

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
 ENGLISH DEPARTMENT  
 DRAMA I

<p><b>Pacing Guide: Drama is a full year elective that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</b></p>	<ul style="list-style-type: none"> <li>• Theatre History (5-6 weeks-assessment)</li> <li>• Physical Preparation (1-2 weeks-assessment)</li> <li>• Pantomime (3-4 weeks-assessment)</li> <li>• Script Writing (2-3 weeks-assessment)</li> <li>• Vocal Preparation (1-2 weeks-assessment)</li> <li>• Improvisation (3-4 weeks-assessment)</li> <li>• Language (1-2 weeks-assessment)</li> <li>• Oral Interpretation and Monologues (3-4 weeks-assessment)</li> <li>• American and British Dialects (2-3 weeks-assessment)</li> <li>• Musical Theatre (1-2 weeks-assessment)</li> <li>• Principles of Internal and External Acting (2-3 weeks-assessment)</li> <li>• Stage Movement and Blocking (2-3 weeks-assessment)</li> <li>• Directing a performance (2-3 weeks-assessment)</li> <li>• Careers in theatre (3-5 days-assessment)</li> </ul>
<p><b>21<sup>st</sup> Century Life and Careers</b>  <b>9.2 Career Awareness, Exploration and Preparation</b></p> <p><b>Career Ready Practices</b></p>	<p>9.2.12.C.1 -Review career goals and determine steps necessary for attainment.</p> <p>CRP1-Act as a responsible contributing citizen and employee        CRP2-Apply appropriate academic and technical skills        CRP4-Community clearly and effectively and with reason        CPR5-Consider the environment, social and economic impacts of decisions        CPR6-Demonstrate creativity and innovation        CRP7-Employ valid and reliable research strategies        CRP8-Utilize critical thinking to make sense of problems and persevere in solving them        CRP9-Model integrity, ethical leadership and effective management        CRP10-Plan education and career paths aligned to personal goals        CRP11-Use technology to advance productivity</p>

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<p><b>Technology Standards</b> <b>8.1 Educational Technology</b></p>          <p><b>8.2 Technology Education, Engineering Design and Computational Thinking</b></p>	<p>8.1.12.D.1-Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.A.1-reate a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2 -Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.D.5-Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.F.1-Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p>          <p>8.2.12.B.3 -Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.</p>
<p><b>Visual and Performing Arts Standards</b></p>	<p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.A.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.</p> <p>1.3.12.C.1 Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.</p> <p>1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>

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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>• Incorporate challenging assessments</li> <li>• Open forums and debates in the classroom regarding controversial issues</li> <li>• Utilize advanced materials and resources to meet the needs of student</li> <li>• Competitive and collaborative projects</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Anchor activities</li> <li>• Advanced discussion techniques</li> <li>• Set individual goals</li> <li>• Multimedia projects that relate to student interests and apply to the curriculum</li> <li>• Extra answer choices on multiple choice assignments to allow for critical thinking</li> <li>• Multi-level learning stations for meaningful independent work that extends topics and ideas</li> </ul>	<p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>• Modified in-class assignments</li> <li>• Building background information</li> <li>• Simplifying language for presentation</li> <li>• Internet bilingual dictionaries during class and during assignments</li> <li>• Word banks for tests and quizzes</li> <li>• Developing content area vocabulary</li> <li>• Extended time for all assessments</li> <li>• Use of graphic organizers</li> <li>• Internet text translators</li> <li>• Simplification of requirements</li> <li>• Access to teacher designated power points and notes</li> <li>• Concept development</li> <li>• Collaboration between ESL and classroom teachers</li> <li>• Pair novice ELL students with advanced ELL students</li> <li>• Simplification or exemption from particular assignments</li> <li>• Audio and visual media provided to aid comprehension</li> <li>• Daily positive reinforcement</li> <li>• Set/post class rules</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>• In-Class-Support</li> <li>• Graphic Organizers</li> <li>• Provide study guides/lesson outlines</li> <li>• Extended time on assessments</li> <li>• Research guides</li> <li>• Analogies</li> <li>• Highlighting/underlining</li> <li>• Note-taking guides</li> <li>• Cue cards</li> <li>• Establish timelines</li> <li>• Clarify assignments, directions, instructions</li> <li>• Chapter/lecture notes</li> <li>• Assistive technology</li> <li>• Provide computer programs to assist with written assignments</li> <li>• Highlight key vocabulary</li> <li>• Model skills/techniques</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by student when appropriate</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal</li> </ul>	<p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>• Intervention and Referral Team (I&amp;RS) in –house strategies for teachers</li> <li>• Extra textbooks at home</li> <li>• Extended time for assignments</li> <li>• Highlight key vocabulary</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Model skills/techniques</li> <li>• Modify assignments</li> <li>• Preferential seating as noted by student and teacher</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by the student when appropriate</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Repetition and practice</li> <li>• Provide copy of class notes</li> <li>• Use computers to complete assignments as requested by student</li> <li>• Provide verbal reminder of assignment</li> <li>• Check student independent work</li> <li>• Assist student with planning of assignment</li> <li>• Assist with technology</li> </ul>

