

Enduring Understandings	<p>The root of all theatre comes down to storytelling.</p> <p>Performing, similar to an athletic sport, requires training and care of the mind and body.</p> <p>Human understanding and communication are enhanced through theatrical performance.</p> <p>Understanding of the role, development and influence of theater throughout history increases appreciation of the art form.</p> <p>Using digital tools helps one access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively, and to create and communicate knowledge.</p> <p>Building acting skills is necessary for pursuing career pathways in theatre.</p> <p>Numerous career opportunities, including stage management, house management, and production design, are present in the field of theatre.</p>
Unit/Skill: History Of Theatre	
Pacing	4-5 weeks
NJCCCS	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.
NJCCCS CPI	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.
Essential Questions	<p>How does gaining an understanding of theatrical history provide a foundation for understanding and appreciating modern theatrical conventions?</p> <p>How is dramatic literature like a historical time capsule?</p> <p>What can you learn about contemporary societal ideals from dramatic literature and staging conventions?</p>
Skills The Student Will...	<p>Analyze how rituals of ancient civilizations contributed to modern theatrics.</p> <p>Design a tableau around a theme that clearly communicates a story.</p> <p>Tell a story based on personal experience or adventure through words and actions.</p> <p>Identify theatrical concepts and conventions of the Classical Era and how they have evolved throughout various time periods (e.g., Medieval and Renaissance periods, Modern period [20-21st Centuries]).</p> <p>Read and analyze texts representing various time periods.</p> <p>Demonstrate the concept of "stock" characters and scenarios through improvised scenes.</p>
Assessment	<p>Tableaux / scene performances</p> <p>Teacher / Peer evaluations of performances</p> <p>In class reading / discussions</p> <p>Tests / quizzes</p>
Literacy Integration	<p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>

<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none">○ Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.○ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.○ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.○ Use precise language and domain-specific vocabulary to manage the complexity of the topic.○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.○ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none">○ Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).○ Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
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	L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Social Studies Integration	6.1.12. D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 6.2.12. D.2.a Determine the factors that led to the Renaissance and the impact on the arts. 6.2.12. D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. (during the Renaissance)
Technology Integration	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.1.12. D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. 8.1.12. F.1 Select and use specialized databases for advanced research to solve real-world problems.
21st Century Life & Careers	9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12. A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects. 9.4.12.C.(4).9 Compare and contrast the roles of playwrights, actors, and others involved in the production and presentation of theatrical performances to build a perspective regarding individual roles involved in the pathway.

Unit/Skill: Theatrical Production	
Pacing	4 weeks
NJCCCS	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.
NJCCCS CPI	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
Essential Questions	How is each of the technical design elements essential to the overall quality of a theatrical production? How do you work as a team player toward a common goal? How do the time period and social events and conditions influence the technical design elements of a theatrical production? (e.g., costumes, make up / hair, set, props, etc.) Why is it important to read and analyze a script multiple times prior to and during the design process?

Unit/Skill: Theatrical Production	
Skills The Student Will...	Explain the emotional value of the various stage areas. Develop a cursory understanding of the fundamentals of set / props design, lighting design, and make up / hair / costume design. Interpret a script to develop a production concept. Collaborate with a “production team” to develop and carry out a production concept. Present a production concept that addresses theatrical design elements (set / props design, lighting design, and make up / hair / costume design, publicity).
Assessment	Quizzes and tests Production design portfolio and presentation Group collaboration and time on task
Literacy Integration	RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> ○ Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ○ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ○ Use precise language and domain-specific vocabulary to manage the complexity of the topic. ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit/Skill: Theatrical Production	
	<p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ○ Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). ○ Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Social Studies Integration	6.2.12. D.4.k Analyze how the arts represent the changing values and ideals of society.
Technology Integration	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
21st Century Life & Careers	<p>9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12. A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.</p> <p>9.1.12. C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.4.12.C.(4).15 Analyze and explain how specific elements of technical design (e.g., lighting, sound, costumes, make-up, etc.) each contribute to arts performances in order to build a broad understanding of the role of technical design in arts productions.</p> <p>9.4.12.C.(4).16 Research past and present productions and analyze the stage sets, costumes, lighting, and other technical effects that supported various performances in order to build a broad understanding of the role of technical design in arts productions.</p> <p>9.4.12.C.(4).17 Demonstrate how technology may be used to reinforce, enhance, or alter performances to convey a broad understanding of the role of technical design in arts productions.</p> <p>9.4.12. C. (4).13 Analyze and explain how artistic processes, organizational structure, and business principles are interrelated in the creation of arts</p>

Unit/Skill: Theatrical Production	
	productions to build an understanding of various influences. 9.4.12.C.(4).14 Analyze stage and production management to acquire a broad understanding of the role of technical design and other facets of arts productions.

