

Unit 7-Tragedy Copied from: Theater, Copied on: 12/01/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **20 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

This unit encourages students to become self-aware and relate to others. Actors focus on conveying extreme emotions through movement, voice, facial expression.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- self-awareness can stimulate awareness of others and can lead toward greater understanding.
- humans can demonstrate predictable body movements when faced with tragic circumstances.
- effective tragic performance involves extreme emotions conveyed through movement, voice, and facial expression and is often demonstrated during the climax of a story.

CONTENT AREA STANDARDS

TH.9-12.1.4.12prof.Cr1	Generating and conceptualizing ideas.
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.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.Pr4a	Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
TH.9-12.1.4.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
TH.9-12.1.4.12prof.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural

factors have had on its design, including its design constraints.

LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- every human experiences tragedy.
- once an actor has experienced even a small loss, they are able to express a great tragedy.
- author's word choice impacts meaning and tone.

Procedural Knowledge

Students will be able to:

- view tragedy and objectively observe the actions of those involved.
- recognize tragedy in their own experience.

- translate their tragedy into a performance of another's.
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- come to discussions prepared, having read or researched material under study.
- cite strong and thorough textual evidence.
- apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- vary syntax for effect, apply an understanding of syntax to the study of complex texts. • by the end of grades 11-12, read and comprehend literature, including stories, dramas, and poems, at the high ends of the grade 11-CCR text complexity band independently and proficiently. • support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 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.
- demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- 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.
- analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text.
- analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Benchmark Assessments

Benchmark Assessments conducted three times per year, using Pear Assessment (Standards Based Assessments)

Alternate Assessments

- FlipGrids
- Dramatizations
- KWL Charts
- Top-Down Webs
- Teacher/Student Conferences

Formative Assessments

- journal
- viewing

Alternative

- class discussion

Summative Assessments

- performance (i.e. Live, Flipgrid, Google Meet Recording, Screencast-O-Matic, Screencastify,

etc.)

- writing

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

- https://www.rhinegold.co.uk/wp-content/uploads/2015/10/TDSP2_1617_scheme-KS3_Comey-and_tragedy.pdf - lessons 1-3

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https://www.teachingenglish.org.uk/sites/teacheng/files/Shakespeare_and_Tragedy_Lesson_Plan.pdf • William Shakespeare's tragedies - Antony and Cleopatra, Coriolanus, Hamlet, Julius Caesar, King Lear, Macbeth, Othello, Romeo and Juliet, Timon of Athens, Titus Andronicus

Supplemental:

- <https://www.youtube.com/watch?v=8PsErwLwhuA> - scene change game

INTERDISCIPLINARY CONNECTIONS

English - narrative writing

- Technology - media literacy
- Social studies - social justice, ethics
- Career readiness - art

HE.9-12.2.2.12.PF.1

Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

HE.9-12.2.2.12.PF.2

Respect and appreciate all levels of ability and encourage with care during all physical activities.

HE.9-12.2.2.12.MSC.1

Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).

HE.9-12.2.2.12.MSC.2

Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.