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	<p><b>Modifications for Homework/Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete homework</li> <li>• Internet text translators</li> <li>• Use of graphic organizers</li> <li>• Modified homework assignments</li> <li>• Internet bilingual dictionaries</li> <li>• Provide student with clearly stated and written expectations and grading criteria for homework</li> <li>• Frequent reminders using Google Classroom</li> </ul> <p><b>Modification for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Establish procedures for accommodations/modifications for assessments</li> <li>• Grade + Effort</li> </ul>	<p>presentations</p> <ul style="list-style-type: none"> <li>• Provide verbal reminder of assignments</li> <li>• Check student independent work</li> <li>• Assist student with planning of assignments</li> <li>• Simplification or exemption from particular assignments</li> <li>• Preferential seating</li> <li>• Communication and collaboration with 504 Coordinator and Child Study Team</li> </ul> <p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete homework</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Modified homework</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments</li> <li>• Frequent reminders using Google Classroom</li> </ul>	<p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete homework</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments</li> <li>• Frequent reminders using Google Classroom</li> </ul> <p><b>Modification for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessments</li> <li>• Modify answer choices</li> <li>• Email parent/guardian to remind child at home to study for test</li> </ul>
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	<p><b>Resources</b></p> <p>WIDA Standards</p> <ul style="list-style-type: none"><li>• Standard 1:Social and Instructional Language</li><li>• Standard 2:The language of Language Arts</li><li>• Standard 3:The language of Mathematics</li><li>• Standard 4:The language of Science</li><li>• Standard 5:The language of Social Studies</li></ul>	<p><b>Modification for Assessments:</b></p> <ul style="list-style-type: none"><li>• Extended time for tests and quizzes</li><li>• Restate and clarify directions and questions</li><li>• Provide study guides for classroom tests</li><li>• Establish procedures for accommodations/modifications for assessments</li></ul>	
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<b>CONTENT: Drama</b>			
<b>Theme:</b> Physical Acting			
<b>Essential Questions:</b> What are the various historical periods in the history of Drama, and what did they contribute to contemporary theater? What are the basic techniques for sensory awareness, body movement, breathing control, and vocal effectiveness? How can you use your body (not your voice) to convey meaning? What are the principles of acting which enable the creation of believability on stage? How can you use your knowledge to assess the work of your peers and offer constructive criticism?			
<p><b>Content:</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Theatre History</li> <li>• Physical Preparation</li> <li>• Pantomime</li> <li>• Script Writing</li> </ul>	<p><b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Understand the origins of the beginning of the theatre</li> <li>• Understand the physical preparation of characterization</li> <li>• Understand the principles of pantomime</li> <li>• Analyze a pantomime performance</li> <li>• Write and perform narrative pantomime sketches</li> <li>• Perform pantomimes as individuals and in groups</li> <li>• Use props and costumes to enhance a performance</li> <li>• Create pantomime setting and environment using PowerPoint presentations</li> <li>• Apply internet skills</li> </ul>	<p><b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>• Section Tests</li> <li>• Quizzes</li> <li>• Final Examination and/or Quarterly Exams</li> <li>• Benchmark assessments</li> <li>• Cooperative/Collaborative group evaluations</li> <li>• Performances</li> <li>• Presentations</li> <li>• Class participation</li> <li>• Internet/Library Research</li> <li>• Homework</li> <li>• PowerPoints</li> </ul>	<p><b>Standards: NJSLs</b></p> <p>L.11-12.1 L.11-12.1.A L.11-12.2 L.11-12.2 A-B L.11-12.3 L.11-12.4 L.11-12.4 A-D L.11.-12.5 L.11-12.5 A-B L.11-12.6 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.10 W.11-12.1 W.11-12.1 A-E W.11-12.2 W.11-12.2 A-F W.11-12.3 W.11-12.3 A-E W.11-12.4 W.11-12.5 W.11-12.6</p>

