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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Drama				
Grade Level(s):	7				
Duration:	<i>Full Year:</i>		<i>Semester:</i>		<i>Marking Period:</i> X
Course Description:	This is a 9-week exploratory arts course for 7 th grade students. Students will learn to create, perform, respond and connect through the study and practice of the performing arts through dramatic interpretation of literature. Students will develop self-confidence, the ability to work with others cohesively, use imagination to express thought and feeling, increase awareness of the world around them and increase skills in concentration. They will become aware of the principles of vocal projection, increase articulation and develop creative emotional expression. Basic acting skills such as: improvisation pantomime, characterization, preparing a role and stage movements, will be introduced. Students will identify elements in a script and recognize those elements of a script related to characterization.				
Grading Procedures:	Major Assessments (50%) <ul style="list-style-type: none"> Lengthy Performances Tests Minor Assessments (35%) <ul style="list-style-type: none"> Short Performances Classwork Activities Quizzes Reflections Supportive Assessments (15%) <ul style="list-style-type: none"> Homework Review Activities 				
Primary Resources:	Teacher selected materials				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Amy Leso
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Under the Direction of:	Casey Corigliano
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Written: August 2021

Revised: _____

BOE Approval: _____

Unit Title: Creating

Unit Description: Conceiving and developing new artistic ideas and work. The aspects of these learning activities may also apply to other units of this curriculum.

Unit Duration: Ongoing

Desired Results

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Indicators:

Imagine, Envision

1.4.8.Cr1a - Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.

1.4.8.Cr1b - Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.

1.4.8.Cr1c - Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

Plan, Construct

1.4.8.Cr2a - Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

1.4.8.Cr2b - Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.

Evaluate, Clarify, Realize

1.4.8.Cr3a - Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.

1.4.8.Cr3b - Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.

1.4.8.Cr4c - Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Understandings:

Students will understand that...

1. Theatre artists rely on intuition, curiosity, and critical inquiry.
2. Theatre artists work to discover different ways of communicating meaning.
3. Theatre artists refine their work and practice their craft through rehearsal.
4. SEL Enduring Understandings:
www.SELARTS.org

Essential Questions:

1. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
2. How, when, and why do theatre artists' choices change?
3. How do theatre artists transform and edit their initial ideas?
4. SEL Essential Questions: www.SELARTS.org

Assessment Evidence

Performance Tasks:

- Controlling tension and stage fright through relaxation techniques
- Theatrical vocabulary
- Importance of movement in theater
- Stage movements
- Special movements in theater
- Improvisation
- Developing an effective voice
- Vocal characteristics
- Interpretation
- Dialects and accents
- Readers theater

Other Evidence:

- Stretching and relaxation exercises, inclusive theatre games
- Use facial expressions to show emotions, add upper and lower extremities to convey emotions
- View selections of mime on video
- Pantomime activity – add music as group activity
- Practice stage combat movements as explained in video
- Partner improvisation activity involving action, conflict, dialogue, and opposing purpose
- Use visualizations
- Exercises and activities that develop vocal characteristics: poetry, children’s stories, nursery rhymes, tongue twisters
- Listen to recordings and practice dialects and accents
- Identify terms, symbols and signs used in a script by using sample scripts
- Provide labeled examples of types of stages
- Use index cards to plan character action and dialogue, use observation to identify character traits
- Use teacher-made character study worksheet
- Show and discuss areas of the house, seating
- Use internet resources for diagrams of local theatres

Benchmarks:

- Discussion
- Participation in exercises
- Preparation
- Quizzes
- Written response

Learning Plan

Learning Activities:

- Controlling tension and stage fright through relaxation techniques
- Importance of movement in theatre
- Basic stage movements
- Special movements in theatre
- Improvisation
- Developing an effective voice
- Vocal characteristics
- Line interpretation
- Dialects and accents

- Reader's theatre
- Parts of a script
- Elements of a play
- Types of plays
- Characterization

Resources:

- Class textbook
- EVN – Video: [Basic Stage Combat](#)
- Internet resources for video examples
- Sample scripts

