

**Intro to Drama, Advanced Drama
Grade: 9-12
Fine & Performing Arts
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Education Item 10

Date

Agenda Item

Rationale

Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Fine & Performing Arts Department Philosophy

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

- Cultivates the whole person, engaging the mind, body and spirit.
- Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- Invites multiple ways of knowing which actively engage the brain learning.
- Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- Embraces ambiguity-encouraging students to wonder and question.
- Develops both individual initiative and collective responsibility.
- Connects cultures and generations, past and present.
- Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
- Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

Fine & Performing Arts Department Goals

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.
2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of music, which will assist them in understanding its use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school music program via students' concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

I. Course Description

Introduction to Drama

This course is designed to introduce basic acting and theater techniques. Through skill development in movement, use of voice and character portrayal, students will explore the performance medium of the actor. Major works of noted playwrights from various periods will be studied. Aspects of technical theater including sound and lighting, as well as stage direction will also be introduced. This is a half year course.

Advanced Drama

This course is designed as a progression of the Introduction to Drama curriculum. Through advanced skill development in movement, use of voice and character portrayal students will explore the performance medium of the actor. Major works of noted playwrights from various periods will be studied. Aspects of theater “tech” including sound and lighting, as well as, directing, make up, costuming and set design will be included in the course. Students will have the opportunity to attend live performances.

II. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

B. 21st Century Life and Career Standards

<https://www.nj.gov/education/aps/cccs/career/>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district’s K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at:
<http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district’s K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at:
<https://www.nj.gov/education/holocaust/>

E. LGBTQ Mandate...

- The teaching of the political, economic, and social contributions of persons with disabilities, lesbian, gay, bisexual, and transgender people.

F. Diversity, Equity, and Inclusion Mandate.....

- The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.

III. General Interdisciplinary Connections

In theatre classes, students use visual aids or read scripts which associates to language arts classes. In addition, classes relate to social studies through the connection of theatre to various regions of the world and time periods/genres from which they derive.

IV. Pacing Guide

Introduction to Drama

Semesters 1 & 2 (18 weeks)	2 weeks – Introduction to Drama 2 weeks – Building an Ensemble 2 weeks – Tableau 2 weeks – Pantomime 2 weeks – Greek Theater
	2 weeks – Character Work 3 weeks – Improvisation 3 weeks – Public Speaking

Advanced Drama

First Marking Period	2 weeks – Introduction to Drama 2 weeks – Building an Ensemble 3 weeks – Tableau 3 weeks – Pantomime
Second Marking Period	2 weeks – Greek Theater 4 weeks – Character Work 4 weeks – Improvisation
Third Marking Period	2 weeks – Monologue Work 2 weeks – Scene Work 4 weeks – Public Speaking 2 weeks – Production Roles
Fourth Marking Period	2 weeks – Production Roles 5 weeks – Comedic Writing & Performance 3 weeks – Film Study

V. Vertical Integration – Course Mapping

The mapping of the Fine & Performing Arts program within Linden Public Schools consists of the following:

Skill	Intro to Drama	Advanced Drama Year 1	Advanced Drama Year 2	Advanced Drama Year 3
Theatre in Ancient Greece	Proficient	Proficient/Accomplished	Accomplished	Advanced
Masks	Proficient	Proficient/Accomplished	Accomplished	Advanced
Roman Theatre (Pantomime)	Proficient	Proficient/Accomplished	Accomplished	Advanced
Use of Body and Voice	Proficient	Proficient/Accomplished	Accomplished	Advanced
Imagination and Observation	Proficient	Proficient/Accomplished	Accomplished	Advanced

Improvisation	Proficient	Proficient/Accomplished	Accomplished	Advanced
Character Study	Proficient	Proficient/Accomplished	Accomplished	Advanced
Scene Study	Proficient	Proficient/Accomplished	Accomplished	Advanced
Acting for Stage	Proficient	Proficient/Accomplished	Accomplished	Advanced
Acting for Film	Proficient	Proficient/Accomplished	Accomplished	Advanced
Comedy (Sketch & Stand-Up)	Proficient	Proficient/Accomplished	Accomplished	Advanced
Stage Vocabulary	Proficient	Proficient/Accomplished	Accomplished	Advanced
Elements of Performance	Proficient	Proficient/Accomplished	Accomplished	Advanced
Elements of Production	Proficient	Proficient/Accomplished	Accomplished	Advanced
Play Study	Proficient	Proficient/Accomplished	Accomplished	Advanced
Film Study	Proficient	Proficient/Accomplished	Accomplished	Advanced
Public Speaking	Proficient	Proficient/Accomplished	Accomplished	Advanced
Performance Rubric	Proficient	Proficient/Accomplished	Accomplished	Advanced
The Art of Critique	Proficient	Proficient/Accomplished	Accomplished	Advanced

