

Unit 6 - Characterization 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

Characterization is an important literary device that authors use to highlight and explain details about characters as they evolve throughout a story. In this unit, actors learn to study a character's back-story in order to deliver a more in-depth and interesting performance.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- developing a back-story on a character can allow an actor to deliver a more in-depth and interesting performance.

CONTENT AREA STANDARDS

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| 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.Cr3 | Refining and completing products. |
| 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.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

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| 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. |

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| LA.K-12.NJSLSA.SL4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| LA.K-12.NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.K-12.NJSLSA.L6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand that:

- the actions of a character can become much more interesting and believable when one understands what they have experienced to influence those actions.

Procedural Knowledge

Students will be able to:

- generate stories that align to what is known about a character.
- justify their writing by citing strong and thorough textual evidence.
- share their stories with other students.
- 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. • 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. • 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.

- present information, findings and supporting evidence clearly, concisely, and logically where the content, organization, development, and style are appropriate to task, purpose, and audience.
- support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- 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 tasks, purposes.

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

- class discussion

Alternative:

journal entries

Summative Assessments

presentation

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

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

<http://michaeltesauro.pbworks.com/w/file/fetch/107759828/Characterization...>

- <https://www.alyve.org/chs/theatre/text/chap07.pdf>

Supplemental:

- <https://www.commonsense.org/education/lesson-plans/characterization-in-drama> • [https://ny.pbslearningmedia.org/resource/extended_arts_pd4/characterization-in-theater-arts-after school/](https://ny.pbslearningmedia.org/resource/extended_arts_pd4/characterization-in-theater-arts-after-school/)

- https://docs.google.com/document/d/1Ni_Kw4XnSmNRKQjXQyO_dASc80_NVzYTwmPIziOAQV4 / (16 key terms)

INTERDISCIPLINARY CONNECTIONS

- English - narrative writing

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

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| LA.K-12.NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.K-12.NJSLSA.L3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| 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.3 | Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. |
| HE.9-12.2.2.12.PF.5 | Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness 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). |

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.