COURSE TITLE

Theatre

LENGTH

Full Year
Grades 9, 10, 11, and/or 12

DEPARTMENT

Fine, Practical and Performing Arts
Brian Ersalesi, Supervisor of English Language Arts and Fine, Practical & Performing Arts

SCHOOL

Rutherford High School

DATE

Initial Approval: June 15, 2015
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Theatre

I.   Introduction/Overview/Philosophy

There is a universal need for expressive communication. The world today will open for one able to express himself while one without expressive skill will be left behind. **Theatre** helps students to become multidimensional communicators by imitating and symbolizing human action in order to explore thought, feeling and behavior. The course shows that theatre is a metaphoric representation of human behavior. It is a collaborative, artistic creation that allows man to understand and communicate with his fellow man in a meaningful way. It encourages students to share spirit. The mastery of basic theatrical skills leads the student to basic understanding of the human condition that is studied in all other areas and lived every day.

The course is designed to help students interpret emotions, analyze situations and create responses. Students are asked to open themselves to new experiences, identify the feelings and reactions that are produced and integrate that information into character portrayal. Beginning with basic improvisation, students acquire skill in observation, concentration, sense recall, emotional response, improvisation, pantomime, imagination and self-discipline. Movement in the form of stage direction, motivated movement and stage movement is added. Vocal diction, projection and interpretation are used to show emotion. Character analysis leads to informed opinions regarding emotional response. Through scene study, understanding and empathy for another are developed. In addition, decorum of rehearsal and production is developed, as well as a beginning appreciation of the elements of production design.

Theatre fulfills the state requirement of one year of arts. It is open to all four levels of the student population and may be followed up by other theatre courses if students wish to pursue further work in this creative area. By the end of the course, students will have developed basic internal and external resources, explored basic creative potential, investigated basic social, cultural and historical contexts in which they live and expanded their basic critical acumen. The curriculum adheres to the Student Learning Standards in the area of Visual and Performing Arts.

II.   Objectives

Course Outline:

A. What Is Theatre?
   a. Terms for theatre interior
   b. Types of theatre spaces
   c. Stage Directions
B. Theatre History
   a. Greek, Roman, Medieval Theatre
   b. Renaissance and Reformation
   c. Elizabethan and Shakespeare
   d. Restoration
   e. Eighteenth Century
   f. Nineteenth Century
   g. Twentieth Century
   h. Theatre Today
C. Varieties of Drama
   a. Comedy vs. Tragedy
   b. Aristotle and Modern Tragedy
   c. Comic Devices -- exaggeration, incongruity, anticipation, incompletion, ambiguity, recognition, protection, and relief
   d. Types of Comedy -- Low (farce, burlesque, parody); High (comedy of manners, satire)
   e. Other Types of Drama -- fantasy, romantic comedy, sentimental comedy, melodrama, play of ideas or social drama, psychological drama, the whodunit, allegory.
D. Creating a Character
   a. Objective
   b. Superobjective
   c. Spine
   d. Intentions
   e. Back-story
   f. Scoring a Role
E. Vocal Instrument
   a. Tongue Twisters
   b. Accents (including our own!)
   c. Speaking on stage
   d. The four processes of speech
   e. Four properties of Tone
F. Improvisation
   a. Character centered vs. Situation Centered
   b. The Motivated Sequence
   c. Establishing a Character
   d. Group vs. Individual
G. Drama Structure
   a. Essential Parts of Drama
   b. Aristotle and key elements of the play
   c. Plot Structure
H. Monologue Performances
   a. Scoring a role

        b. Memorization
        c. Rehearsal process
        d. Reading the monologue
        e. Writing the monologue
        f. Performing the monologue

I. Scene Performances
        a. Scoring role
        b. Memorization
        c. Rehearsal process
        d. Stage Movement
        e. Props & Costumes
        f. Expectations of working with partners

J. Set Design and Construction
        a. Set pieces and names
        b. Tool names and functions
        c. Cut lists
        d. Painting techniques
        e. Set dressing and props

K. Lighting and Sound
        a. Types of lights
        b. Types of soundboards
        c. Types of microphones
        d. Properties of light
        e. Properties of sound

L. Resume Writing and Audition Ideas
        a. What casting directors look for
        b. Writing resumes
        c. Headshots
        d. Preparing an audition piece

M. Stand Up Comedy
        a. Types of comedy – observational vs. joke based
        b. Delivery methods
        c. Watching examples
        d. Performance

N. Television and Radio Acting
        a. Soap Opera
        b. Sitcom
        c. Drama

Student Outcomes:

After successfully completing this course, the student will be able to:

- Assess theatrical activity within an historical perspective
- Locate appropriate information and/or resources in the discipline of theatre
- Analyze and/or research a theatrical text
- Apply critical thinking skills to the discipline of theatre
- Apply appropriate theatrical protocol
- Prepare a resume, audition piece, or portfolio appropriate to the profession
- Read and analyze a broad range of dramatic literature
- Research various career choices within the profession

NEW JERSEY STUDENT LEARNING STANDARDS
VISUAL AND PERFORMING ARTS

STANDARD 1.1: THE CREATIVE PROCESS: ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES THAT GOVERN THE CREATION OF WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand C. Theatre

1.1.12.C.1 - Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.

