# **Theatre 7th Grade**

**Content Area: Theatre 7**

**Course(s): Theatre 7**

**Time Period: Semester**

**Length: 2X per week**

**Essential Questions**

How, when, and why do theater artists’ choices change?

**Big Ideas**

Plan, Construct: Theater artists work to discover different ways of communicating meaning.

**Enduring Understanding**

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

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

**Diversity Integration**

[N.J.S.A. 18A:35-4.36a](https://www.nj.gov/education/standards/socst/docs/DiversityInclusionLaw.PDF): The lesson plans, units and resources highlight and promote instruction about diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

Activity: Students watch the Youtube ‘Student Civil Rights Activism’ video #20. In this video, we'll learn about the life story of journalist, orator, teacher, suffragette, and anti-lynching activist Ida B. Wells-Barnett. Ida B. Wells made her name writing and speaking and working to improve the lives of Black Americans. She wrote for a number of outlets, and covered a wide array of issues. Students break out into groups and choose to act out a scene from one of the events in the life of Ida B. Wells-Barnett.

**Career Education Integration**

Standard: • 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.

Connection: An individual’s values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one’s financial well-being.

Activity Discussion: What happens when I only have enough money to buy what I need but I need to enhance my wardrobe because I am applying for auditions and want to purchase clothes that reflect the character I am auditioning for. What can I do? (Start a saving account for costumes and clothing for acting purposes, keep receipts of said items to write off on my tax return, purchase costumes, clothing and accessories at second-hand stores. What else can I do?

**Cross-Curricular Integration**

Integration Area: Science

StandardActivity: LS1.B: Growth and Development of Organisms

* Animals engage in characteristic behaviors that increase the odds of reproduction. (MS-LS1-4)
* Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction. (MS-LS1-4)

Activity: Students act out the dance of the tropical birds Bird of Paradise and the Bower Bird. Who had the most impressive dance? The females in the class decide which male bird had the most impressive dance or who created the most impressive bower to attract a mate.

**Technology Integration**

• 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.

Core Idea: Protocols, packets, and addressing are the key components for reliable delivery of information across networks.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.

8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values.

Core Idea: Programmers create variables to store data values of different types and perform appropriate operations on their values.