

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

*Moorestown High School
Arts & Technology: Performing Arts*

*Introduction to Theater
Grades – 9-12*

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[Course Description and Fundamental Concepts](#)

Introduction to Theater:

This semester course is designed to help students understand, appreciate, and create theater. Not only will they study the art form and its component parts, they will analyze the way in which it is created and performed. The course will culminate in student design and performance.

Fundamental Concepts:

Origins/history/genres of theater

Acting

Production elements

Critical analysis

Creation/Performance

[New Jersey Student Learning Standards \(NJSLS\)](#)

NJSLS Theater

Anchor Standard 1: Generating and conceptualizing ideas.

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

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

Standard #	Standard Description
1.4.12prof.Cr1	a. Research to construct ideas about the visual composition of devised or scripted theatre work.
1.4.12prof.Cr1	b. Explore the impact of technology on design choices in devised or scripted theatre work.
1.4.12prof.Cr1	c. Use script analysis to generate ideas about a character that is believable and authentic.

Anchor Standard 2: Organizing and developing ideas.

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

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

Standard #	Standard Description
1.4.12prof.Cr2	a. Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work
1.4.12prof.Cr2	b. Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

Anchor Standard 3: Refining and completing products.

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

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

Standard #	Standard Description
1.4.12prof.Cr3	a. Use script analysis to inform choices impacting the believability and authenticity of a character.
1.4.12prof.Cr3	b. Practice devised or scripted theatre work using theatrical staging conventions.
1.4.12prof.Cr3	c. Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.

Anchor Standard 4: Selecting, analyzing, and interpreting work.
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.
Essential Question(s): How do theatre artists fully prepare a performance or design?

Standard #	Standard Description
1.4.12prof.Pr4	a. Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
1.4.12prof.Pr4	b. Use technical elements to increase the impact of design for a 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 Questions: How do theatre artists use tools and techniques to communicate ideas and feelings?

Standard #	Standard Description
1.4.12prof.Pr5	a. Identify and explore different pacing options per character to better communicate the story in a theatre work.
1.4.12prof.Pr5	b. Explore and discover character choices using given circumstances in devised or scripted theatre work.

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

Standard #	Standard Description
1.4.12prof.Pr6	a. Perform devised or scripted theatre work for a specific audience.

Anchor Standard 7: Perceiving and analyzing work..
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences
Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard #	Standard Description
1.4.12prof.Re7	a. Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.

1.4.12prof.Re7	b. Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
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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(s): How can the same work of art communicate different messages to different people?

Standard #	Standard Description
1.4.12prof.Re8	a. Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering plays' history, culture, and political context.
1.4.12prof.Re8	b. Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
1.4.12prof.Re8	c. Formulate a deeper understanding and appreciation of devised or scripted theatre work by considering its specific purpose or intended audience.

Anchor Standards 9: Applying criteria to evaluate products.
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Essential Questions: How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?

Standard #	Standard Description
1.4.12prof.Re9	a. Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
1.4.12prof.Re9	b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
1.4.12prof.Re9	c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of devised or scripted theatre work

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 influence and inform their work.
Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Standard #	Standard Description
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1.4.12prof.Cn10	a. Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
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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 Questions: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Standard #	Standard Description
1.4.12prof.Cn11	a. Integrate knowledge of cultural, global, and historic belief systems into creative choices in a devised or scripted theatre work.
1.4.12prof.Cn11	b. Use basic research methods to better understand the social and cultural background of devised or scripted theatre 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.

Unit Addressed	Standard #	Standard Description
2, 5, 6, 7	NJSLSA.R1	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.
2, 5, 6, 7	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
5, 6, 7	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
2, 5, 6, 7	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.
2, 5, 6, 7	NJSLSA.R5	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.
2, 5, 6, 7	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.

