

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

<p>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.</p>	<ul style="list-style-type: none"> ● Theatre History (5-6 weeks-assessment) ● Physical Preparation (1-2 weeks-assessment) ● Pantomime (3-4 weeks-assessment) ● Script Writing (2-3 weeks-assessment) ● Vocal Preparation (1-2 weeks-assessment) ● Improvisation (3-4 weeks-assessment) ● Language (1-2 weeks-assessment) ● Oral Interpretation and Monologues (3-4 weeks-assessment) ● American and British Dialects (2-3 weeks-assessment) ● Musical Theatre (1-2 weeks-assessment) ● Principles of Internal and External Acting (2-3 weeks-assessment) ● Stage Movement and Blocking (2-3 weeks-assessment) ● Directing a performance (2-3 weeks-assessment) ● Careers in theatre (3-5 days-assessment)
<p>21st Century Life and Careers:</p> <p>Evaluating Information:</p> <p>Argumentative Writing:</p> <p>Digital Citizenship:</p>	<p>Have students work on a Career project in which they understand how an English degree, can help to attain their career goals.</p> <p>9.4.12.IML.2-Evaluate for timeliness, accuracy, perspective, credibility of the source and relevance of the information, in media, data, or other resources.</p> <p>9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations.</p> <p>9.4.12.IML.7- Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.</p>

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

	<p>CRP7-Employ valid and reliable research strategies</p> <p>CRP8-Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP9-Model integrity, ethical leadership and effective management</p> <p>CRP10-Plan education and career paths aligned to personal goals</p> <p>CRP11-Use technology to advance productivity</p>
<p>Technology Standards:</p> <p>8.1 Educational Technology</p>	<p>Use technology when researching for literature and writing papers including the Research Paper and the Career Project</p> <p>8.1.12.IC.1- Evaluate the ways computing impacts personal, ethical, social , economic, and cultural practices (<i>Knowledge, Acquisition and Resrarching AND Literary Themes</i>).</p> <p>8.2.12.ITH.3 - Analyze the impact that socialization, social media, and access to open source technologies has had on innovation and on societies economy, politics, and culture.</p> <p>8.2.12.ETW.3- Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</p>

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

Visual and Performing Arts Standards	<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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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 ENGLISH DEPARTMENT
 DRAMA I
Differentiation/Accommodations/Modifications

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

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

	<p>Modifications for Homework/Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete homework ● Internet text translators ● Use of graphic organizers ● Modified homework assignments ● Internet bilingual dictionaries ● Provide student with clearly stated and written expectations and grading criteria for homework ● Frequent reminders using Google Classroom <p>Modification for Assessments:</p> <ul style="list-style-type: none"> ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Establish procedures for accommodations/modifications for assessments ● Grade + Effort <p>Resources</p>	<ul style="list-style-type: none"> ● Provide verbal reminder of assignments ● Check student independent work ● Assist student with planning of assignments ● Simplification or exemption from particular assignments ● Preferential seating ● Communication and collaboration with 504 Coordinator and Child Study Team <p>Modifications for Homework:</p> <ul style="list-style-type: none"> ● Extended time to complete homework Simplify complicated assignments into smaller units in phases as needed by student ● Modified homework ● Provide student with clearly stated and written expectations and grading criteria for assignments ● Frequent reminders using Google Classroom <p>Modification for Assessments:</p>	<p>Modifications for Homework:</p> <ul style="list-style-type: none"> ● Extended time to complete homework ● Simplify complicated assignments into smaller units in phases as needed by student ● Provide student with clearly stated and written expectations and grading criteria for assignments ● Frequent reminders using Google Classroom <p>Modification for Assessments:</p> <ul style="list-style-type: none"> ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessments ● Modify answer choices ● Email parent/guardian to remind child at home to study for test
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 ENGLISH DEPARTMENT
 DRAMA I

	<p style="text-align: center;">WIDA Standards</p> <ul style="list-style-type: none"> ● Standard 1: Social and Instructional Language ● Standard 2: The language of Language Arts ● Standard 3: The language of Mathematics ● Standard 4: The language of Science ● Standard 5: The language of Social Studies 	<ul style="list-style-type: none"> ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessments 	
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

CONTENT: Drama

Theme: Physical Acting

Essential Questions:

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?