VI. Accommodations, Modifications, and Teacher Strategies (specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> Teacher Presentation Student Presentation Class Discussion Socratic Discussion Reading for Meaning Inquiry Design Model Interactive Lecture Interactive Notetaking Compare and Contrast Research Based Problem Based Project Based <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

VII. Assessments

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

VIII. Resources

BOOKS

A Challenge for the Actor, Uta Hagen, Scribner, New York 1991
Acting, Curt Daw, Reed Elsevier Inc., New Hampshire 1997
Acting, The Creative Process. Howdie Albright, Dickenson, Publishing Co., Belmont, CA 1967
Basic Drama Projects, 6th Edition, Fran Averett Tanner, Clark Publishing Inc., Topeka, KA 1995
Comedy Improvisation, Delton T. Horn, Meriwether Publishing Ltd., Colorado 1991
Contemporary Scenes for Student Actors, Edited by Schulman/Mekler, Penguin Books, New York 1980
Creative Drama for the Classroom Teacher, Ruth Beall Hiening, Englewood Cliffs, NJ, Prentice-Hall, Inc. 1993
Development through Drama, Brian Way, Humanities Press, 1967
Dynamics of Acting, John Snyder and Michael P. Drumsta, National Textbooks Co., Skokie, Ill 1981
Introduction to Theatre Arts, Suzi Zimmerman, Meriweather Publishing, Colorado Springs, CO 2004
Improvisation Starters, Philip Bernardi, Betterway Books, Cincinnati 1992
111 One Minute Monologues For Teens, L.E. McCullough, Smith & Kraus Inc, Hanover, NH, 2000
Playing Scenes, Gerald Lee Ratliff, Meriwether Publishing Ltd., Colorado 1993 Rehearsal, Miriam A Franklin, Prentice-Hall Inc., 1972
Scenic Art for the Theatre, Crabtree/Beudert, Focal Press, Boston 1998
Theatre for Young Audiences, Ed Coleman A Jennings, St. Martin Press, 1998 Theatre, Robert Cohen, Mayfield Publishing Co., Mountain View, California 1997
The Stage & The School, Schanker/Ommanney, McGraw-Hill, New York 1989
Twenty-Four Favorite One-Act Plays, Bennett Cerf & , Van H Cartmell, Dolphin Books, Garden City, New York 1958
Stage Makeup, 8th Edition, Richard Corson, Prentiss Hall, New Jersey 1990

VIDEO, SCRIPTS, and AUDIO RECORDINGS

A Chorus Line
A Flea in Her Ear
A Midsummer's Night Dream A Raisin' in the Sun
A Streetcar Named Desire
A View from the Bridge Antigone
Anything Goes
Brighton Beach Memoirs
Camino Real
Chicago
Death of A Salesman
Dracula
Everyman
Fences
The King And I
Les Miserables
Long Day's Journey Into Night Medea
Merchant of Venice
Mornings at Seven
Mother Courage and Her Children Noises Off

Oedipus the King
Oklahoma
Our Town
Peter Pan
Romeo & Juliet
The Brick and the Rose
The Devil and Daniel Webster The Diary of Anne Frank
The Glass Menagerie
The Importance of Being Earnest The Iceman Cometh
The Lark
The Odd Couple
The Phantom of the Opera
The Rose Tattoo
The Sound of Music
The Tempest
The Zoo Story
Sorry, Wrong Number
South Pacific
Stalag 17
Stomp
Ubu Roi
Under Milk Wood
Waiting for Godot
West Side Story

Unit #1: Introduction to Drama

Essential Questions:

- How do social skills, social norms, and maintaining healthy relationships influence the creative process?
- How can an artist's relationship with others impact the performance/presentation/production of artistic works?

Enduring Understanding:

- Artists conceptualize and generate ideas and works in relationship with others.
- Artists explore, establish, and maintain healthy relationships through comradery, safe space and/or a sense of belonging and purpose.

Students will be able to:

Goals/Objectives

- Know and implement the classroom guidelines and procedures.
- Spend time getting to know and getting comfortable with their peers.
- Consistently demonstrate the utilization of strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness).
- Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group.

Students will know:

Learning Targets/ Skills

- The classroom guidelines and procedures and be set up well for a successfully year/semester.
- The peers in their class and therefore be more inclined to take risks and perform in front of their classmates.

Suggested Experiences:

- Students will watch classroom guideline and procedures video clips and answer questions via kahoot, gameshow review, etc.
- Students will participate in various icebreakers such as "Common Ground," "This or That," "Wolves & Sheeps," "Taboo," etc.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about writer and actors from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about writers and actors from diverse backgrounds during the investigative portion of the creative process.