6	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2, 5, 6, 7	NJSLSA.R8	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.
5, 6	NJSLSA.R10	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.
5, 6	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
5, 6	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
5, 6	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
1, 4	NJSLSA.W7	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.
1, 4	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.
5, 6	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	NJSLSA.W10	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.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

By Grade 12

Unit Addressed	Core Idea	Standard / Description
3, 7	There are strategies to improve one's professional value and marketability.	<p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
3, 4, 7	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>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.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
3, 4, 7	An individual's income and benefit needs and financial plan can change over time.	<p>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.</p>

		<i>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</i>
3, 4, 7	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<i>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</i>
	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p><i>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</i></p> <p><i>9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</i></p> <p><i>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</i></p> <p><i>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</i></p> <p><i>9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</i></p> <p><i>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</i></p>
7	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p><i>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</i></p> <p><i>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</i></p> <p><i>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</i></p>

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

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1, 2, 3, 4, 5, 6, 7	Creativity and Innovation: With a growth mindset, failure is an important part of success.	<i>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</i>
2, 3, 4, 7	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	<i>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</i> <i>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</i>
2, 3, 4, 5, 6, 7	Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<i>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</i> <i>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</i> <i>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</i> <i>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</i>
	Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.	<i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i> <i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i>

	<p>Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</p>	<p><i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i></p> <p><i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i></p> <p><i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i></p>
	<p>Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p><i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i></p>
3, 7	<p>Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p><i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i></p>
	<p>Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>
	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><i>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i></p>

1, 2, 3, 4, 5, 6, 7	<p>Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i></p> <p><i>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>
1, 2, 3	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i></p> <p><i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>
	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i></p> <p><i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</i></p>
	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p><i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</i></p>
1, 2, 3, 4, 5, 6, 7	<p>Information and Media Literacy: Media have embedded values and points of view.</p>	<p><i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i></p> <p><i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i></p>
1, 2, 3, 4, 5, 6, 7	<p>Technology Literacy: Digital tools differ in features, capacities, and styles.</p>	<p><i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</i></p>

	Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.2: <i>Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i>
1, 2, 3, 4, 5, 6, 7	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	9.4.12.TL.3: <i>Analyze the effectiveness of the process and quality of collaborative environments.</i> 9.4.12.TL.4: <i>Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i>

Interdisciplinary Connections

Standard 8.2		Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
	Strand A	The Nature of Technology: Creativity and Innovation: <i>Technology systems impact every aspect of the world in which we live.</i>
	Strand B	Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
3, 7	Strand C	Design: <i>The design process is a systematic approach to solving problems.</i>
	Strand D	Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
	Strand E	Computational Thinking: Programming: <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
1, 2, 5	Social Studies 6.2 World History/Global Studies	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures.
3	Mathematics Modeling with Geometry G-MG A.	Apply geometric concepts in modeling situations
4, 5, 6	Social Studies 6.1 U.S. History: America in the World	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage
7	Mathematics Quantities N-Q A	. Reason quantitatively and use units to solve problems.

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

Unit/ Topic	Month (S1/S2) (w/Approx number of Teaching Days)
1. Theater History 2. Acting	September / February (~19 days)
3. Theater Production 4. Musical Theater	October / March (~19 days)
5. Major Works pre-1960	November / April (~16 days)
6. Major Works post-1960	December / May (~15 days)
7. Theater Creation	January / June (~18 days)

[Units Scope and Sequence](#)

Unit Name: 1 - Theater History

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

Standards

[NJSLs - 1.4.12prof.Cr2a, 1.4.12prof.Cn10a, 1.4.12prof.Cn11b](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

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

- How did the art form of theater originate around the world?
- How has theater evolved over time?
- How have world cultures and events helped to shape theater?
- What are the various forms that theater performance can take?

Objectives

Students will be able to...

- Describe and compare major periods in theater history.
- Describe and compare major genres of theater performance.
- Analyze and evaluate the reasons for theater as a part of human culture.