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			<p>W.11-12.8          W.11-12.9          W.11-12.9A          W.11-12.10          SL.11-12.1          SL.11-12.1A-D          SL.11-12.3          SL.11-12.4          SL.11-12.5          SL.11-12.6          RH.11-12.2          RH.11-12.4          RL.11-12.2          RL.11-12.3          RL.11-12.4          RL.11-12.5          RL.11-12.6          RL.11-12.7          RL.11-12.9          RL.11-12.10</p> <p>Social Studies          6.1.12.D.3.e          6.1.12.D.8.b          6.2.12.D.2.c          6.2.12.D.2.d</p> <p>Career Ready Practices:          CRP 1,2,4,5,6,7,8,9,10,11</p>
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			<p>21<sup>st</sup> Century Life and Careers: 9.2.12.C.1</p> <p>Technology 8.1.12.D.1 8.1.12.A.1 8.1.12.A.2 8.1.12.D.5 8.1.12.F.1 8.2.12.B.3</p> <p><b>Pacing Chart/Time Frame:</b> Physical Acting is taught and assessed throughout Marking Period 1</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Field Trips</li> <li>• Guest Speakers</li> <li>• DVDs</li> <li>• Microsoft PowerPoint</li> <li>• Microsoft Office</li> <li>• Props and Costumes</li> <li>• <i>Basic Drama Projects</i> by Fran Averett Tanner, Ph.D.</li> <li>• <i>The Drama Sourcebook of Principles and Activities</i> by Neil K. Johnson</li> <li>• <i>Theatre Arts I</i> by Alan Engelsman and Penny Engelsman</li> </ul>
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			<ul style="list-style-type: none"><li>• <i>Improv Ideas</i> by Justine Jones and Mary Ann Kelley</li><li>• <i>Drama Games &amp; Improvs</i> by Justine Jones and Mary Ann Kelley</li><li>• <i>The Best Stage Scenes</i> by Lawrence Harbison</li><li>• <i>A View from the Bridge</i> by Arthur Miller</li><li>• Google Classroom</li><li>• Chromebooks</li><li>• LCD projector</li></ul>
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<b>CONTENT: Drama</b>			
<b>Theme:</b> Vocal Acting			
<b>Essential Questions:</b> What are the various historical periods in the history of Drama, and what did they contribute to contemporary theater? What are the basic techniques for sensory awareness, body movement, breathing control, and vocal effectiveness? How can you use your body and voice to convey meaning? How can you use a monologue to develop characterization skills? What techniques can be used to memorize lines and monologues? What are the principles of acting which enable the creation of believability on stage? What are the skills involved in the implementation of the elements of design and/or its execution? How can you use your knowledge to assess the work of your peers and offer constructive criticism?			
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• Theatre History</li> <li>• Vocal Preparation</li> <li>• Improvisation</li> <li>• Language</li> <li>• Oral Interpretation</li> <li>• Monologues</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Understand the origins of the beginning of the theatre</li> <li>• Develop vocals through warm-up exercises</li> <li>• Understand the physical preparation of characterization</li> <li>• Understand the basics of improvisation</li> <li>• Use movement, voice, and body to create an improvisation</li> <li>• Understand how language affects our perception and thought</li> <li>• Understand the importance of setting the mood</li> <li>• Understand the importance of finding good material</li> </ul>	<b>Assessments</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> <li>• Section Tests</li> <li>• Quizzes</li> <li>• Final Examination and/or Quarterly Exams</li> <li>• Benchmark assessments</li> <li>• Cooperative/Collaborative group evaluations</li> <li>• Performances</li> <li>• Presentations</li> <li>• Class participation</li> <li>• Homework</li> </ul>	<b>Standards: NJSLs</b> L.11-12.1 L.11-12.1.A L.11-12.2 L.11-12.2 A-B L.11-12.3 L.11-12.4 L.11-12.4 A-D L.11.-12.5 L.11-12.5 A-B L.11-12.6 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.10 W.11-12.1 W.11-12.1 A-E W.11-12.2 W.11-12.2 A-F W.11-12.3 W.11-12.3 A-E