Unit #2: Building an Ensemble

Overview: Students will begin the process of learning how to work together as an ensemble of actors. They will learn how to tell stories together as an ensemble using their voice, body and imagination.

Essential Questions:

- How can an ensemble of actors work together to tell a story onstage?
- How do social skills, social norms, and maintaining healthy relationships influence the creative process?
- How can an artist's relationship with others impact the performance/presentation/production of artistic works?
- How do artists generate creative ideas?
- How do artists make creative decisions?

Enduring Understanding:

- Artists conceptualize and generate ideas and works in relationship with others.
- Artists are able to explain their intent and creative choices in constructive ways.
- Maintaining professional communication, sustaining healthy relationships, and fostering collaboration can greatly enhance the performance/presentation/production of an artistic work.
- The performance/presentation/production of an artistic work is enhanced by seeking help from others.
- Artists explore, establish, and maintain healthy relationships through comradery, safe space and/or a sense of belonging and purpose.

Students will be able to:

Goals/Objectives

- Define and demonstrate the vocabulary term through written and performance assessments.
- Apply what was learned about their peers through small group work together.
- Consistently demonstrate the utilization of strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness).
- Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group.

Students will know:

Learning Targets/ Skills

- The classroom guidelines and procedures and be set up well for a successfully year/semester.
- The peers in their class and therefore be more inclined to take risks and perform in front of their classmates.
- Definition of an ensemble and demonstrate their understanding of the concept.

Suggested Experiences:

- Students will engage in group activities that require them to communicate and collaborate.
- Students will participate in various icebreakers such as "Common Ground," "This or That," etc.
- Student will participate in a class board game called "We're Not Really Strangers," where they will spend time getting to know each other in three varying levels.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

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Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about writers and actors from diverse backgrounds during the investigative portion of the creative process.

Unit #3: Tableau

Overview: Students will continue the process of working together to tell a story onstage, more specifically learning to communicate clear stories through frozen pictures (tableau).

Essential Questions:

- How do theatre artists use tools and techniques to communicate ideas and feelings?
- What happens when theatre artists and audiences share creative experiences?
- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

Students will be able to:

Goals/Objectives

- Define and understand the basic elements of tableau (spaces & shapes) through our Unit 3 Introduction.
- Practice our use of shapes & spaces to create clear & strong tableaux.
- Use the tableau form to communicate an emotion, to visualize a word, and to illuminate an issue.
- Evaluate our classmates' tableau assignments and reflect on our own work.
- Journal and reflect on what it takes to tell stories through pictures.
- Make connections with how a picture can be interpreted in multiple ways and be able to connect how that impacts our worldview.

Students will know:

Learning Targets/ Skills

- Definition and the basic elements of tableau: spaces & shapes.
- How to demonstrate use of shapes & spaces to create clear & strong tableaux.
- How to use the tableau form to communicate an emotion, to visualize a word, and to illuminate an issue.
- Evaluate and provide feedback to classmates' tableau assignments.
- Reflect on their own tableau work.
- To make the connection of how a picture can have multiple interpretations and how that relates to life outside of the classroom.

Suggested Experiences:

- Class discussions on the kinds of characters evident with various uses of spaces and shapes.
- Participate in a living museum for more practice of clear tableaux.
- Students will engage in a storytelling activity using only tableau to tell a story with a beginning, middle and end.
- Students will reflect (verbal and written) on the exercises and performances.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about writer and actors from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about writers and actors from diverse backgrounds during the investigative portion of the creative process.

Unit #4: Pantomime (Roman Theater)

Overview: Students will take the next step in learning how to tell stories together without speaking, using physical movements, facial expressions and invisible props.

Essential Questions:

- How do artists generate creative ideas?
- How do artists make creative decisions?
- How do artists make creative decisions?
- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?
- What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?
- How do theatre artists fully prepare a performance or design?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
- 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.
- Artists organize and develop creative ideas by balancing what is known with what is new.
- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.
- Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.
- People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.

Students will be able to:

Goals/Objectives

- Define and understand the basic elements of pantomime through our Unit Introduction.
- Practice creating pantomimes that are clear, consistent and exaggerated.
- Evaluate classmates' initial pantomime performances and provide helpful feedback.
- Present pantomime performances and receive feedback on their work and revise it for their final performance.
- Reflect on their performance.
- Journal and reflect on moments they have felt voiceless and acknowledge those in the world who are without voice.

Students will know:

Learning Targets/ Skills

- Definition and the basic elements of pantomime through our Unit Introduction.
- How to practice and create pantomimes that are clear, consistent and exaggerated.
- Watch, assess and give feedback to their classmates' pantomime performances.
- How to use feedback to improve their pantomime performance.
- Reflect on their performance as well as connect with how pantomime applies outside of the classroom.