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 1: Generating and conceptualizing ideas.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work. • Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. • Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify multiple solutions and strategies in staging problems in a theatrical work. • Identify and practice solving multiple design/technical challenges of a performance space in a theatrical work. • Explore and describe given circumstances of a scripted or improvised character in a theatrical work.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify, one solution or strategy in staging problems in a theatrical work. • Practice solving multiple design/technical challenges of a performance space in a theatrical work. • Explore a given circumstances of a scripted or improvised character in a theatrical work.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Anchor Standard 2: Organizing and developing ideas.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
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	<ul style="list-style-type: none"> Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Articulate and apply critical analysis and cultural context related to existing or developing original theatrical work. Actively contribute ideas in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Articulate critical analysis and cultural context related to existing or developing original theatrical work. Identify ideas in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work. Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate focus and concentration in the rehearsal process by analyzing choices in a devised or scripted theatre performance. Implement a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work. Discuss effective physical and vocal traits of characters in an improvised or scripted theatrical work.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate focus and concentration in the rehearsal process in a devised or scripted theatre performance. Recognize a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work. Identify effective physical and vocal traits of characters in an improvised or scripted theatrical work.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Students may assist struggling and/or ELL students when finished with own work. May complete online enrichment activities as well as theatre-based activities in and out of school.
Struggling Learners	Modify pace, reword/explain in various ways. Modify homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
English Language Learners	Modify pace, reword/explain in various ways. Modify homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
Special Needs Learners	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> ▪ Variation of time: adapting the time allotted for learning, task completion, or testing ▪ Variation of input: adapting the way instruction is delivered ▪ Variation of output: adapting how a student can respond to instruction ▪ Variation of size: adapting the number of items the student is expected to complete ▪ Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Performing

Unit Description: Realizing artistic ideas and work through interpretation and presentation. The aspects of these learning activities may also apply to other units of this curriculum.

Unit Duration: Ongoing

Desired Results

Anchor Standard 4: Selecting, analyzing and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Indicators:

Choose, Rehearse

1.4.8.Pr4a - Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

1.4.8.Pr4b - Use a variety of technical elements to create a design for a rehearsal or theatre production.

Establish, Analyze

1.4.8.Pr5a - Examine how character relationships assist in telling the story of devised or scripted theatre work.

1.4.8.Pr5b - Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

Share

1.4.8.Pr6a - Perform a rehearsed theatrical work for an audience.

<p>Understandings: <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Theatre artists develop personal processes and skills for a performance or design. 2. Developing and refining techniques and models or steps needed to create products. 3. Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. 4. SEL Enduring Understandings: www.SELARTS.org 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do theatre artists fully prepare a performance or design? 2. How do theatre artists use tools and techniques to communicate ideas and feelings? 3. What happens when theatre artists and audiences share creative experiences? 4. SEL Essential Questions: www.SELARTS.org
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Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Monologues and soliloquies • Identify terms needed for performance 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Prepare a monologue or soliloquy for presentation • Read a sample monologue as a model for students
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<p>Benchmarks:</p> <ul style="list-style-type: none"> • Performance • Critique • Written reflection

Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> • Monologues • Soliloquies <p>Resources:</p> <ul style="list-style-type: none"> • Sample monologues • Sample soliloquies

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

<p>Anchor Standard 4: Selecting, analyzing and interpreting work.</p>	
<p>4.0</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices. • Use a variety of technical elements to create a design for a rehearsal or theatre production.
<p>3.0</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Rehearse one acting technique to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

