

THEATRE

Theatre is a collaborative art form which combines words, voice, movement and visual elements to express meaning. The field of theatre encompasses not only live improvised and scripted work, but also dramatic forms such as film, television and other electronic media. Due to the increasingly pervasive influence of contemporary theatrical media, theatre has enormous importance in citizens' lives. Theatre is about the examination and resolution of fundamental human issues, and is built on understanding and presenting interactions between people. Theatre work provides a vehicle for students to reflect on important aspects of life, in the process developing their sensitivity to and deepening their understanding of others' points of view. The broad, worldwide base of theatrical literature or repertoire ranges from classical forms such as Japanese Kabuki and Shakespeare, to folk forms such as traditional puppetry, to contemporary forms such as animated cartoons and movies. Quality theatre education is similarly broad-based, extending beyond the teaching of acting to develop students' abilities in areas ranging from technical theatre to directing, and from researching the cultural and historical context of repertoire to creating their own improvised or scripted works. Theatre includes creative writing, improvising and writing scripts; expressive public speaking, media literacy, theatrical production and interpretation; and other key communication skills as part of their basic K-12 language arts curriculum.

Climate

Equity and Inclusion

SEL

Holocaust

Amistad

Career Readiness, Life Literacies, and Key Skills

FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide

Subject: Theatre	Grade Level: K-2
Unit 1: Creating Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? ● How, when, and why do theatre artists' choices change? ● How do theatre artists transform and edit their initial ideas? 	<p>Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Theatre artists work to discover different ways of communicating meaning.</p> <p>Theatre artists refine their work and practice their craft through rehearsal.</p>
NJSL-S Standards	Classroom Applications
<p>1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g.,</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to rely on intuition, curiosity, and critical inquiry. ● Students will be able to work to discover different ways of communicating meaning. ● Students will be able to refine their work and practice their craft through rehearsal.

process drama, story drama, creative drama).

1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr3a: With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

- Websites:

- o <https://why.pbslearningmedia.org/subjects/the-arts/theater/https://www.youtube.com/watch?v=RddigkRRj-w>
- o <https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm>
- o https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAhrAXaEMch5-7nIC1zLMMeaqITBDikisLdQ05NE0PsRDupCH0sVbqm0WrxQaAqBGEALw_wcB

- o <https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975>
- o <https://www.thebushwickstarr.org/bgt-at-home> -climate change activity#3

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: K-2
Unit 2: Performing Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do theatre artists fully prepare a performance or design? ● How do theatre artists use tools and techniques to communicate ideas and feelings? ● What happens when theatre artists and audiences share creative experiences? 	<p>Theatre artists develop personal processes and skills for a performance or design.</p> <p>Theatre artists make choices to convey meaning.</p> <p>Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</p>
NJSL-S Standards	Classroom Applications
1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to develop personal processes and skills for a performance or design.

drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

- Students will be able to make choices to convey meaning.
- Students will be able to through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

21st Century Skills/Career Readiness:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

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- https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAhrAXaEMch5-7nIC1zLMMeaqITBDIkisLdQ05NE0PsRDupCH0sVbqm0WrxQaAqBGEALw_wcB
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Subject: Theatre	Grade Level: K-2
Unit 3: Responding to Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do theatre artists comprehend the essence of drama processes and theatre Experiences? ● How can the same work of art communicate different messages to different people? ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? 	<p>Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p>
NJSL-S Standards	Classroom Applications
1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to reflect and understand the impact of drama processes and theatre experiences.

drama, story drama, creative drama).

1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.

1.4.2.Re9b: With prompting and support, name and describe

- Students will be able to create interpretations of drama/theatre work that are influenced by personal experiences and aesthetics.
- Students will be able to apply criteria to investigate, explore, and assess drama and theatre work.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

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Differentiation Strategies/Modifications:

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Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

21st Century Skills –

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Unit Resources:

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- <https://www.youtube.com/watch?v=RddigkRRj-w>
- <https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm>
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o <https://www.thebushwickstarr.org/bqt-at-home> -climate change activity#3

Unit Assessment Opportunities:

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FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide

Subject: Theatre	Grade Level: K-2
Unit 4: Connecting to Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy? ● What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? ● How can theatre artists convey information and ideas about global issues, including climate change, through their work? 	<p>Theatre artists allow awareness of interrelationships between self and others to inform their work.</p> <p>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.</p> <p>Global issues, including climate change, can be expressed through theatre productions.</p>
NJSL-S Standards	Classroom Applications

1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).