Suggested Experiences:

- Students will engage in a game of charades to practice communicating without speaking.
- There will be class discussions to create a working class definition of pantomime.
- Students will participate in simple actions exercise and class will guess the action being performed.
- Students will create the story, rehearse and perform their own pantomime performance.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about writer and actors from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about writers and actors from diverse backgrounds during the investigative portion of the creative process.

Unit #5: Greek Theater

Overview: Students will learn how the Greeks told stories back then and how we still see influences of the Greeks in our modern day movies, tv shows, stage theaters, etc.

Essential Questions:

- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How do theatre artists transform and edit their initial ideas?
- 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?
- How do theatre artists comprehend the essence of drama processes and theatre experiences?
- What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
- How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
- Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

Students will be able to:

Goals/Objectives

- Define and understand the Greek Theater vocabulary.
- Know the different parts of the Greek stage diagram.
- Be familiar with the history, Greek mask, Oedipus Rex and the themes present in the Greek tragedy.
- Discuss Greek influences we see in our movies, tv shows, plays/musicals today.
- How to create their own Greek masks.
- Create their own modern version of a Greek chorus chant based off of Greek God.
- Perform together as an ensemble of actors, the Greek chorus created.
- Evaluate classmates' performances.
- Reflect on the entire process of creating and performing as an ensemble.
- Journal and reflect on how the past influences us today.

Students will know:

Learning Targets/ Skills

- Definitions in the Greek theater vocabulary along with the labels on a Greek Stage diagram.
- General Greek theater history, purposes and functions of the Greek mask, as well as the story & themes present in the Greek tragedy Oedipus Rex.
- Discuss Greek influences we see in our movies, tv shows, plays/musicals today.
- How to create their own Greek masks.
- Create their own modern version of a Greek chorus chant based off of Greek God.
- How to perform together as an ensemble of actors, the Greek chorus created.
- Watch & assess their class classmates' performances as well as reflect on their own work.

Suggested Experiences:

- Class discussion on our initial thoughts of Greek Theater.
- Small group discussions on Greek myths & gods.
- Dissection of the Greek Tragedy: Oedipus Rex.
- Participate in classroom Stations of Greek History, Greek Masks, Themes in Oedipus Rex.
- Complete a compare & contrast chart on Oedipus Rex vs. Modern Theater/Film.
- Perform with created Greek Masks.

New Jersey Department of Education - State Instructional Mandates:Topics that address the LGBTQ Mandate...

Students will learn about writer and actors from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about writers and actors from diverse backgrounds during the investigative portion of the creative process.

Unit #6: Character Work

Overview: Students will grow in awareness by knowing more of their own personalities before creating a three-dimensional character with physical, psychological and emotional qualities.

Essential Questions:

- 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?
- How do artists generate creative ideas?
- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- 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?
- How do artists improve the quality of their presentation/performance?
- How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?
- How does understanding an artist's expressive intent help us comprehend, interpret, and personally relate to an artistic works.
- How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?
- How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.
- Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.
- The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.
- Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

Students will be able to:

Goals/Objectives

- Know themselves, their strengths and weaknesses, by taking a personality test before creating a character.
- Participate in a "Show & Tell" to discover items that are precious or important to them.
- Create a 3-dimensional character by completing a character profile.
- Engage in activities that will help them to develop their characters, physical walk, voice and physical mannerisms.
- Practice in pairs answering questions as the character they created.

- Participate in a character interview where they answer questions as their characters.
- Evaluate classmates' character interview and provide helpful feedback.
- Reflect on their character interviews.
- Journal and reflect on how this unit connect with life outside of the classroom.

Students will know:

Learning Targets/ Skills

- More about their personaloty versus the personaloty they want to create for their charcaters.
- How to create a 3-dimensional character.
- How to develop a character's physical walk, voice and mannerisms.
- How to become the characters created by participating in a character interview.
- Evaluate classmates' character interview and provide helpful feedback.
- Reflect on their character interviews.
- Journal and reflect on how becoming someone else relates to life outside of the classroom.

Suggested Experiences:

- Students will take a personality test to know themselves or grow understanding of themselves.
- Students will participate in a "Show & Tell" to identify their most prized possession.
- Think-pair-share on a picture prompt.
- Complete a character profile.
- Develop their character's walk, speaking voice and mannerisms.
- Get interviewed as the character they created.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about writer and actors from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about writers and actors from diverse backgrounds during the investigative portion of the creative process.

Unit #7: Improvisation

Overview: Students will develop their improvisational skills by learning and implementing improvisational guidelines such as: Commit 100%, Listen to the other player, Support your team members and Forward the action by saying "Yes And".

Essential Questions:

- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- 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?
- How do artists generate creative ideas?
- How do artists improve the quality of their presentation/performance?
- How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?
- How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?
- What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
- Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.
- People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.

