

Unit 8-Comedy 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 branch of drama creates entertainment for the audience. Actors produce work that is light and usually humorous or satirical in tone. The resolution is typically happy for the characters involved in conflict.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- self-awareness can stimulate awareness of others and lead toward greater understanding. • common frustrations are often the origin of comedy.
- unexpected occurrences can lead to comedy.
- timing and delivery are essential to a comedic 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.Cr2b | Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles. |
| 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. |
| | How do theatre artists fully prepare a performance or design? |
| 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.Pr5b | Explore and discover character choices using given circumstances in devised or scripted theatre work. |
| TH.9-12.1.4.12prof.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |

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.

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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. |
| 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. |
| 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.5 | Assess and modify a personal plan to support current interests and post-secondary plans. |
| 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 laughter at some point in their lives.
- once an actor has experienced even a small joy or giggle, they are able to express a comedic situation.
- author's word choice impact meaning and tone.

Procedural Knowledge

Students will be able to:

- view comedy and objectively observe the actions of those involved.
- recognize comedy in their own experience.
- translate their comedy 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.scholastic.com/teachers/lesson-plans/teaching-content/lesson-self-humor/> • http://downloads.bbc.co.uk/learning/comedyclassroom/Secondary_Glossary.pdf
- <https://www.bbc.co.uk/programmes/articles/467GldwvNTT17S5khjpbss/secondary-teaching-resources> • William Shakespeare's comedies- All's Well That Ends Well, As You Like It, The Comedy of Errors, Cymbeline, Love's Labour's Lost, Measure for Measure, The Merry Wives of Windsor, The Merchant of Venice, A Midsummer Night's Dream, Much Ado About Nothing, Pericles, Prince of Tyre, The Taming of the Shrew, The Tempest, Troilus and Cressida, Twelfth Night, Two Gentlemen of Verona, The Two Noble Kinsmen, The Winter's Tale

Supplemental:

- <https://literaryterms.net/comedy/>

INTERDISCIPLINARY CONNECTIONS

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

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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. |
| LA.K-12.NJSLSA.W8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| HE.9-12.2.2.12.LF.6 | Implement a financial plan for participation in physical activity in the community for self and family members. |
| HE.9-12.2.2.12.LF.8 | Identify personal and community resources to explore career options related to physical activity and health. |
| 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. |

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.