

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*William Allen Middle School  
Arts & Technology: Performing Arts*

*Theater and Communication II  
Grade 8*

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# **Contents**

**[Administration](#)**

**[Course Description and Fundamental Concepts](#)**

**[New Jersey Student Learning Standards](#)**

**[Pacing Guide](#)**

**[Units Scope and Sequence](#)**

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## Course Description and Fundamental Concepts

### Theater and Communication II

Students in the Theatre and Communication II course will build upon their knowledge and experiences with theater and public speaking. They will delve deeper into the production process of a play and the development of character. The students will also further study the technical aspects of theater and the process of constructive critique. Finally, students will have opportunities to participate in public speaking and acting activities, both scripted and improvised.

### **Fundamental Concepts**

Communication and Theater Review and Practice

Pantomime and Improvisation II

Presentation and Performance II

The Theater Space and Tech II

## New Jersey Student Learning Standards (NJSLS)

### Visual and Performing Arts : Theater Standards

#### Creating

##### **Anchor Standard 1: Generating and conceptualizing ideas.**

Enduring Understanding: Theater artists rely on intuition, curiosity and critical inquiry.

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

| <b>Standard #</b> | <b>Standard Description</b>  |
|-------------------|--|
| 1.4.8.Cr1a        | Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.                |
| 1.4.8.Cr1b        | Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. |
| 1.4.8.Cr1c        | Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.            |

##### **Anchor Standard 2: Organizing and developing ideas.**

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question: How, when, and why do theatre artists' choices change?

| <b>Standard #</b> | <b>Standard Description</b>  |
|-------------------|--|
| 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.Cr2b        | Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. |

##### **Anchor Standard 3: Refining and completing products.**

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

| <b>Standard #</b> | <b>Standard Description</b>   |
|-------------------|---|
| 1.4.8.Cr3a        | Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in an devised or scripted theatre performance. |

|            |  |
|------------|--|
| 1.4.8.Cr3b | Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work. |
| 1.4.8.Cr3c | Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.                                    |

## Performing

### Anchor Standard 4: Selecting, analyzing and interpreting work.

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question: How do theatre artists fully prepare a performance or design?

| Standard # | Standard Description   |
|------------|--|
| 1.4.8.Pr4a | Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assists in the development of stronger character choices. |
| 1.4.8.Pr4b | Use a variety of technical elements to create a design for a rehearsal or theatre production.  |

### Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: Theatre artists make choices to convey meaning.

Essential Question: How do theatre artists use tools and techniques to communicate ideas and feelings?

| Standard # | Standard Description   |
|------------|--|
| 1.4.8.Pr5a | Examine how character relationships assist in telling the story of devised or scripted theatre work.               |
| 1.4.8.Pr5b | Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle. |

### Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Theatre artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience.

Essential Question: What happens when theatre artists and audiences share creative experiences?

| Standard # | Standard Description                                |
|------------|---|
| 1.4.8.Pr6a | Perform a rehearsed theatrical work for an audience |

## Responding

### **Anchor Standard 7: Perceiving and analyzing products.**

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

| <b>Standard #</b> | <b>Standard Description</b>  |
|-------------------|--|
| 1.4.8.Re7a        | Describe and record personal reactions to artistic choices in a theatrical work.       |
| 1.4.8.Re7b        | Compare recorded personal and peer reactions to artistic choices in a theatrical work. |

### **Anchor Standard 8: Interpreting intent and meaning.**

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question: How can the same work of art communicate different messages to different people?

| <b>Standard #</b> | <b>Standard Description</b>   |
|-------------------|---|
| 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.                                      |

### **Anchor Standard 9: Applying criteria to evaluate products.**

Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

| <b>Standard #</b> | <b>Standard Description</b>   |
|-------------------|---|
| 1.4.8.Re9a        | Analyze how personal experiences affect artistic choices in a theatrical work.                                |
| 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. |

## Connecting

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to inform their work.

Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

| <b>Standard #</b> | <b>Standard Description</b>   |
|-------------------|---|
| 1.4.8.Cn10a       | Examine a community issue through multiple perspectives in a theatrical work. |

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

Enduring Understanding: As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

| <b>Standard #</b> | <b>Standard Description</b>  |
|-------------------|--|
| 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.  |

### **English Companion Standards**

*List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12. English Companion Standards are required in these subject/content areas.*

| <b>Unit Addressed</b> | <b>Standard #</b> | <b>Standard Description</b>  |
|-----------------------|-------------------|--|
| Unit 1, Unit 3        | <b>NJSLSA.R1</b>  | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| Unit 1                | <b>NJSLSA.R2</b>  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| Unit 1, Unit 3        | <b>NJSLSA.R3</b>  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text  |



|                |                   |   |
|----------------|-------------------|---|
| Unit 1, Unit 3 | <b>NJSLSA.R4</b>  | 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.         |
|                | <b>NJSLSA.R5</b>  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.      |
| Unit 1, Unit 3 | <b>NJSLSA.R6</b>  | Assess how point of view or purpose shapes the content and style of a text.   |
| Unit 3         | <b>NJSLSA.R7</b>  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
|                | <b>NJSLSA.R8</b>  | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.                                |
|                | <b>NJSLSA.R10</b> | Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |
|                | <b>NJSLSA.W1</b>  | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
|                | <b>NJSLSA.W2</b>  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.              |
|                | <b>NJSLSA.W3</b>  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| Unit 1, Unit 3 | <b>NJSLSA.W4</b>  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
|                | <b>NJSLSA.W5</b>  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| Unit 3, Unit 4 | <b>NJSLSA.W6</b>  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
|                | <b>NJSLSA.W7</b>  | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
|                | <b>NJSLSA.W8</b>  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                   |
|                | <b>NJSLSA.W9</b>  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |

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|--|-------------------|---|
|  | <b>NJSLSA.W10</b> | 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, and audiences. |
|--|-------------------|---|

| <b>Career Awareness, Exploration, Preparation, and Training (<a href="#">Standard 9.2</a>) By Grade 8</b> |  |  |
|---|--|--|
| <b>Unit Addressed</b>   | <b>Core Idea</b>   | <b>Standard / Description</b>  |
| 1, 4  | An individual's strengths, lifestyle goals, choices, and interests affect employment and income                      | <p><b>9.2.8.CAP.1:</b> 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.</p> <p><b>9.2.8.CAP.2:</b> Develop a plan that includes information about career areas of interest.</p> <p><b>9.2.8.CAP.3:</b> Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p><b>9.2.8.CAP.4:</b> Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p> |
|   | Developing and implementing an action plan is an essential step for achieving one's personal and professional goals. | <p><b>9.2.8.CAP.5:</b> Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p>   |
|   | Early planning can provide more options to pay for postsecondary training and employment.                            | <p><b>9.2.8.CAP.6:</b> Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p><b>9.2.8.CAP.7:</b> Devise a strategy to minimize costs of postsecondary education.</p> <p><b>9.2.8.CAP.8:</b> Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p><b>9.2.8.CAP.9:</b> Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p>   |
| 1, 4  | There are a variety of resources available to help navigate the career planning process.                             | <p><b>9.2.8.CAP.10:</b> Evaluate how careers have evolved regionally, nationally, and globally.</p>  |

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|------------|--|---|
|            |  | <p><b>9.2.8.CAP.11:</b> Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p><b>9.2.8.CAP.12:</b> Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p>   |
|            | Employee benefits can influence your employment choices.   | <p><b>9.2.8.CAP.13:</b> Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p><b>9.2.8.CAP.14:</b> Evaluate sources of income and alternative resources to accurately compare employment options.</p>   |
| 1, 2, 3, 4 | Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income | <p><b>9.2.8.CAP.15:</b> Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p><b>9.2.8.CAP.16:</b> Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p><b>9.2.8.CAP.17:</b> Prepare a sample resume and cover letter as part of an application process.</p> <p><b>9.2.8.CAP.18:</b> Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p><b>9.2.8.CAP.19:</b> Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p> |
|            | There are resources to help an individual create a business plan to start or expand a business.  | <p><b>9.2.8.CAP.20:</b> Identify the items to consider when estimating the cost of funding a business.</p>  |

### Life Literacies and Key Skills ([Standard 9.4](#)) By Grade 8

| Unit Addressed | Core Idea   | Standard / Description  |
|----------------|---|---|
| 4              | <p><b>Creativity and Innovation:</b> Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p> | <p><b>9.4.8.CI.1:</b> Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</p> |