Students will be able to:

Goals/Objectives

- Define and understand the vocabulary terms associated with Improvisation.
- Know and demonstrate their understanding of the improv guidelines.
- Engage in activities that will help them to practice following the improv guidelines.
- Students will practice an improv performance in pairs.
- Students will reflect on how they are progressing through the improv guidelines from beginner to advanced.
- Set measurable goals on how much they would like to improve on their improv skills by the end of the unit.
- Demonstrate their understanding of the improv guidelines by participating in a final improv performance.
- Reflect on their journey through the entire unit and how this unit connect with life outside of the classroom.

Students will know:

Learning Targets/ Skills

- Definition of the unit vocabulary terms.
- Demonstrate their knowledge and understanding of the improv guidelines.
- How to participate in activities that will help them to practice following the improv guidelines.
- How to do an improv performance in pairs.
- How to reflect on how they are progressing through the improv guidelines from beginner to advanced.
- How to make connections between improvisation and how it helps in life outside of the classroom.

Suggested Experiences:

- Participate in various improv warm-ups to help with imagination use and thinking quickly on your feet.
- Practice the guidelines of improv through improv games such as "Party Quirks," "Park Bench," "Freeze," "Questions Only".
- Students will perform a final improv performance with a partner.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Choosing or creating a character that captures the story of those who journeyed through it.

Topics that address the Holocaust Commission Mandate...

Choosing or creating a character that captures the story of those who journeyed through it.

Topics that address the LGBTQ Mandate...

Choosing or creating a character that captures the story of those who walked and/or walking through it.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about writers and actors from diverse backgrounds during the investigative portion of the creative process.

Unit #8: Monologue Work

Overview: Students will continue building on their improvisational skills by applying them to monologue work where they will have to be present in the moment in order to be authentic speaking and acting out the words on a monologue script.

Essential Questions:

- 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?
- How do artists make creative decisions?
- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- How do theatre artists fully prepare a performance or design?
- How do theatre artists use tools and techniques to communicate ideas and feelings?
- 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?
- 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 do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?
- When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audiences' response?
- How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
- Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
- 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.
- Artists organize and develop creative ideas by balancing what is known with what is new.
- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration
- Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.
- Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

Students will be able to:

Goals/Objectives

- Practice what they've learned from Improvisation Unit and apply it for when they have a script on-hand.
- Watch various monologues and evaluate what makes a monologue good.
- Practice blocking, staging through one-line monologue.
- Create or choose a monologue to perform.
- Practice how to perform a monologue authentically through various techniques.

- Evaluate classmates' performance and provide helpful feedback.
- Reflect on their monologue performance.
- Journal and reflect on how this unit connect with life outside of the classroom.

Students will know:

Learning Targets/ Skills

- How to apply concepts learned from improv to performing with a script.
- What makes a monologue good.
- How to block or stage a monologue.
- How to Create and/or choose a monologue to perform authentically.
- Techniques on how to practice and perform a monologue authentically.
- How to evaluate classmates' performance and reflect on their monologue performance.
- How to connect what it was like to step in someone else's shoes to life outside the classroom.

Suggested Experiences:

- Watch and hold a class discussion on what makes a monologue good.
- Practice being authentic with a one-line monologue.
- Practice blocking with one-line monologues.
- Search and/or create a monologue piece.
- Practice techniques to be authentic and believable with monologue delivery.
- Perform the chosen monologue.
- Evaluate classmates' work and reflect on their own performance.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Choosing or creating an informed monologue piece that captures the story of those who journeyed through it.

Topics that address the Holocaust Commission Mandate...

Choosing or creating an informed monologue piece that captures the story of those who journeyed through it.

Topics that address the LGBTQ Mandate...

Choosing or creating an informed monologue piece that captures the story of those who walked and/or walking through it.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about writers and actors from diverse backgrounds during the investigative portion of the creative process.

Unit #9: Scene Work

Overview: Students will learn how to be authentic and present in the moment when working with a partner in a scene. They will also learn the various elements needed to move a scene forward such as: Objectives, tactics, etc.

Essential Questions:

- 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?
- How do artists generate creative ideas?
- How do artists make creative decisions?
- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- How do theatre artists fully prepare a performance or design?
- How do theatre artists use tools and techniques to communicate ideas and feelings?
- How do artists improve the quality of their presentation/performance?
- When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audiences' response?
- How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?
- What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
- Artists organize and develop creative ideas by balancing what is known with what is new.
- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration
- Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.
- People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.

Students will be able to:

Goals/Objectives

- Be familiar with a scene format and vocabulary terms such as: Stage Directions.
- Know and locate the various parts of a stage.
- Look at a contentless scene and add content to it while working in pairs.
- Student will work in pairs to bring their scenes to life.
- Evaluate classmates' performance and share their ideas of what the particular content was for each scene.