Unit/Skill: Acting and Characterization	
Pacing	6-7 weeks / on-going
NJCCCS	1.1 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.
NJCCCS CPI	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.
Essential Questions	<p>What defines “good acting”? What defines “bad acting”?</p> <p>How do you portray a character (both physically and emotionally) believably?</p> <p>How do you communicate a multi-dimensional character?</p> <p>How do you effectively work to fulfill a character’s objective?</p> <p>What are the crucial aspects of a character?</p> <p>What would you do if...?</p> <p>How can observation of everyday behaviors help you create believable characters?</p> <p>How do you create interesting and dynamic stage pictures?</p> <p>How can you prepare physically, mentally, and emotionally for rehearsal and performance?</p> <p>What is the difference between rehearsal and performance?</p>
Skills The Student Will...	<p>Observe others’ behaviors and analyze actions involved in everyday activities.</p> <p>Discover physical actions by exploring one’s inner resources.</p> <p>Answer the question: “What would I do / how would I feel if I were this character in these given circumstances?”</p> <p>Fully understand a character’s motivation for speaking and behaving based on the given circumstances of the play and character history.</p> <p>Create a score of physical actions and perform it.</p> <p>Justify actions that will produce an emotional effect.</p> <p>Create a character biography.</p> <p>Identify the difference between sense and emotional memory and the relationship between the two.</p> <p>Utilize improvisation as a means of organically creating believable characters and eliciting responses from fellow actors.</p> <p>Block a scene with appropriate traffic flow, focus, and utilization of stage areas.</p> <p>Create an authentic and meaningful performance of a scene / monologue which communicates emotions, thoughts, and feelings intended by the playwright.</p>

Unit/Skill: Acting and Characterization	
Assessment	Score of physical actions Various mini performances / improvisations Peer / teacher review of works in progress Tests / Quizzes Final monologue / scene performances
Literacy Integration	RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Health & Phys. Ed Integration	2.5.12. A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. 2.5.12. B.2 Apply a variety of mental strategies to improve performance.
21st Century Life & Careers	9.4.12. C. (4).11 Apply acting technique to a range of dramatic characters and situations to build a repertoire of skills. 9.4.12.C.(4).8 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various styles and media to acquire an understanding of key issues affecting the creation of characters.

Unit/Skill: Theatre Appreciation and Evaluation / Career Exploration	
Pacing	3-4 weeks / ongoing
NJCCCS	1.1 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
NJCCCS CPI	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. 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.

Unit/Skill: Theatre Appreciation and Evaluation / Career Exploration	
Essential Questions	How do I assess the quality of a theatrical performance? What should I know about pursuing a career in theatre?
Skills The Student Will...	Understand how to fairly evaluate a theatrical production. Read and analyze various critical reviews of theatrical performances. Attend at least one theatrical performance during the semester. Discuss various careers in theatre and expectations Research educational opportunities and expectations for a career in theatre. Explore audition techniques. Participate in a mock audition.
Assessment	Written review of live performance In class discussions Written report and presentation of career exploration Mock audition
Literacy Integration	<p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ○ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ○ Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. ○ Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from and supports the argument presented. <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

Unit/Skill: Theatre Appreciation and Evaluation / Career Exploration	
	<p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Technology Integration	<p>8.1.12. D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p>8.1.12. F.1 Select and use specialized databases for advanced research to solve real-world problems.</p>
21st Century Life & Careers	<p>9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12. A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.</p> <p>9.4.12.C.(4).9 Compare and contrast the roles of playwrights, actors, and others involved in the production and presentation of theatrical performances to build a perspective regarding individual roles involved in the pathway.</p> <p>9.4.12. C. (4).13 Analyze and explain how artistic processes, organizational structure, and business principles are interrelated in the creation of arts productions to build an understanding of various influences.</p> <p>9.4.12. C. (4).14 Analyze stage and production management to acquire a broad understanding of the role of technical design and other facets of arts productions.</p> <p>9.4.12.C.(4).15 Analyze and explain how specific elements of technical design (e.g., lighting, sound, costumes, make-up, etc.) each contribute to arts performances in order to build a broad understanding of the role of technical design in arts productions.</p> <p>9.4.12.C.(4).16 Research past and present productions and analyze the stage sets, costumes, lighting, and other technical effects that supported various performances in order to build a broad understanding of the role of technical design in arts productions.</p> <p>9.4.12.C.(4).17 Demonstrate how technology may be used to reinforce, enhance, or alter performances to convey a broad understanding of the role of technical design in arts productions.</p>