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|      |  | <p><b>9.4.8.CI.2:</b> Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</p> <p><b>9.4.8.CI.3:</b> Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</p> <p><b>9.4.8.CI.4:</b> Explore the role of creativity and innovation in career pathways and industries</p>  |
|      | <p><b>Critical Thinking and Problem-solving:</b> Multiple solutions often exist to solve a problem.</p>  | <p><b>9.4.8.CT.1:</b> Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</p> <p><b>9.4.8.CT.2:</b> Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p> |
|      | <p><b>Critical Thinking and Problem-solving:</b> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>    | <p><b>9.4.8.CT.3:</b> Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p>  |
| 3    | <p><b>Digital Citizenship:</b> Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.</p>  | <p><b>9.4.8.DC.1:</b> Analyze the resource citations in online materials for proper use.</p> <p><b>9.4.8.DC.2:</b> Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</p>   |
|      | <p><b>Digital Citizenship:</b> There are tradeoffs between allowing information to be public and keeping information private and secure.</p>   | <p><b>9.4.8.DC.3:</b> Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</p>  |
| 1, 3 | <p><b>Digital Citizenship:</b> Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</p> | <p><b>9.4.8.DC.4:</b> Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</p> <p><b>9.4.8.DC.5:</b> Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</p> <p><b>9.4.8.DC.6:</b> Analyze online information to distinguish whether it is helpful or harmful to reputation.</p>   |

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|------------|--|--|
| 3          | <b>Digital Citizenship:</b> Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.   | <i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i>  |
|            | <b>Digital Citizenship:</b> Digital technology and data can be leveraged by communities to address effects of climate change.  | <i>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i>   |
| 1, 2, 3, 4 | <b>Global and Cultural Awareness:</b> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.   | <i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</i><br><i>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i>   |
| 3          | <b>Information and Media Literacy:</b> Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.  | <i>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</i><br><i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i>  |
|            | <b>Information and Media Literacy:</b> Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated. | <i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i><br><i>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i><br><i>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i> |
| 3          | <b>Information and Media Literacy:</b> The mode of information can convey a message to consumers or an audience.   | <i>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</i>   |

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|------|--|--|
| 3    | <p><b>Information and Media Literacy:</b> Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>   | <p><i>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</i></p> <p><i>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</i></p>  |
| 1, 3 | <p><b>Information and Media Literacy:</b> There are ethical and unethical uses of information and media.</p>   | <p><i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i></p> <p><i>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</i></p> <p><i>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</i></p>   |
| 3    | <p><b>Information and Media Literacy:</b> There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.</p>   | <p><i>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</i></p> <p><i>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</i></p> <p><i>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</i></p> <p><i>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</i></p>   |
| 1, 3 | <p><b>Technology Literacy:</b> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p> | <p><i>9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</i></p> <p><i>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</i></p> <p><i>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</i></p> <p><i>9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</i></p> |
|      | <p><b>Technology Literacy:</b> Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>  | <p><i>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</i></p> <p><i>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</i></p>   |

## Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

### Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

| Unit Addressed | Artistic Process                                 | Anchor Standard   |
|----------------|--|---|
| Unit 1,2,3,4   | <b>Creating</b>                                  | <i>Anchor Standard 1: Generating and conceptualizing ideas.<br/>Anchor Standard 2: Organizing and developing ideas.<br/>Anchor Standard 3: Refining and completing products.</i>  |
| Unit 1,2,3,4   | <b>Connecting</b>                                | <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.<br/>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i> |
| Unit 1,2,3,4   | <b>Performing/<br/>Presenting/<br/>Producing</b> | <i>Anchor Standard 4: Selecting, analyzing, and interpreting work.<br/>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.<br/>Anchor Standard 6: Conveying meaning through art.</i>             |
| Unit 1,2,3,4   | <b>Responding</b>                                | <i>Anchor Standard 7: Perceiving and analyzing products.<br/>Anchor Standard 8: Applying criteria to evaluate products.<br/>Anchor Standard 9: Interpreting intent and meaning.</i>   |

### Other Interdisciplinary Content Standards

| Unit Addressed         | Content / Standard # | Standard Description  |
|------------------------|----------------------|---|
| Unit 1, Unit 2, Unit 3 | <b>6.1.12.D.14f</b>  | Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.                  |
| Unit 3                 | <b>6.2.12.D.4k</b>   | Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.                                       |
| Unit 1, Unit 3         | <b>6.2.12.D.5c</b>   | Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide. |

|              |             |  |
|--------------|-------------|--|
| Unit 1,2,3,4 | NJSLSA.SL1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| Unit 1,2,3   | NJSLSA.SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate   |
| Unit 1,3     | NJSLSA.L1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |



**Pacing Guide** (All Dates are approximate based on the school calendar)

| Unit/ Topic   | Month<br>(w/Approx<br>number of<br>Teaching<br>Days) |
|---|--|
| <p><b>Communication and Theater: Reviewing Fundamentals (9 days)</b></p> <ul style="list-style-type: none"> <li>● The Terminology : Review and Practice</li> <li>● Real Life Uses: Review Importance and Opportunities</li> <li>● Stage Fright : Review Strategies</li> <li>● Speaking: Interviews / Persuasive Speech/Passion Paper</li> </ul>                                     | <p><b>September/<br/>February<br/>(~9 days)</b></p>  |
| <p><b>Fundamentals - cont. (4 days)</b></p> <ul style="list-style-type: none"> <li>● Reader’s Theatre: Script Practice/Dissection/Genres</li> </ul> <p><b>Pantomime and Improvisation II (6 days)</b></p> <ul style="list-style-type: none"> <li>● Theatre History- Greek</li> <li>● Pantomime- scene</li> <li>● Improvisation</li> </ul>   | <p><b>October/<br/>March<br/>(~10 days)</b></p>      |
| <p><b>Presentation and Performance II (8 days)</b></p> <ul style="list-style-type: none"> <li>● Newscast</li> <li>● Characterization : Voice, Body, Personality, Prop</li> <li>● Radio Show : review and write</li> </ul>   | <p><b>November/<br/>April<br/>(~8 days)</b></p>      |
| <p><b>Presentation and performance - cont. (8 days)</b></p> <ul style="list-style-type: none"> <li>● Radio Show : cont.</li> <li>● Group Scenes</li> </ul>  | <p><b>December/<br/>May<br/>(~8 days)</b></p>        |
| <p><b>Presentation and Performance- cont. (5 days)</b></p> <ul style="list-style-type: none"> <li>● Group Scenes</li> <li>● Critique</li> </ul> <p><b>The Theater Space / Tech II (5 days)</b></p> <ul style="list-style-type: none"> <li>● Further Review- Careers / The Production Process</li> <li>● Theatrical Design</li> <li>● Review The Stage Space and Blocking</li> </ul> | <p><b>January/<br/>June<br/>(~10 days)</b></p>       |

## Units Scope and Sequence

### Unit 1 Name: Communication and Theater: Reviewing And Building Upon Fundamentals

#### Step 1 – Desired Results: What do I want my students to learn?

##### Standards

[NJSLS](#) - 1.4.8.Cr1c, 1.4.8.Cr2a, 1.4.8.Cr2b, 1.4.8.Cr3c, 1.4.8.Pr5a, 1.4.8.Re8c, 1.4.8.Re9c  
*NJSLS - Career Awareness, Exploration, Preparation, and Training* ;9.2.8.CAP.4, 9.2.8.CAP.10, 9.2.8.CAP.18,  
*NJSLS - Life Literacies and Key Skills* :9.4.8.DC.3, 9.4.8.DC.4, 9.4.8.GCA.1, 9.4.8.IML.10 , 9.4.8.TL.3  
*NJSLS - Interdisciplinary Standards* ELA - RL 8.3, RL 8.6, SL1. SL6, L1

##### Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- What is the connection between theater and culture?
- How are public speaking skills utilized in society?
- What are the characteristics of specific genres?
- How do we dissect and read a play/script?
- What do proper public speaking skills look and sound like?

##### Objectives

*Students will be able to...*

- make connections between events in our culture and theatrical works.
- review public speaking terms and properly demonstrate them.
- identify theatrical genres and their characteristics.
- review occupations and events which require public speaking.
- review stage fright strategies.
- understand the parts of a script including stage directions.