Students will know:

Learning Targets/ Skills

- Scene script format as well as Stage Directions vocabulary along with their location on the stage diagram.
- How to add stage directions to a contentless scene.
- How to work with a partner to execute staging created on the contentless script.
- How to evaluate classmates' performance.

Suggested Experiences:

- Analyze a scene script format.
- Play game reviews to reinforce knowledge of stage directions.
- Work in pairs on a contentless script.
- Perform the scene with a partner.
- Evaluate other classmates' scene work.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Choosing or creating a character that captures the story of those who journeyed through it.

Topics that address the Holocaust Commission Mandate...

Choosing or creating a character that captures the story of those who journeyed through it.

Topics that address the LGBTQ Mandate...

Choosing or creating a character that captures the story of those who walked and/or walking through it.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about writers and actors from diverse backgrounds during the investigative portion of the creative process.

Unit #10: Public Speaking

Overview: Students will learn how to tell stories via public speaking. They will grow their awareness of nervous tendencies such as the use of filler words (“uh, uhm, like,” etc.), physical fidgeting movements. Grow in confidence in creating a speech outlines, revising and editing their speeches. Present their speech and reflect upon the process.

Essential Questions:

- 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?
- How do artists generate creative ideas?
- How do artists make creative decisions?
- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- How do theatre artists fully prepare a performance or design?
- How do theatre artists use tools and techniques to communicate ideas and feelings?
- How do artists improve the quality of their presentation/performance?
- How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?
- How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?
- How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?
- How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?
- What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
- Artists organize and develop creative ideas by balancing what is known with what is new.
- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.
- Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.
- Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.
- People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.

Students will be able to:

Goals/Objectives

- Practice public speaking through storytelling.
- Know and be aware of their use of filler words and their nervous tendencies.
- Watch various speeches and evaluate what makes a speech good.
- Know how to create a speech outline.
- Choose a topic of interest and create a speech outline.
- Give a short version of their speech, receive feedback on it and refine it for the final speech.
- Evaluate classmates' speeches and provide helpful feedback.
- Reflect on their speech performance.

Students will know:

Learning Targets/ Skills

- How to present public speaking through storytelling.
- Go-to filler words/phrases and other nervous tendencies.
- The elements that makes a speech good.
- How to create a speech outline.
- How to use feedback given to improve their final speech.
- How to Evaluate classmates' speeches and provide helpful feedback.
- How to reflect on their speech performance.

Suggested Experiences:

- Participate in exercise "One Minute, No Fillers" in order to be aware of go-to filler word/phrase.
- Practice impromptu storytelling to be aware of nervous tendencies.
- Create a speech outline.
- Practice speech.
- Perform speech in front of classmates.
- Evaluate classmates' speeches and reflect on their speech.

New Jersey Department of Education - State Instructional Mandates:Topics that address the Amistad Commission Mandate...

Choose a topic and do the necessary research to properly tell the story through public speaking as a way to inform, persuade, inspire your audience.

Topics that address the Holocaust Commission Mandate...

Choose a topic and do the necessary research to properly tell the story through public speaking as a way to inform, persuade, inspire your audience.

Topics that address the LGBTQ Mandate...

Choose a topic and do the necessary research to properly tell the story through public speaking as a way to inform, persuade, inspire your audience.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Choose a topic and do the necessary research to properly tell the story through public speaking as a way to inform, persuade, inspire your audience.

Unit #11: Production Roles

Overview: Student will learn the backstage workings in a theater production. They will get an overview of the various theater jobs involved in the production process. They will also get the opportunity to implement their knowledge by putting on a play in a week or being a part of the school play production.

Essential Questions:

- 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?
- How do artists generate creative ideas?
- How do artists make creative decisions?
- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- 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?
- How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?
- How do artists improve the quality of their presentation/performance?
- When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audiences' response?
- How do theatre artists comprehend the essence of drama processes and theatre experiences?
- How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
- How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?
- How does understanding an artist's expressive intent help us comprehend, interpret, and personally relate to an artistic works.
- How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?
- What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
- Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
- Artists organize and develop creative ideas by balancing what is known with what is new.
- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.
- Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.
- Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.

- Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.
- The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.
- People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.

Students will be able to:

Goals/Objectives

- Know the vocabulary terms and theater roles of this unit.
- Demonstrate their knowledge through various review game activities.
- Participate in a class project where they will each play a theater production role while putting on a play in a week or helping to put on the school production.
- Reflect on their progress daily or weekly.
- Reflect on their final performance as either on on-stage role or a backstage role.