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

<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● Theatre History ● Physical Preparation ● Pantomime ● Script Writing 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● Understand the origins of the beginning of the theatre ● Understand the physical preparation of characterization ● Understand the principles of pantomime ● Analyze a pantomime performance ● Write and perform narrative pantomime sketches ● Perform pantomimes as individuals and in groups ● Use props and costumes to enhance a performance ● Create pantomime setting and environment using PowerPoint presentations ● Apply internet skills 	<p>Assessments <i>(The above Essential Questions will be assessed with the following measures:)</i></p> <p>SUMMATIVE</p> <ul style="list-style-type: none"> ● Unit tests ● Performances <p>BENCHMARK</p> <ul style="list-style-type: none"> ● Oral tests ● Journal Writing ● Poetry Writing ● Reading Checks ● Daily Review ● Spot-checks <p>FORMATIVE</p> <ul style="list-style-type: none"> ● Partner sharing in a class opener ● Panel discussions ● Homework ● Class Discussions <p>ALTERNATIVE</p> <ul style="list-style-type: none"> ● Projects ● Power point projects ● Group Presentations on assigned literature ● Lecture and Note taking ● Questions and Answers ● Guided Reading Activity ● Exams ● Benchmark assessments 	<p>Standards: NJSLs</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 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</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 ENGLISH DEPARTMENT
 DRAMA I

			<p>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>Career Ready Practices: CRP 1,2,4,5,6,7,8,9,10,11</p> <p>21st Century Life and Careers</p> <p><i>Evaluating Information:</i></p> <p>9.4.12.IML.2-Evaluate for timeliness, accuracy, perspective, credibility of the source and relevance of the information, in media, data, or other resources.</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<p>9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations.</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>Interdisciplinary Connection: LA.SL.9-10.1.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.</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<p>LA.SL.11-12.1.B - Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>Students will choose a popular fairy tale to retell to their classmates through the use of body and imagination. Therefore, your silent performance must heavily emphasize on the use of the body and mind. As you pantomime your fairy tale, the storyline must remain clear and your characters detectable.</p> <p>Fairy Tale Pantomime Directions</p> <p>Fairy Tale Pantomime Rubric</p> <hr/> <p>Pacing Chart/Time Frame: Physical Acting is taught and assessed throughout Marking Period 1</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<p>Materials:</p> <p>CORE</p> <ul style="list-style-type: none">● <i>Basic Drama Projects</i> by Fran Averett Tanner, Ph.D.● <i>The Drama Sourcebook of Principles and Activities</i> by Neil K. Johnson● <i>Theatre Arts I</i> by Alan Engelsman and Penny Engelsman● <i>Improv Ideas</i> by Justine Jones and Mary Ann Kelley● <i>Drama Games & Improvs</i> by Justine Jones and Mary Ann Kelley● <i>The Best Stage Scenes</i> by Lawrence Harbison <p>SUPPLEMENTARY</p> <ul style="list-style-type: none">● Internet Resources● Field Trips● Guest Speakers● DVDs● Microsoft PowerPoint● Props and Costumes● <i>A View from the Bridge</i> by Arthur Miller● Google Classroom● Supplemental videos● Internet Resources● Magazine articles● Newspaper articles
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<ul style="list-style-type: none">• A guide to how gender-neutral language is developing around the world• Additional LGBTQIA+ Persons with Disabilities Resources
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

CONTENT: Drama

Theme: Vocal Acting

Essential Questions:

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?