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	<ul style="list-style-type: none"> <li>• Use props and costumes to enhance a performance</li> <li>• Perform improvisations</li> <li>• Perform oral interpretations</li> <li>• Perform monologues</li> </ul>		<p>W.11-12.4          W.11-12.5          W.11-12.6          W.11-12.8          W.11-12.9          W.11-12.9A          W.11-12.10          SL.11-12.1          SL.11-12.1A-D          SL.11-12.3          SL.11-12.4          SL.11-12.5          SL.11-12.6          RH.11-12.2          RH.11-12.4          RL.11-12.2          RL.11-12.3          RL.11-12.4          RL.11-12.5          RL.11-12.6          RL.11-12.7          RL.11-12.9          RL.11-12.10</p> <p>Social Studies          6.1.12.D.3.e          6.1.12.D.8.b          6.2.12.D.2.c          6.2.12.D.2.d</p> <p>Career Ready Practices:          CRP 1,2,4,5,6,7,8,9,10,11</p>
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			<p>21<sup>st</sup> Century Life and Careers          9.2.1.2.C.1</p> <p>Technology          8.1.12.D.1          8.1.12.A.1          8.1.12.A.2          8.1.12.D.5          8.1.12.F.1          8.2.12.B.3</p> <hr/> <p><b>Pacing Chart/Time Frame:</b>          Vocal Acting is taught and assessed throughout Marking Period Two</p> <hr/> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Google Classroom</li> <li>• Chromebooks</li> <li>• LCD projector</li> <li>• Field Trips</li> <li>• Guest Speakers</li> <li>• DVDs</li> <li>• Microsoft PowerPoint</li> <li>• Microsoft Office</li> <li>• Props and Costumes</li> <li>• <i>Basic Drama Projects</i> by Fran Averett Tanner, Ph.D.</li> <li>• <i>The Drama Sourcebook of Principles and Activities</i> by Neil K. Johnson</li> </ul>
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			<ul style="list-style-type: none"><li>• <i>Theatre Arts I</i> by Alan Engelsman and Penny Engelsman</li><li>• <i>Improv Ideas</i> by Justine Jones and Mary Ann Kelley</li><li>• <i>Drama Games &amp; Improvs</i> by Justine Jones and Mary Ann Kelley</li><li>• <i>The Best Stage Scenes</i> by Lawrence Harbison</li><li>• <i>A View from the Bridge</i> by Arthur Miller</li></ul>
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<b>CONTENT: Drama</b>			
<b>Theme:</b> Vocal Acting (Accents/Dialects)			
<b>Essential Questions:</b> What are the various historical periods in the history of Drama, and what did they contribute to contemporary theater? What are the basic techniques for sensory awareness, body movement, breathing control, and vocal effectiveness? How can you use your body and voice to convey meaning? What are the principles of acting which enable the creation of believability on stage? How do you choose, plan, cast, rehearse, and perform a play? What are the aesthetics by which you measure the worth of a theatrical work? How can you use your knowledge to assess the work of your peers and offer constructive criticism?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Theatre History</li> <li>• American Dialects</li> <li>• British Dialects</li> <li>• Musical Theatre</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Understand the origins of the beginning of the theatre</li> <li>• Read and analyze <i>A View from the Bridge</i> by Arthur Miller</li> <li>• Develop vocals through warm-up exercises</li> <li>• Understand the physical preparation of characterization</li> <li>• Use movement, voice, and body to create characters</li> <li>• Understand the different American dialects and accents</li> <li>• Understand the different British dialects and accents</li> <li>• Use props and costumes to enhance a performance</li> <li>• Perform accents and dialects</li> <li>• Perform oral scenes</li> </ul>	<p><b>Assessments</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>• Section Tests</li> <li>• Quizzes</li> <li>• Final Examination and/or Quarterly Exams</li> <li>• Benchmark assessments</li> <li>• Cooperative/Collaborative group evaluations</li> <li>• Performances</li> <li>• Presentations</li> <li>• Class participation</li> <li>• Homework</li> <li>• Oral Recordings</li> </ul>	<p><b>Standards: NJSLs</b></p> <p>L.11-12.1          L.11-12.1.A          L.11-12.2          L.11-12.2 A-B          L.11-12.3          L.11-12.4          L.11-12.4 A-D          L.11.-12.5          L.11-12.5 A-B          L.11-12.6          RI.11-12.1          RI.11-12.2          RI.11-12.3          RI.11-12.10          W.11-12.1          W.11-12.1 A-E          W.11-12.2          W.11-12.2 A-F          W.11-12.3          W.11-12.3 A-E          W.11-12.4</p>