Students will know:

Learning Targets/ Skills

- Vocabulary terms of this unit.
- How to demonstrate their knowledge of theater roles through various review game activities.
- How to collaborate with classmates to put on a play in a week or help to put on the school production.
- How to reflect on their growth progress daily or weekly and overall reflect on their final performance (onstage or backstage).

Suggested Experiences:

- Practice knowing and reviewing Theater Roles through class activities.
- Participate in the audition process in a play.
- Receive a play script to put on in a week or help with the school play production.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about writer and actors from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about writers and actors from diverse backgrounds during the investigative portion of the creative process.

Unit #12: Comedic Writing & Performance

Overview: Students will dive into the comedy world via sketch & stand-up comedy by first being able to identify what is funny and why it is funny, using the Comedy Formats, Comedy Toolbox, learning about various stand-up comedy styles. They will also be able to write, share, give feedback and revise their sketches and stand-up routines. Students will also be able to bring their sketches and routines to life through performance.

Essential Questions:

- 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?
- How do artists generate creative ideas?
- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- 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?
- How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?
- How does understanding an artist's expressive intent help us comprehend, interpret, and personally relate to an artistic works.
- How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?
- What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
- Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.
- Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.
- The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.
- Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.

Students will be able to:

Goals/Objectives

- Be familiar with the vocabulary terms used in the unit.
- Watch various sketches and stand-up routines and evaluate what makes it funny.
- Create their own sketches by following the sketch comedy writing guidelines.
- Share, receive feedback and revise their sketches.
- Direct and/or perform in their sketches.

- Create their own stand-up routines by following the stand-up comedy writing guidelines.
- Share, receive feedback and revise their routines.
- Perform their stand-up routines with a persona.
- Reflect on their sketch & stand-up performances.

Students will know:

Learning Targets/ Skills

- Vocabulary terms in the unit.
- What makes a sketch or comedian funny using the comedy format and comedy toolbox.
- How to write a sketch and a stand-up routine.
- How to implement feedback given to script and routine.
- How to direct and/or perform in their sketches.
- How to reflect on their sketch & stand-up performances.

Suggested Experiences:

- Watch clips and hold class discussions on what makes it funny.
- Go over the Comedy Format and Comedy Toolbox.
- Write a sketch, following the sketch writing format.
- Stage read the sketch to the class and receive feedback.
- Revise Sketch script and help to bring it to life with actors.
- Write a stand-up routine, following the stand-up writing format.
- Share routine with class and receive feedback.
- Revise Stand-up routine and perform it in specific persona.
- Reflect on sketch & stand-up writing process.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about writer and actors from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about writers and actors from diverse backgrounds during the investigative portion of the creative process.

Unit #13: Film Study

Overview: Students will explore and learn the elements involved in film study such as lighting, sound, costume, composition and more. Students will be analyzing different film clips for those specific elements and will complete the unit through various projects ultimately ending the unit with a final film analysis of a film.

Essential Questions:

- 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?
- How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?
- 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 does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?
- What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?

Enduring Understanding:

- Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
- Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
- Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
- 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.
- Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.
- People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.

Students will be able to:

Goals/Objectives

- Be familiar with the vocabulary terms used in the unit.
- Discuss and analyze various movie clips for the film elements.
- Explore the various aspect of film such as: sound, lighting, costume, make-up, etc.
- Participate in a project/assignment relevant to each film aspects.
- Culminate the unit by analyzing a scene in a movie for all of the film study elements such as: Composition, Lighting, etc.

Students will know:

Learning Targets/ Skills

- Vocabulary terms used in the unit.
- How to discuss and analyze various movie clips for the film elements.
- How to explore the various aspect of film such as: sound, lighting, costume, make-up, etc.
- How to analyze a scene in a movie for all of the film study elements such as: Composition, Lighting, etc.

Suggested Experiences:

- Watch film clips and discuss the film elements present.
- Participate in small group projects focusing on one film element: lighting, sound, costume, etc.
- Write a thorough analysis of a 15-minute film clip.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about writer and actors from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about writers and actors from diverse backgrounds during the investigative portion of the creative process.

Drama

Content Area: **Performing Arts**
Course(s): **Introduction to Drama, Advanced Drama**
Time Period: **Full Year**
Length: **All Year**
Status: **Published**