1.1.12.C.2 - Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

1.1.12.C.3 - Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

STANDARD 1.2: HISTORY OF THE ARTS AND CULTURE: all students will understand the role, development, and influence of the arts throughout history and across cultures.

Strand A. History of the Arts and Culture

1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

STANDARD 1.3: PERFORMANCE: ALL STUDENTS WILL SYNTHESIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO CREATING, PERFORMING, AND/OR PRESENTING WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand C. Theatre

1.3.12.C.1 - Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.

1.3.12.C.2 - Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

STANDARD 1.4: AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: ALL STUDENTS WILL DEMONSTRATE AND APPLY AN UNDERSTANDING OF ARTS PHILOSOPHIES, JUDGEMENT, AND ANALYSIS TO WORK OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand A. Aesthetic Responses

1.4.12.A.1 - 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.

1.4.12.A.2 - Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 - 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.

1.4.12.A.4 - Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

Strand B. Critique Methodologies

1.4.12.B.1 - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.2 - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.4.12.B.3 - 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.

21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES

CRP1   *Act as a responsible and contributing citizen and employee*
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2   *Apply appropriate academic and technical skills*
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3   *Attend to personal health and financial well-being*
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4   *Communicate clearly and effectively and with reason.*
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5   *Consider the environmental, social and economic impacts of decisions.*
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6   *Demonstrate creativity and innovation*
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7   *Employ valid and reliable research strategies*

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8   Utilize critical thinking to make sense of problems and persevere in solving them
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9   Model integrity, ethical leadership and effective management
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10   Plan education and career paths aligned to personal goals
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11   Use technology to enhance productivity
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12   Work productively in teams while using cultural global competence
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS
STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

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

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.

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

8.1.12.A.4 - Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

8.1.12.A.5 - Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

C. 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.*

8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

8.1.12.D.3 - Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.D.4 - Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.12.E.1 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 - Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

TECHNOLOGY STANDARDS
STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.12.A.1 - Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.

8.2.12.A.2 - Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

8.2.12.A.3 - Research and present information on an existing technological product that has been repurposed for a different function.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.12.B.1 - Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.

8.2.12.B.2 - Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.

8.2.12.B.3 - Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 - Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.12.C.1 - Explain how open source technologies follow the design process.

8.2.12.C.2 - Analyze a product and how it has changed or might change over time to meet human needs and wants.

8.2.12.C.3 - Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

8.2.12.C.4 - Explain and identify interdependent systems and their functions.

8.2.12.C.5 - Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.

8.2.12.C.6 - Research an existing product, reverse engineer and redesign it to improve form and function.

8.2.12.C.7 - Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.12.D.1 - Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.

8.2.12.D.2 - Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.

8.2.12.D.3 - Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

8.2.12.D.4 - Assess the impacts of emerging technologies on developing countries.

8.2.12.D.5 - Explain how material processing impacts the quality of engineered and fabricated products.

8.2.12.D.6 - Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.12.E.1 - Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.2.12.E.2 - Analyze the relationships between internal and external computer components.

8.2.12.E.3 - Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

8.2.12.E.4 - Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

21ST CENTURY LIFE AND CAREERS
STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

9.2.12.C.1 – Review career goals and determine steps necessary for attainment.

9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 – Identify transferable career skills and design alternate career plans.

9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.

9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.

9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

III.   Proficiency Levels

This is an elective course and is open to all students in Grades 9 - 12. There is no prerequisite.

IV.   Methods of Assessment

Student Assessment
- A variety of assessments will be provided including, but not limited to, the following items:
    o Tests
    o Quizzes
    o Homework
    o Classwork
    o Class Participation
    o Writing Assignments
    o Oral Presentations
    o Individual Projects, Presentations and Reports
    o Group Projects, Presentations and Reports
    o Technology Projects
    o Journals
    o Rubrics for peer, self, and teacher evaluation
    o Written and oral self evaluation
    o Written or oral play reviews
    o Written and oral character analyses
    o Written and oral play analyses
    o Performance evaluations

Curriculum/Teacher Assessment
The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V.   Grouping

Theatre is designed for heterogeneously grouped students in grades 9 –12.