	<ul style="list-style-type: none"> • Use several technical elements to create a design for a rehearsal or theatre production.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify one acting technique to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices. • Identify one technical element to create a design for a rehearsal or theatre production.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Examine how character relationships assist in telling the story of devised or scripted theatre work. • Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss how character relationships assist in telling the story of devised or scripted theatre work. • Use one-character objective and tactic in a theatre work to identify the conflict and overcome the obstacle.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify how character relationships assist in telling the story of devised or scripted theatre work. • Identify one-character objective or tactic in a theatre work to identify the conflict and overcome the obstacle.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform a rehearsed theatrical work for an audience with all required elements.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform a rehearsed theatrical work for an audience with several required elements.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform a rehearsed theatrical work for an audience.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Students may assist struggling and/or ELL students when finished with own work. May complete online enrichment activities as well as theatre-based activities in and out of school.
Struggling Learners	Modify pace, reword/explain in various ways. Modify homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
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Special Needs Learners	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> ▪ Variation of time: adapting the time allotted for learning, task completion, or testing ▪ Variation of input: adapting the way instruction is delivered ▪ Variation of output: adapting how a student can respond to instruction ▪ Variation of size: adapting the number of items the student is expected to complete ▪ Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Responding

Unit Description: Understanding and evaluating how the arts convey meaning. The aspects of these learning activities may also apply to other units of this curriculum.

Unit Duration: Ongoing

Desired Results

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Indicators:

Discern

1.4.8.Re7a - Describe and record personal reactions to artistic choices in a theatrical work.

1.4.8.Re7b - Compare recorded personal and peer reactions to artistic choices in a theatrical work.

Examine, Interpret

1.4.8.Re8a - Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.

1.4.8.Re8b - Justify the aesthetic choices created through the use of production elements in a theatrical work.

1.4.8.Re8c - Assess the impact of a theatrical work on a specific audience.

Examine, Interpret, Critique

1.4.8.Re9a - Analyze how personal experiences affect artistic choices in a theatrical work.

1.4.8.Re9b - Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.

1.4.8.Re9c - Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.

Understandings:

Students will understand that...

1. Theatre artists reflect to understand the impact of drama processes and theatre experiences.
2. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
3. Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
4. SEL Enduring Understandings:
www.SELARTS.org

Essential Questions:

1. How do theatre artists comprehend the essence of drama processes and theatre experiences?
2. How can the same work of art communicate different messages to different people?
3. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
4. SEL Essential Questions: www.SELARTS.org

Assessment Evidence

Performance Tasks:

- Identify types of stages
- Identify stage terminology
- Identify theater conventions: space for performance, types of programs, audience space, tickets, house lights, applause, standing ovations
- Audience etiquette

Other Evidence:

- Identify and explain theatre conventions, tickets, programs, advertisements
- Recognize and respond to live theatre
- Reflect on and form opinions of dramatic experiences
- Discussion and written response about cohesive interaction among class members in all aspects of the course

Benchmarks:

- Discussion
- Participation in exercises
- Written response

Learning Plan

Learning Activities:

- Theatre conventions
- Constructive critique

Resources:

- Video of live performance (teacher selected)
- Examples of tickets, program, advertisements for local theaters/plays

Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 7: Perceiving and analyzing products.

4.0	Students will be able to: <ul style="list-style-type: none"> • Describe and record personal reactions to artistic choices in a theatrical work demonstrating complete understanding of the theatrical work's purpose. • Compare recorded personal and peer reactions to artistic choices in a theatrical work.
3.0	Students will be able to: <ul style="list-style-type: none"> • Describe and record personal reactions to artistic choices in a theatrical work demonstrating some understanding of the theatrical work's purpose. • Share recorded personal and peer reactions to artistic choices in a theatrical work.
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe personal reactions to artistic choices in a theatrical work. • Identify recorded personal reactions to artistic choices in a theatrical work.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.

4.0	Students will be able to: <ul style="list-style-type: none"> • Investigate various critique methodologies and apply the knowledge to respond to a theatrical work. • Justify the aesthetic choices created through the use of production elements in a theatrical work. • Assess the impact of a theatrical work on a specific audience.
3.0	Students will be able to: <ul style="list-style-type: none"> • Investigate a critique methodology and apply the knowledge to respond to a theatrical work.