## Unit 2 Name: Pantomime and Improvisation II

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - 1.4.8.Cr1c, 1.4.8.Cr2a, 1.4.8.Cr2b, 1.4.8.Cr3c, 1.4.8.Pr4a, 1.4.8.Pr5a, 1.4.8.Pr5b, 1.4.8.Pr6a, 1.4.8.Re8c, 1.4.8.Re9a, 1.4.8.Cn11b

*NJSLs - Career Awareness, Exploration, Preparation, and Training 9.2.8.CAP.18:*

*NJSLs - Life Literacies and Key Skills ; 9.4.8.GCA.1*

*NJSLs - Interdisciplinary Standards ELA: NJLSA.SL1, NJLSA.SL6*

#### Unit Big Ideas:

#### (What Fundamental Concepts Should be Learned during this Unit?)

- What are the attributes of successful pantomime, and how can it enhance theater and an actor's performance?*NJSLs - Career Awareness, Exploration, Preparation, and Training*
- What is improvisation, and how can it be used for developing character and scene work?
- How does the "Yes, And" in improvisation foster teamwork and collaboration?
- What contributions did the early Greeks make to theater?

#### Objectives

*Students will be able to...*

- demonstrate their understanding of improv by participating in short form games/scenes.
- set up the platform in a scene.
- develop unscripted characters in improv games/scenes.
- communicate in a game or scene using only mime and non-verbal communication.
- use improvisation skills to collaborate with others.
- collaborate in a group to present a mime scene.
- develop mime and space work skills.

## Unit 3 Name: Presentation and Performance II

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - 1.4.8.Cr1b, 1.4.8.Cr1c, 1.4.8.Cr2b, 1.4.8.Cr3a-c, 1.4.8.Pr4a, 1.4.8.Pr5, 1.4.8.Pr6a, 1.4.8.Re9a, *NJSLs - Career Awareness, Exploration, Preparation, and Training* :9.2.8.CAP.18, *NJSLs - Life Literacies and Key Skills* ; 9.4.8.CI.4, 9.4.8.GCA.1, 9.4.8.IML.2, 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.IML.10, 9.4.8.IML.14, 9.4.8.IML.15, 9.4.8.TL.3  
*NJSLs - Interdisciplinary Standards* ELA: NJLSA.SL1, NJLSA.SL6 , 6.2.12.D.4.k, 6.2.12.D.5.c

#### Unit Big Ideas:

##### (What Fundamental Concepts Should be Learned during this Unit?)

- How to combine various skills to write and present a multi-media presentation.
- What processes are involved in developing a character?
- What elements are involved in writing and presenting a radio show?
- What is involved in presenting a duet scene utilizing blocking and characterization?
- How does an audience member constructively critique a piece of drama?

#### Objectives

*Students will be able to...*

- work collaboratively in a small group to write and present news stories with an accompanying multimedia presentation.
- understand and utilize different ways to develop a character.
- critique of performances.
- utilize memorization techniques.
- work collaboratively and cooperatively with others to present a dramatic performance.
- write a new portion to a radio drama and utilize digital sound effects to enhance the show.

## Unit 4 Name: The Theatre Space and Tech II

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - 1.4.8.Cr1a, 1.4.8.Cr1b, 1.4.8.Cr2b, 1.4.8.Cr3b, 1.4.8.Pr4b, 1.4.8.Re7a, 1.4.8.Re8b, 1.4.8.Re9a, 1.4.8.Cn11b

*NJSLs - Career Awareness, Exploration, Preparation, and Training : 9.2.8.CAP.1, 9.2.8.CAP.10, 9.2.8.CAP.18:*

*NJSLs - Life Literacies and Key Skills : 9.4.8.CI.4, 9.4.8.GCA.1*

*NJSLs - Interdisciplinary Standards ELA:NJSLSA.SL2.*

#### Unit Big Ideas:

#### (What Fundamental Concepts Should be Learned during this Unit?)

- What are the principal areas of the theater space?
- What are the different levels of theater management?
- What are the responsibilities of theatrical designers?
- What elements influence the decisions of theatrical designers?
- How can theatrical designers influence the interpretation of a dramatic piece?

#### Objectives

*Students will be able to...*

- review the people/ occupations/ components needed in order to put on a production.
- review the areas of the stage and elements of blocking.
- identify the different levels of theatrical management and their responsibilities.
- observe the application of specialized stage makeup for Broadway productions.
- utilize stage makeup to create a cut.
- design a technical aspect of a theatrical scene.

Please contact the Content Supervisor for any questions.