VI.   Articulation/Scope & Sequence/Time Frame

Theatre is a full year elective course.

VII.   Resources

Texts/Supplemental Reading/References

- Internet articles and various websites
    - Students are encouraged to use print materials from the Internet on various topics related to theatrical selections that can enhance the curriculum with the approval of the administration.

- Technology
    - Students also encouraged to make full use of technological resources for research-based projects and to supplement the literature and articles read in class.

- Supplies/Materials
    - Students must have abundant access to print media, electronic media and the Internet. DVDs on various aspects of sports and writers of books about theatre are to be used with teacher discretion.

- Texts
    - Various scene books from RHS Media Center
    - Various scripts from RHS Media Center

- Supplemental Readings
    - Supplemental readings may consist of any media related to course content to be used with teacher discretion and/or supervisor approval.

VIII. Suggested Activities

The instructor will include a variety of activities for learning, both teacher- and learner-based, including:
- Exercises of relaxation and focus
- Block scenes
- Character analysis
- Performance of at least two (2) two-character scenes
- Performance of at least two (1) monologues
- Perform weekly improvisations
- Creation of a set design
- Creation of a costume plot/design
- Creation of a lighting plot/design

IX.   Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.
9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

X.   Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis.
The nature of the theatre discipline demands varied access any of the following areas: art, English Language
Arts, social studies/history, science, mathematics, business, physical education and/or technology.

This theatre course may reinforce concepts taught in:
   ● Social Studies/History
   ● English Language Arts
   ● Humanities
   ● Mathematics
   ● Psychology
   ● Science
   ● Physical Education
   ● Technology
   ● Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
   ● Recording student performances/projects using appropriate audio, video, and /or photographic
     means to facilitate classroom critique of student growth and progress 8.1.8
   ● Presentation and exploration of related career possibilities 9.2.8
   ● Working in teams to create group based learning activities and projects CRP1
   ● Application of skills learned in class to project based activities CRP2

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
    - word walls
    - sentence frames
    - think-pair-share
    - cooperative learning groups
    - teacher think-alouds

Differentiation for Enrichment
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII. **Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII.   Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Theatre History ● Students will learn about how theatre was used in various historical eras. ● Slideshows, flipped classrooms, history materials, videos, plays ● Students will be able to read, understand, and evaluate various theatrical resources for historical purposes.	5 weeks	*For Support:* • Translations of texts • Parallel texts • Captioning on videos • Notes for memorization • *For Enhancement:* • Additional plays • Performing scenes from historical plays	*NJSLS – Arts:* • 1.1.12.C.1 • 1.2.12.A.1 • 1.2.12.A.2 • 1.3.12.C.2 • 1.4.12.A.1 • 1.4.12.A.4 *21st Century Standards CRP:* • CRP4, CRP6, CRP7 *Technology Standards 8.1:* • 8.1.12.A.2 *Technology Standards 8.2:* • N/A *21st Century Standards 9.2:* • 9.2.12.C.1	*Formative Assessment:* Various quizzes and tests on content Participation in discussions *Summative Assessment:* Students will create 'era' presentations that include history and performance of a historical scene

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Varieties of Drama ● Students will learn about the varieties of theatrical experiences. ● Slideshows, flipped classrooms, videos, plays ● Students will be able to read, understand, and evaluate various theatrical resources for genre study	5 weeks	*For Support:* • Translations of texts • Parallel texts • Captioning on videos • Notes for memorization *For Enhancement:* • Additional plays • Performing scenes from various genres of plays	*NJSLS – Arts:* • 1.1.12.C.1 • 1.2.12.A.1 • 1.2.12.A.2 • 1.3.12.C.2 • 1.4.12.A.1 • 1.4.12.A.4 *21st Century Standards CRP:* • CRP4, CRP6, CRP7 *Technology Standards 8.1:* • 8.1.12.A.2 *Technology Standards 8.2:* • N/A *21st Century Standards 9.2:* 9.2.12.C.1	*Formative Assessment:* Various quizzes and tests on content Participation in discussions *Summative Assessment:* Students will create 'genre' presentations that include historical and current examples of the genre's type and style. Students will perform a scene in the style of the selected genre