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	<ul style="list-style-type: none"> <li>• Understand the elements of musical theatre</li> </ul>		<p>W.11-12.5          W.11-12.6          W.11-12.8          W.11-12.9          W.11-12.9A          W.11-12.10          SL.11-12.1          SL.11-12.1A-D          SL.11-12.3          SL.11-12.4          SL.11-12.5          SL.11-12.6          RH.11-12.2          RH.11-12.4          RL.11-12.2          RL.11-12.3          RL.11-12.4          RL.11-12.5          RL.11-12.6          RL.11-12.7          RL.11-12.9          RL.11-12.10</p> <p>Social Studies          6.1.12.D.3.e          6.1.12.D.8.b          6.2.12.D.2.c          6.2.12.D.2.d</p>
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			<p>Career Ready Practices:</p> <p>CRP 1,2,4,5,6,7,8,9,10,11</p> <p>21<sup>st</sup> Century Life and Careers</p> <p>9.2.1.2.C.1</p> <p>Technology</p> <p>8.1.12.D.1        8.1.12.A.1        8.1.12.A.2        8.1.12.D.5        8.1.12.F.1        8.2.12.B.3</p>
			<p><b>Pacing Chart/Time Frame:</b>        Vocal Acting(Accents/Dialects) is taught and assessed throughout Marking Period Three</p>
			<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Google Classroom</li> <li>• Chromebooks</li> <li>• LCD projector</li> <li>• Field Trips</li> <li>• Guest Speakers</li> <li>• DVDs</li> </ul>



