Unit 3 - Theatre History & Literature

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Students will examine, interpret, and critique major theatrical works from several time periods and how they are relevant to today's audiences. Students will analyze the cyclical relationship between society, culture, and theatre.

Enduring Understandings

Theatre artists reflect to understand the impact of drama processes and theatre experiences.
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Questions

How do theatre artists comprehend the essence of drama processes and theatre experiences?
How can the same work of art communicate different messages to different people?
How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Learning Objectives

Students will be able to identify and explain the significant achievements and differences of the following:
Greek Theatre
Shakespeare
Musical Theatre
American Contemporary
Reboot Project (students will choose one of the historical selections and rewrite it to fit in a modern medium such as television, film, stage, social media, etc.)

Standards: Content

1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.

1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re8c	Assess the impact of a theatrical work on a specific audience.
1.4.8.Re9b	Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
1.4.8.Cn10a	Examine a community issue through multiple perspectives in a theatrical work.
1.4.8.Cn11a	Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
1.4.8.Cn11b	Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

Standards: Interdisciplinary

L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math,

	technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Assessment Evidence

Formative	Informal Observation, Oral Question/Answer Responses, Class Discussion, Written Class Work, Group Performance, Individual Performance
Summative	Tests, Quizzes, Projects, Formal Performances
Alternative & Benchmark	Alternative – Students choreography dance on paper, alternative assignment on dance style (research paper/presentation) Benchmark – LinkIt Benchmark, Standards aligned assessment, performance assessments
Assessment Evidence Resource	

Instructional Resources

Scripts, Computers, Internet, SmartBoard, YouTube, Sound and Video Equipment as needed, Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness		Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		