) as an audition.</p> <p>Students will learn to create their own commercials for real or made up products by developing a script, filming and editing the commercial in solos or small groups.</p>
<p>Unit Objectives Students will know how to approach a commercial audition cattle call.</p> <p>Students will know how to create an original commercial for a target audience.</p>	<p>Unit Objectives Students will be able to learn methods of acting for commercials.</p> <p>Students will be able to learn techniques for auditioning for commercials.</p>

Primary Interdisciplinary Connections



ELA Reading and Writing Standards:

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

21st Century Themes: 21st Century Life and Careers Career Clusters (Arts)

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CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

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.

Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities



<ul style="list-style-type: none"> ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<ul style="list-style-type: none"> ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities
<p>Special Education:</p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<p>504:</p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping ● Small Group Instruction ● Peer Buddies ● Tiered Activities ● Manipulatives ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning ● Modified Assignments ● Preferential Seating ● Visual Cues/Modeling ● Technology Integration ● Assistive Technology

Unit 8 Overview	
Content Area: Study the origins of Theatre: Ancient Greek Theatre History	
Unit Title: Theatre History	
Target Course/Grade Level: 9	Time: 20 days



Unit Summary: Students will learn how theatre began in 300-500 BC in the city of Dionysia as a yearly festival the honor the Greek God Dionysus. They will study Aristotle's *Poetics* as the foremost theatre historian. Students will learn the elements of a Greek tragic hero and elements of greek drama, including a study of the Greek amphitheatre, customs of the theatre such as the use of comedy and tragedy masks, and the use of the Greek chorus in performance.

Core Curriculum Content Standards:

Grades 9-12 1.4 A3: Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance music theatre and visual art) using historical significance craftsmanship cultural context and originality as criteria for assigning value to the works.

Grades 9-12 1.4 B3: Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual performing and multimedia arts for consumers creators and performers around the world.

Grades 9-12 1.2 A1: Determine how dance music theatre and visual art have influenced world cultures throughout history.

Grades 9-12 1.2 A2: Justify the impact of innovations in the arts (e.g. the availability of music online) on societal norms and habits of mind in various historical eras.

<p>Unit Essential Questions: How was theatre created out of a religious festival? Who was Dionysus and why did they honor him? What did the actors wear and why? When did the yearly festival occur? How do we know what happened so long ago? Who was the first actor? How did the chorus affect the plot?</p>	<p>Unit Enduring Understandings Students will learn about Dionysus the Greek god of wine and fertility. Students will learn to read and analyze Greek tragedy using Aristotle's <i>Poetics</i>. Students will learn what is required of an Aristotelian tragic hero.</p>
<p>Unit Objectives Students will know how theatre developed.</p>	<p>Unit Objectives Students will be able to read and understand elements of Greek tragedy and comedy.</p>

Primary Interdisciplinary Connections

ELA Reading and Writing Standards:

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.



NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

21st Century Themes: 21st Century Life and Careers Career Clusters (Arts)

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

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.

Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities



<p>Special Education:</p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<p>504:</p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping ● Small Group Instruction ● Peer Buddies ● Tiered Activities ● Manipulatives ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning ● Modified Assignments ● Preferential Seating ● Visual Cues/Modeling ● Technology Integration ● Assistive Technology

Unit 9 Overview	
Content Area: Technical Theatre (Theatre behind the scenes.)	
Unit Title: Technical Theatre: Set Design Projects.	Time: 20 days
Target Course/Grade Level: 9	
Unit Summary: Students will read a play and decide if they were producing that play what their stage would look like and why. Students will create a set-design diorama and present it to the class while discussing elements of the play and how the choices of color and style reflect and enhance the script.	
Core Curriculum Content Standards:	
Grades 9-12 1.4 A3: Use contextual clues to differentiate between unique and common properties and	



to discern the cultural implications of works of dance music theatre and visual art.
 Grades 9-12 1.3 C1: Create plays that include well-structured plots and subplots clear thematic intent original characters and technical theatrical elements appropriate to a variety of theatrical genres.
 Grades 9-12 1.1 C2: Formulate a process of script analysis to identify how the physical emotional and social dimensions of a character are communicated through the application of acting techniques.

<p><i>Unit Essential Questions:</i> When is the play set? (Historical time period.) How is the setting best portrayed? (Color scheme, time and place.) How would the actors move about the space/ set? Why does the designer make the choices he/she makes? How does budget affect theatre design?</p>	<p><i>Unit Enduring Understandings</i> Students will learn the importance of historical perspective in set-design. Students will learn how color/ lighting effects enhance the mood on the set. Students will learn the importance of safety and safety codes in set- design. Students will learn the term blocking as it refers to the actors’ planned movement onstage and the history of set-decoration.</p>
<p><i>Unit Objectives</i> Students will know how to analyze a play for historical perspective and how a designer develops the space in which those characters live.</p>	<p><i>Unit Objectives</i> Students will be able to read a play, create a set design diorama and present it to the class.</p>

Primary Interdisciplinary Connections

ELA Reading and Writing Standards:

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

21st Century Themes: 21st Century Life and Careers Career Clusters (Arts)

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

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.

Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions Special Education: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities 504: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor



<ul style="list-style-type: none"> ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<ul style="list-style-type: none"> ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping ● Small Group Instruction ● Peer Buddies ● Tiered Activities ● Manipulatives ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning ● Modified Assignments ● Preferential Seating ● Visual Cues/Modeling ● Technology Integration ● Assistive Technology

Unit 10 Overview	
Content Area: Scene Performances	
Unit Title: Scene Study	
Target Course/Grade Level: 9	Time: 20 days
<p>Unit Summary: Students will learn how to create a character. The importance of listening and working off the other actor. Acting is reacting. Students will learn the basics of Stanislavsky and Meisner method acting.</p>	
<p>Core Curriculum Content Standards: Grades 9-12 1.4 A3: Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance music theatre and visual art. Grades 9-12 1.3 C1: Create plays that include well-structured plots and subplots clear thematic intent original characters and technical theatrical elements appropriate to a variety of theatrical genres. Grades 9-12 1.1 C2: Formulate a process of script analysis to identify how the physical emotional and social dimensions of a character are communicated through the application of acting techniques.</p>	



<p><i>Unit Essential Questions:</i> Who is my character talking to? What is our relationship? How does my character feel about the other person in the scene? What does my character want? (Motivation/ Objective in the scene) What is the background story behind these characters? What just happened to make this scene occur here and now?</p>	<p><i>Unit Enduring Understandings</i> Students will learn the importance of character development.</p> <p>Students will learn to create a character and his/ her history.</p> <p>Students will learn to actively listen to their scene partner.</p> <p>Students will learn acting is reacting: moment to moment.</p>
<p><i>Unit Objectives</i> Students will know how to create and develop a character</p>	<p><i>Unit Objectives</i> Students will be able to learn to work off the other actor and let the scene happen intrinsically without preconceived ideas/ endings.</p>

Primary Interdisciplinary Connections

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NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities
Special Education: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	504: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
Students at Risk of School Failure: <ul style="list-style-type: none"> ● Extended Time 	<ul style="list-style-type: none"> ● Chunking Information



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|---|---|
| <ul style="list-style-type: none">● Flexible Grouping● Small Group Instruction● Peer Buddies● Tiered Activities● Manipulatives● Graphic Organizers | <ul style="list-style-type: none">● Scaffolded Questioning● Modified Assignments● Preferential Seating● Visual Cues/Modeling● Technology Integration● Assistive Technology |
|---|---|