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			<ul style="list-style-type: none"><li>• Microsoft PowerPoint</li><li>• Microsoft Office</li><li>• Props and Costumes</li><li>• <i>Basic Drama Projects</i> by Fran Averett Tanner, Ph.D.</li><li>• <i>The Drama Sourcebook of Principles and Activities</i> by Neil K. Johnson</li><li>• <i>Theatre Arts 1</i> by Alan Engelsman and Penny Engelsman</li><li>• <i>Improv Ideas</i> by Justine Jones and Mary Ann Kelley</li><li>• <i>Drama Games &amp; Improvs</i> by Justine Jones and Mary Ann Kelley</li><li>• <i>The Best Stage Scenes</i> by Lawrence Harbison</li><li>• <i>A View from the Bridge</i> by Arthur Miller</li></ul>
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<b>CONTENT: Drama</b>			
<b>Theme:</b> Acting and Directing			
<b>Essential Questions:</b> What are the basic techniques for sensory awareness, body movement, breathing control, and vocal effectiveness? How can you use your body and voice to convey meaning? What are the principles of acting which enable the creation of believability on stage? How do you choose, plan, cast, rehearse, and perform a play? What techniques can be used to memorize lines and monologues? What are the skills involved in the implementation of the elements of design and/or its execution? How do you choose, plan, cast, rehearse, and perform a play? What are the aesthetics by which you measure the worth of a theatrical work? How can you use your knowledge to assess the work of your peers and offer constructive criticism? What are the various career opportunities relating to the theater, movies, and television?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Principles of internal acting</li> <li>• Principles of external acting</li> <li>• Stage movement</li> <li>• Blocking</li> <li>• Directing</li> <li>• Various careers in theatre</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Develop vocals through warm-up exercises</li> <li>• Understand the physical preparation of characterization</li> <li>• Use movement, voice, and body to create characters</li> <li>• Understand effective blocking for one or more characters</li> <li>• Understand the importance of staying in characters and maintaining eye contact</li> <li>• Understand the specific duties of the director</li> <li>• Understand the importance of casting</li> </ul>	<p><b>Assessments</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>• Section Tests</li> <li>• Quizzes</li> <li>• Final Examination and/or Quarterly Exams</li> <li>• Benchmark assessments</li> <li>• Cooperative/Collaborative group evaluations</li> <li>• Performances</li> <li>• Presentations</li> <li>• Class participation</li> <li>• Homework</li> <li>• Oral Recordings</li> </ul>	<p><b>Standards: NJSLs</b></p> <p>L.11-12.1        L.11-12.1.A        L.11-12.2        L.11-12.2 A-B        L.11-12.3        L.11-12.4        L.11-12.4 A-D        L.11.-12.5        L.11-12.5 A-B        L.11-12.6        RI.11-12.1        RI.11-12.2        RI.11-12.3        RI.11-12.10        W.11-12.1        W.11-12.1 A-E        W.11-12.2        W.11-12.2 A-F</p>

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	<ul style="list-style-type: none"> <li>• Understand the importance of finding good material</li> <li>• Use props and costumes to enhance a performance</li> <li>• Perform improvisations</li> <li>• Perform a written scene with two or more characters</li> <li>• Review careers that are attainable in theatre</li> </ul>		<p>W.11-12.3          W.11-12.3 A-E          W.11-12.4          W.11-12.5          W.11-12.6          W.11-12.8          W.11-12.9          W.11-12.9A          W.11-12.10          SL.11-12.1          SL.11-12.1A-D          SL.11-12.3          SL.11-12.4          SL.11-12.5          SL.11-12.6          RH.11-12.2          RH.11-12.4          RL.11-12.2          RL.11-12.3          RL.11-12.4          RL.11-12.5          RL.11-12.6          RL.11-12.7          RL.11-12.9          RL.11-12.10</p> <p>Social Studies          6.1.12.D.3.e          6.1.12.D.8.b          6.2.12.D.2.c          6.2.12.D.2.d</p>
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**NJSLS ELA Standards**

NJSLS Reading Literature	<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p>
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NJSLS Reading Informational Text	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and</p>

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	<p>significant concepts.</p> <p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p>
NJSLS Speaking and Listening	<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"><li>A. 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.</li><li>B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</li><li>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li><li>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</li></ul> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>



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	<p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>
NJSL Language	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>A. Use parallel structure.</li><li>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li></ul> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"><li>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li><li>B. Use a colon to introduce a list or quotation.</li><li>C. Spell correctly.</li></ul> <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <ul style="list-style-type: none"><li>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</li></ul> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"><li>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a</li></ul>

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	<p>sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p>
NJSLS Writing	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p> <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information</p>

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- clearly and accurately through the effective selection, organization, and analysis of content.
- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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	<p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 40px;">A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p style="padding-left: 40px;">B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>W.9-10.10. 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.</p>
NJSLS Reading History	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or</p>

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	<p>secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Read and analyze history as a primary or secondary source in relation to literature.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>
NJSLS Reading Science and Technical Subjects	<p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>