	<ul style="list-style-type: none"> • Discuss the aesthetic choices created through the use of production elements in a theatrical work. • Identify the impact of a theatrical work on a specific audience.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify a critique methodology and apply the knowledge to respond to a theatrical work. • Identify the aesthetic choices created through the use of production elements in a theatrical work. • Recall the impact of a theatrical work on a specific audience.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze how personal experiences affect artistic choices in a theatrical work. • Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. • Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss how personal experiences affect artistic choices in a theatrical work. • Identify how different cultural perspectives influence the evaluation of theatrical work. • Discuss how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify how personal experiences affect artistic choices in a theatrical work. • Recall how different cultural perspectives influence the evaluation of theatrical work. • Identify how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	Students may assist struggling and/or ELL students when finished with own work. May complete online enrichment activities as well as theatre-based activities in and out of school.
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English Language Learners	Modify pace, reword/explain in various ways. Modify homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.

<p>Special Needs Learners</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> ▪ Variation of time: adapting the time allotted for learning, task completion, or testing ▪ Variation of input: adapting the way instruction is delivered ▪ Variation of output: adapting how a student can respond to instruction ▪ Variation of size: adapting the number of items the student is expected to complete ▪ Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
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Interdisciplinary Connections

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Integration of 21st Century Skills

The Arts as Communication
 Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization
 Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors
 Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being
 Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Connecting

Unit Description: Relating artistic ideas and work with personal meaning and external content. The aspects of these learning activities may also apply to other units of this curriculum.

Unit Duration: Ongoing

Desired Results

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Indicators:

Incorporate

1.4.8.Cn10a - Examine a community issue through multiple perspectives in a theatrical work.

Affect, Expand

1.4.8.Cn11a - Research the story elements of a staged drama/theatre work about global issues, including change, and discuss how a playwright might have intended a theatrical work to be produced.

1.4.8.Cn11b - Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

Understandings:

Students will understand that...

1. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
2. As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.
3. SEL Enduring Understandings:
www.SELARTS.org

Essential Questions:

1. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
2. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
3. SEL Essential Questions: www.SELARTS.org

Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Observation of environment and why observation skills are important in theater • History of theater and a knowledge of the evolution of acting through different time periods • Constructive critique and sensitivity to others in group activities 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Draw self-portrait and the distribute to class for identification • Re-enact simple activities or daily activities that you have observed • Respond to detailed questions about a visitor to the classroom • After closing your eyes, respond to questions about the classroom • Identify theatrical vocabulary terminology through games, notes and flashcards • Explore theatrical timeline and create individual timeline.
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<p>Benchmarks:</p> <ul style="list-style-type: none"> • Discussion • Participation in exercises • Quiz • Written response
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Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> • Observation of environment • Theatrical vocabulary • History of Theatre <p>Resources:</p> <ul style="list-style-type: none"> • Class textbook • EVN – Theatre: <u>Basic Vocabulary for the Theatre</u> • Interactive online theatrical timeline
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Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Examine a community issue through multiple perspectives in a theatrical work and articulate findings in written response.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Examine a community issue through multiple perspectives in a theatrical work and share through written response.
2.0	<p>Students will be able to:</p>

	<ul style="list-style-type: none"> Examine a community issue through multiple perspectives in a theatrical work.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Research the story elements of a staged drama/theatre work about global issues, including change, discuss and present how a playwright might have intended a theatrical work to be produced. Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.'
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Research the story elements of a staged drama/theatre work about global issues, including change and discuss how a playwright might have intended a theatrical work to be produced. Identify and discuss artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Research and identify the story elements of a staged drama/theatre work about global issues. identify artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	Students may assist struggling and/or ELL students when finished with own work. May complete online enrichment activities as well as theatre-based activities in and out of school.
Struggling Learners	Modify pace, reword/explain in various ways. Modify homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
English Language Learners	Modify pace, reword/explain in various ways. Modify homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
Special Needs Learners	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to

	<p>access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> ▪ Variation of time: adapting the time allotted for learning, task completion, or testing ▪ Variation of input: adapting the way instruction is delivered ▪ Variation of output: adapting how a student can respond to instruction ▪ Variation of size: adapting the number of items the student is expected to complete ▪ Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication
Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization
Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors
Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being
Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.