1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.

1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understanding.

Objectives:

- Students will be able to incorporate awareness of interrelationships between self and others to inform their work
- Students will be able to create and experience personal experiences and knowledge that are synthesized to interpret meaning and analyze the way in which the world may be understood.
- Students will be able to create works that convey messages regarding global issues such as climate change.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

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Unit Assessment Opportunities:

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**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: 3-5
Unit 1: Creating Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? ● How, when, and why do theatre artists' choices change? ● How do theatre artists transform and edit their initial ideas? 	<p>Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Theatre artists work to discover different ways of communicating meaning.</p> <p>Theatre artists refine their work and practice their craft through rehearsal.</p>
NJSL-S Standards	Classroom Applications
1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to rely on intuition, curiosity, and critical inquiry. ● Students will be able to work to discover different ways of communicating meaning.

imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.

1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre

1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.

1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work

- Students will be able to refine their work and practice their craft through rehearsal.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

through self and collaborative review.

1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.

1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

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- o https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAhrAXaEMch5-7nlC1zLMMeaqITBDIkisLdQ05NE0PsRDupCH0sVbgm0WrxQaAqBGEALw_wcB
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FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide

Subject: Theatre	Grade Level: 3-5
Unit 2: Performing Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do theatre artists fully prepare a performance or design? ● How do theatre artists use tools and techniques to communicate ideas and feelings? ● What happens when theatre artists and audiences share creative experiences? 	<p>Theatre artists develop personal processes and skills for a performance or design.</p> <p>Theatre artists make choices to convey meaning.</p> <p>Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</p>
NJSLS Standards	Classroom Applications
1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to develop personal processes and skills for a performance or design.

group setting for drama/theatre work.

1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.

1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.

1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.

1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.

- Students will be able to make choices to convey meaning.
- Students will be able to through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

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SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

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Unit 3: Responding to Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do theatre artists comprehend the essence of drama processes and theatre Experiences? ● How can the same work of art communicate different messages to different people? ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? 	<p>Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p>

NJSL-S Standards	Classroom Applications
<p>1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.</p> <p>1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.</p> <p>1.4.5.Re2b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.</p> <p>1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.</p> <p>1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.</p> <p>1.4.5.Re9b: Explain responses to characters based on cultural</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to reflect and understand the impact of drama processes and theatre experiences. ● Students will be able to create interpretations of drama/theatre work that are influenced by personal experiences and aesthetics. ● Students will be able to apply criteria to investigate, explore, and assess drama and theatre work. <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications:</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>

perspectives when participating in or observing drama/theatre work.

1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

- Websites:
 - <https://why.pbslearningmedia.org/subjects/the-arts/theater/>
 - <https://www.youtube.com/watch?v=RddigkRRj-w>
 - <https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm>

- o https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAhrAXaEMch5-7nlC1zLMMeaqITBDIkisLdQ05NE0PsRDupCH0sVbgm0WrxQaAqBGEALw_wcB
- o <https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975>
- o <https://www.thebushwickstarr.org/bqt-at-home> -climate change activity#3

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: 3-5
Unit 4: Connecting Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy? ● What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? 	<p>Theatre artists allow awareness of interrelationships between self and others to inform their work.</p> <p>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.</p>

<ul style="list-style-type: none"> • How can theatre artists convey information and ideas about global issues, including climate change, through their work? 	<p>Global issues, including climate change, can be expressed through theatre productions.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.</p> <p>1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.</p> <p>1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to incorporate awareness of interrelationships between self and others to inform their work • Students will be able to create and experience personal experiences and knowledge that are synthesized to interpret meaning and analyze the way in which the world may be understood. • Students will be able to create works that convey messages regarding global issues such as climate change. <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p>

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

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- o <https://www.youtube.com/watch?v=RddigkRRj-w>
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- o https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAHRAXaEMch5-7nIC1zLMMMeaqITBDIkisLdQ05NE0PsRDupCH0sVbqm0WrxQaAqBGEALw_wcB
- o <https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975>

o <https://www.thebushwickstarr.org/bgt-at-home> -climate change activity#3

Unit Assessment Opportunities:

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- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: 6-8
Unit 1: Creating Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? ● How, when, and why do theatre artists' choices change? ● How do theatre artists transform and edit their initial ideas? 	<p>Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Theatre artists work to discover different ways of communicating meaning.</p> <p>Theatre artists refine their work and practice their craft through rehearsal.</p>

NJSL-S Standards	Classroom Applications
<p>1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.</p> <p>1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.</p> <p>1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</p> <p>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.</p> <p>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.</p> <p>1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to rely on intuition, curiosity, and critical inquiry. ● Students will be able to work to discover different ways of communicating meaning. ● Students will be able to refine their work and practice their craft through rehearsal. <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications:</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>

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.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Connections to other content areas, including 21st Century Skills:

ELA/Literacy-

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

21st Century Skills –

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Unit Resources:

- Websites:

- <https://why.pbslearningmedia.org/subjects/the-arts/theater/>
- <https://www.youtube.com/watch?v=RddigkRRj-w>
- <https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm>

- o https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAhrAXaEMch5-7nlC1zLMMeaqITBDIkisLdQ05NE0PsRDupCH0sVbgm0WrxQaAqBGEALw_wcB
- o <https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975>
- o <https://www.thebushwickstarr.org/bgt-at-home> -climate change activity#3
- o <https://www.routledgeperformancearchive.com/take-a-tour>

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
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- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: 6-8
Unit 2: Performing Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do theatre artists fully prepare a performance or design? ● How do theatre artists use tools and techniques to communicate ideas and feelings? ● What happens when theatre artists and audiences share creative experiences? 	<p>Theatre artists develop personal processes and skills for a performance or design.</p> <p>Theatre artists make choices to convey meaning.</p> <p>Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</p>
NJSL-S Standards	Classroom Applications

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.

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.

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

Objectives:

- Students will be able to develop personal processes and skills for a performance or design.
- Students will be able to make choices to convey meaning.
- Students will be able to through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications:

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy-

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

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- https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAHRAXaEMch5-7nIC1zLMMeaqITBDIkisLdQ05NE0PsRDupCH0sVbqm0WrxQaAqBGEALw_wcB
- <https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975>
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Unit Assessment Opportunities:

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- Comprehension Checks in literature

- Class Webs
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- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: 6-8
Unit 3: Responding to Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do theatre artists comprehend the essence of drama processes and theatre Experiences? ● How can the same work of art communicate different messages to different people? 	<p>Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p>

<ul style="list-style-type: none"> • How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? 	
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.</p> <p>1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.</p> <p>1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.</p> <p>1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.</p> <p>1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.</p> <p>1.4.8.Re9a: Analyze how personal experiences affect artistic choices in a theatrical work.</p> <p>1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to reflect and understand the impact of drama processes and theatre experiences. • Students will be able to create interpretations of drama/theatre work that are influenced by personal experiences and aesthetics. • Students will be able to apply criteria to investigate, explore, and assess drama and theatre work. <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications:</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p>

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

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy-

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

- Websites:
 - <https://why.pbslearningmedia.org/subjects/the-arts/theater/>
 - <https://www.youtube.com/watch?v=RddigkRRj-w>
 - <https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm>
 - https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAhrAXaEMch5-7nIC1zLMMMeaqITBDIkisLdQ05NE0PsRDupCH0sVbqm0WrxQaAqBGEALw_wcB
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 - <https://www.thebushwickstarr.org/bgt-at-home> -climate change activity#3
 - https://en.wikipedia.org/wiki/List_of_African-American_actors

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

Subject: Theatre	Grade Level: 6-8
Unit 4: Connecting to Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy? • What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? • How can theatre artists convey information and ideas about global issues, including climate change, through their work? 	<p>Theatre artists allow awareness of interrelationships between self and others to inform their work.</p> <p>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.</p> <p>Global issues, including climate change, can be expressed through theatre productions.</p>
NJSL-S Standards	Classroom Applications

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

Objectives:

- Students will be able to incorporate awareness of interrelationships between self and others to inform their work
- Students will be able to create and experience personal experiences and knowledge that are synthesized to interpret meaning and analyze the way in which the world may be understood.
- Students will be able to create works that convey messages regarding global issues such as climate change.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

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ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

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NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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Readiness, Life Literacies, and Key Skills –

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