# **Theatre 8th Grade**

**Content Area: Theatre 8**

**Course(s): Theatre 8**

**Time Period: Semester**

**Length: 2X per week**

**Essential Question**

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

**Big Idea**

Theatre artists rely on intuition, curiosity, and critical inquiry.

**Enduring Understandings**

* 2.4.8.CR1a: Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work
* 2.4.8.CR1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
* 2.4.8.CR1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

**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 #5. In 1688, in Pennsylvania, a group of four men created the Germantown Petition, which made the case that slavery was immoral and that it was inconsistent with Christian beliefs in general, and Quaker beliefs specifically. While the petition wasn't ultimately adopted by the Quaker hierarchy, examining the document and its authors' goals gives us a better insight into slavery in the colonies and some of the earliest organized attempts at abolition. Students break out into groups and choose to act out a scene from one of the events from this time period and topic.

**Career Education Integration**

Standard: 9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.

Connection: Insurance can protect your personal finances.

Activity discussion: If you were an actor finding yourself out of work, how would you protect your assets? Do you have insurance? What are some other situations where you might find yourself in need of insurance? (accident, illness, family obligations)

**Cross-Curricular Integration**

Integration Area: Science

StandardActivity: MS.PS2-3 Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

Activity: Act out with a partner as if you were two magnets of the same polar region (positive and positive). How would you move next to each other? Now act out how how your would behave if your were of opposite regions (positive and negative)? Why do two magnets of the same region repel? Why do two magnets of opposite regions draw near to each other?

**Technology Integration**

 8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.

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

• 8.1.8.DA.2: Explain the difference between how the computer stores data as bits and how the data is displayed.

Data is represented in many formats. Software tools translate the low-level representation of bits into a form understandable by individuals.

8.1.8.AP.3: Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.

Core Idea: Control structures are selected and combined in programs to solve more complex problems.