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The Vocal Instrument ● Students will learn about the aural properties necessary for theatre ● Slideshows, flipped classrooms, videos, plays ● Students will be able to understand how the muscles in their body work to create speech and tone	5 weeks	*For Support:* • Translations of texts • Parallel texts • Captioning on videos • Notes for memorization • Diagrams for musculature *For Enhancement:* • Scientific descriptions and connection to medical field	*NJSLS – Arts:* • 1.1.12.C.2 • 1.2.12.A.2 • 1.3.12.C.1 • 1.3.12.C.2 • 1.4.12.A.1 • 1.4.12.A.4 *21st Century Standards CRP:* • CRP 3, CRP4, CRP6, CRP7 *Technology Standards 8.1:* • 8.1.12.A.2 *Technology Standards 8.2:* • N/A *21st Century Standards 9.2:* 9.2.12.C.1	*Formative Assessment:* Various quizzes and tests on content Participation in discussions Participation in tongue twisters Participation in speech and tone exercises *Summative Assessment:* Students will be assessed on the "4 processes of speech" and the "4 properties of tone."

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Scoring a Character – Monologue Analysis ● Students will learn about the research necessary to create a character ● Slideshows, flipped classrooms, videos, plays, samples scores ● Students will be able to read, understand, and complete a full character score and perform their monologue	10 weeks (broken into two sessions of 5 weeks)	*For Support:* ● Modeled characterization exercises ● Parallel texts ● Captioning on videos *For Enhancement:* ● Improvisational character activities ● Performing scenes with characters in various situations	*NJSLS – Arts:* ● 1.1.12.C.2 ● 1.2.12.A.2 ● 1.3.12.C.1 ● 1.3.12.C.2 ● 1.4.12.A.1 ● 1.4.12.A.2 ● 1.4.12.A.3 ● 1.4.12.A.4 ● 1.4.12.B.1 *21st Century Standards CRP:* ● CRP 3, CRP4, CRP6, CRP7 *Technology Standards 8.1:* ● 8.1.12.A.2 *Technology Standards 8.2:* ● N/A *21st Century Standards 9.2:* 9.2.12.C.1	*Formative Assessment:* Score writing activities Participation in discussions Discussion of how monologue would be different in created in different media (tv, film, stage, internet. Etc…) *Summative Assessment:* Students will create a final character score that includes the objective, super-objective, spine, intentions, and back-story. They will perform their monologue.
Scoring a Character –	10 weeks (broken into	*For Support:*	*NJSLS – Arts:*	*Formative Assessment:*

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Monologue Analysis ● Students will learn about the research necessary to create a character from a scene ● Slideshows, flipped classrooms, videos, plays, samples scores ● Students will be able to read, understand, and complete a full character score in tandem with a scene partner. They will perform their scene	two sessions of 5 weeks)	● Modeled characterization exercises ● Parallel texts ● Captioning on videos *For Enhancement:* ● Improvisational character activities ● Performing scenes with characters in various situations	● 1.1.12.C.2 ● 1.2.12.A.2 ● 1.3.12.C.1 ● 1.3.12.C.2 ● 1.4.12.A.1 ● 1.4.12.A.2 ● 1.4.12.A.3 ● 1.4.12.A.4 ● 1.4.12.B.1 *21st Century Standards CRP:* ● CRP 3, CRP4, CRP6, CRP7 *Technology Standards 8.1:* ● 8.1.12.A.2 *Technology Standards 8.2:* ● N/A *21st Century Standards 9.2:* 9.2.12.C.1	Score writing activities Participation in discussions Character work with scene partner Discussion of how scene would be different in created in different media (tv, film, stage, internet. Etc…) *Summative Assessment:* Students will create a final character score that includes the objective, super-objective, spine, intentions, and back-story of their character produced in tandem with their scene partner. Students will perform their scene.

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Improvisation ● Students will learn the history of and the skills necessary to perform improvisational theatre. ● Slideshows, flipped classrooms, videos, descriptions of improv groups ● Students will be able to understand the rules of improv and be able to perform within the scope of those rules.	5 weeks	*For Support:* • Modeled characterization exercises • Sample improve scenes and ideas • Videos of professional improv performers *For Enhancement:* • Improvisational character activities with audience suggestion	*NJSLS – Arts:* • 1.1.12.C.2 • 1.2.12.A.2 • 1.3.12.C.1 • 1.3.12.C.2 • 1.4.12.A.1 • 1.4.12.A.2 • 1.4.12.A.3 • 1.4.12.A.4 • 1.4.12.B.1 *21st Century Standards CRP:* • CRP 3, CRP4, CRP6, CRP7 *Technology Standards 8.1:* • 8.1.12.A.2 *Technology Standards 8.2:* • N/A *21st Century Standards 9.2:* 9.2.12.C.1	*Formative Assessment:* Activities that require the roles of improv to be followed Improv games *Summative Assessment:* Students will participate in an improv show where they are able to use previously developed stock characters to fit into spontaneously generated situations.