Unit Name: 2 - Acting

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

Standards

[NJSLs - 1.4.12prof.Cr1c, 1.4.12prof.Cr2b, 1.4.12prof.Pr4a, 1.4.12prof.Pr5a, 1.4.12prof.Pr5b](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

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

- How does an actor create a real and authentic performance of a playwright's words?

Objectives

Students will be able to...

- Analyze a text for information necessary for performance.
- Compare and contrast major acting theories.
- Perform a monologue and/or short scene using traditional acting techniques.

Unit Name: 3 - Theater Production

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

Standards

[NJSLs - 1.4.12prof.Cr1a, 1.4.12prof.Cr1b, 1.4.12prof.Cr2b, 1.4.12prof.Cr3b, 1.4.12prof.Cr3c, 1.4.12prof.Pr4b, 1.4.12prof.Re8b](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

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

- How do various types of work contribute to the final product of a theatrical performance?
- What is the process through which a theater production is created?

Objectives

Students will be able to...

- Describe the various creative/technical positions necessary to create theatrical works.
- Follow and implement stage directions in a script.
- Research and analyze accomplished theater creators.

Unit Name: 4 - Musical Theater

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

Standards

[NJSLs - 1.4.12prof.Cr1c, 1.4.12prof.Cr2a, 1.4.12prof.Cr3a, 1.4.12prof.Pr4a, 1.4.12prof.Pr5b, 1.4.12prof.Pr6a, 1.4.12prof.Cn10a](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

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

- How has musical theater evolved as an art form?
- How do musical theater actors create an authentic performances?

Objectives

Students will be able to...

- Describe and analyze major phases in the development of American musical theater.
- Identify and analyze the impact made by groundbreaking works and creators
- Rehearse and perform a brief musical theater vocal selection
- Rehearse and perform a brief musical theater dance selection

Unit Name: 5 - Major Works pre-1960

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

Standards

[NJSLs - 1.4.12prof.Cr2a, 1.4.12prof.Re9a, 1.4.12prof.Re9b, 1.4.12prof.Re8a, 1.4.12prof.Re8b, 1.4.12prof.Re9a, 1.4.12prof.Re9b, 1.4.12prof.Re9c](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

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

- What makes a play significant, relevant, popular, and/or successful?

Objectives

Students will be able to...

- Analyze the impact of history and culture on the creation and interpretation of theatrical works
- Interpret theater texts for the intentions and decisions of the playwright
- Evaluate the success of a theatrical work in terms of impact, long-term relevance, cultural popularity, and performance.

Unit Name: 6 - Major Works post-1960

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

Standards

[NJSLs - 1.4.12prof.Cr2a, 1.4.12prof.Re9a, 1.4.12prof.Re9b, 1.4.12prof.Re8a, 1.4.12prof.Re8b, 1.4.12prof.Re9a, 1.4.12prof.Re9b, 1.4.12prof.Re9c](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

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

- What makes a play significant, relevant, popular, and/or successful?

Objectives

Students will be able to...

- Analyze the impact of history and culture on the creation and interpretation of theatrical works
- Interpret theater texts for the intentions and decisions of the playwright
- Evaluate the success of a theatrical work in terms of impact, long-term relevance, cultural popularity, and performance.

Unit Name: 7 - Theater Creation

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

Standards

[NJSLs](#) - 1.4.12prof.Cr1a, 1.4.12prof.Cr1b, 1.4.12prof.Cr1c, 1.4.12prof.Cr2a, 1.4.12prof.Cr2b, 1.4.12prof.Cr3a, 1.4.12prof.Cr3b, 1.4.12prof.Cr3c, 1.4.12prof.Pr4a, 1.4.12prof.Pr4b, 1.4.12prof.Pr5a, 1.4.12prof.Pr5b, 1.4.12prof.Pr6a, 1.4.12prof.Cn11a, 1.4.12prof.Cn11b

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

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

- How do artists move a theatrical work from text to an authentic live performance?
- How do theater artists work collaboratively to create a unified performance?

Please contact the Content Supervisor for any questions.