New Jersey Learning Standards- Theater- Proficient

TH.9-12.1.4.12prof.Cr3a	Use script analysis to inform choices impacting the believability and authenticity of a character.
TH.9-12.1.4.12prof.Cn10a	Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
TH.9-12.1.4.12prof.Re7b	Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
TH.9-12.1.4.12prof.Pr5a	Identify and explore different pacing options per character to better communicate the story in a theatre work.
TH.9-12.1.4.12prof.Cr1a	Research to construct ideas about the visual composition of devised or scripted theatre work.
TH.9-12.1.4.12prof.Cr2a	Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
TH.9-12.1.4.12prof.Re9c	Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
TH.9-12.1.4.12prof.Cr1b	Explore the impact of technology on design choices in devised or scripted theatre work.
TH.9-12.1.4.12prof.Pr6a	Perform devised or scripted theatre work for a specific audience.
TH.9-12.1.4.12prof.Cr1c	Use script analysis to generate ideas about a character that is believable and authentic.
TH.9-12.1.4.12prof.Re8a	Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
TH.9-12.1.4.12prof.Re8c	Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.
TH.9-12.1.4.12prof.Cn11b	Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.
TH.9-12.1.4.12prof.Re9b	Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
TH.9-12.1.4.12prof.Re7a	Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
TH.9-12.1.4.12prof.Cr3c	Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.
TH.9-12.1.4.12prof.Pr5b	Explore and discover character choices using given circumstances in devised or scripted theatre work.
TH.9-12.1.4.12prof.Pr4b	Use technical elements to increase the impact of design for a theatre production.
TH.9-12.1.4.12prof.Pr4a	Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
TH.9-12.1.4.12prof.Re9a	Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
TH.9-12.1.4.12prof.Cn11a	Integrate knowledge of cultural, global and historic belief systems into creative choices in

	a devised or scripted theatre work.
TH.9-12.1.4.12prof.Re8b	Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
TH.9-12.1.4.12prof.Cr2b	Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.
TH.9-12.1.4.12prof.Cr3b	Practice devised or scripted theatre work using theatrical staging conventions.

New Jersey Learning Standards- Theater- Accomplished

TH.9-12.1.4.12acc.Re8b	Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
TH.9-12.1.4.12acc.Re7b	Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
TH.9-12.1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
TH.9-12.1.4.12acc.Pr5b	Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.
TH.9-12.1.4.12acc.Cn11b	Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.
TH.9-12.1.4.12acc.Cn11a	Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.
TH.9-12.1.4.12acc.Cr3c	Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
TH.9-12.1.4.12acc.Pr4b	Apply theatrical elements and research to create a design that communicates the concept of a theatre production.
TH.9-12.1.4.12acc.Cr3b	Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
TH.9-12.1.4.12acc.Pr6a	Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
TH.9-12.1.4.12acc.Re7a	Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
TH.9-12.1.4.12acc.Re9c	Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
TH.9-12.1.4.12acc.Cr1b	Understand and apply technology to design choices for devised or scripted theatre work.
TH.9-12.1.4.12acc.Pr5a	Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
TH.9-12.1.4.12acc.Cr2a	Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
TH.9-12.1.4.12acc.Cr2b	Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.
TH.9-12.1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
TH.9-12.1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.
TH.9-12.1.4.12acc.Re8a	Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

TH.9-12.1.4.12acc.Re9a	Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.
TH.9-12.1.4.12acc.Cr1a	Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
TH.9-12.1.4.12acc.Re8c	Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
TH.9-12.1.4.12acc.Cn10a	Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.

New Jersey Learning Standards- Theater- Advanced

TH.9-12.1.4.12adv.Re8a	Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
TH.9-12.1.4.12adv.Pr5b	Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
TH.9-12.1.4.12adv.Cr1a	Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.
TH.9-12.1.4.12adv.Re9b	Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.
TH.9-12.1.4.12adv.Cn11a	Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.
TH.9-12.1.4.12adv.Re9a	Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
TH.9-12.1.4.12adv.Cr3b	Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.
TH.9-12.1.4.12adv.Cr3c	Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.
TH.9-12.1.4.12adv.Pr5a	Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
TH.9-12.1.4.12adv.Re8b	Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
TH.9-12.1.4.12adv.Pr6a	Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
TH.9-12.1.4.12adv.Pr4a	Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
TH.9-12.1.4.12adv.Cr1b	Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.
TH.9-12.1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
TH.9-12.1.4.12adv.Cn11c	Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research.
TH.9-12.1.4.12adv.Cr3a	Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.
TH.9-12.1.4.12adv.Cr2a	Collaborate as a creative team to make informative and analytical choices for devised or

	scripted theatre work.
TH.9-12.1.4.12adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
TH.9-12.1.4.12adv.Pr4b	Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
TH.9-12.1.4.12adv.Cn10a	Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.
TH.9-12.1.4.12adv.Re9c	Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.
TH.9-12.1.4.12adv.Cr2b	Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.
TH.9-12.1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
TH.9-12.1.4.12adv.Cr1c	Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.

Career Readiness, Life Skills Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

In Drama classes, students use scripts or synopsis which associates to language arts classes. Students use math through counting, adding, and subtracting when creating scenery. Additionally, classes relate to social studies through the connection of theatre to various regions of the world and time periods/genres from which they derive.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
CRP.K-12.CRP11	Use technology to enhance productivity.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g.,

the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

LA.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP10

Plan education and career paths aligned to personal goals.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.