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

<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● Theatre History ● Vocal Preparation ● Improvisation ● Language ● Oral Interpretation ● Monologues 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● Understand the origins of the beginning of the theatre ● Develop vocals through warm-up exercises ● Understand the physical preparation of characterization ● Understand the basics of improvisation ● Use movement, voice, and body to create an improvisation ● Understand how language affects our perception and thought ● Understand the importance of setting the mood ● Understand the importance of finding good material ● Use props and costumes to enhance a performance ● Perform improvisations ● Perform oral interpretations ● Perform monologues 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <p>SUMMATIVE</p> <ul style="list-style-type: none"> ● Unit tests ● Performances <p>BENCHMARK</p> <ul style="list-style-type: none"> ● Oral tests ● Journal Writing ● Reading Checks ● Daily Review ● Spot-checks <p>FORMATIVE</p> <ul style="list-style-type: none"> ● Partner sharing in a class opener ● Panel discussions ● Homework ● Class Discussions <p>ALTERNATIVE</p> <ul style="list-style-type: none"> ● Projects ● Power point projects ● Group Presentations on assigned literature ● Lecture and Note taking ● Questions and Answers ● Guided Reading Activity ● Exams ● Benchmark assessments 	<p>Standards: NJSLs</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 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</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 ENGLISH DEPARTMENT
 DRAMA I

			<p>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>Career Ready Practices: CRP 1,2,4,5,6,7,8,9,10,11</p> <p>21st Century Life and Careers</p> <p><i>Evaluating Information:</i></p> <p>9.4.12.IML.2-Evaluate for timeliness, accuracy, perspective, credibility of the source and relevance of the information, in media, data, or other resources.</p> <p>9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations.</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<p><i>Digital Citizenship:</i></p> <p>9.4.12.DC.1- Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.</p> <p>9.4.12.DC.7- Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.</p> <p><i>8.1 Educational Technology:</i></p> <p>8.1.12.IC.1- Evaluate the ways computing impacts personal, ethical, social , economic, and cultural practices (<i>Knowledge, Acquisition and Researching AND Literary Themes</i>).</p> <p>8.2.12.ITH.3 - Analyze the impact that socialization, social media, and access to open source technologies had on innovation and on societies economy, politics, and culture.</p> <p>Interdisciplinary Connection:</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<p>LA.RL.9-10.9 - [Progress Indicator] - 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>LA.RL.11-12.9 - [Progress Indicator] - Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<p>Inspired by Thornton Wilder’s <i>Our Town</i>, pretend you are the stage manager in your own version of <i>Our Town</i>. Using the opening scene of <i>Our Town</i> as a model, write an original monologue that describes the place that you consider your “town.”</p> <p>My Town Monologue Project</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>Pacing Chart/Time Frame: Vocal Acting is taught and assessed throughout Marking Period Two</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<p>Materials:</p> <p>CORE</p> <ul style="list-style-type: none">● <i>Basic Drama Projects</i> by Fran Averett Tanner, Ph.D.● <i>The Drama Sourcebook of Principles and Activities</i> by Neil K. Johnson● <i>Theatre Arts I</i> by Alan Engelsman and Penny Engelsman● <i>Improv Ideas</i> by Justine Jones and Mary Ann Kelley● <i>Drama Games & Improvs</i> by Justine Jones and Mary Ann Kelley● <i>The Best Stage Scenes</i> by Lawrence Harbison <p>SUPPLEMENTARY</p> <ul style="list-style-type: none">● Internet Resources● Field Trips● Guest Speakers● DVDs● Microsoft PowerPoint● Props and Costumes● <i>A View from the Bridge</i> by Arthur Miller● Google Classroom● Supplemental videos● Internet Resources● Magazine articles● Newspaper articles
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<ul style="list-style-type: none">• A guide to how gender-neutral language is developing around the world• Additional LGBTQIA+ Persons with Disabilities Resources
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

CONTENT: Drama

Theme: Vocal Acting (Accents/Dialects)

Essential Questions:

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?

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

Content <i>(As a result of this learning segment, students will know...)</i>	Skills <i>(As a result of this learning segment, students will be able to...)</i>	Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	Standards: NJSLs
<ul style="list-style-type: none"> ● Theatre History ● American Dialects ● British Dialects ● Musical Theatre 	<ul style="list-style-type: none"> ● Understand the origins of the beginning of the theatre ● Read and analyze <i>A View from the Bridge</i> by Arthur Miller ● Develop vocals through warm-up exercises ● Understand the physical preparation of characterization ● Use movement, voice, and body to create characters ● Understand the different American dialects and accents ● Understand the different British dialects and accents ● Use props and costumes to enhance a performance ● Perform accents and dialects ● Perform oral scenes ● Understand the elements of musical theatre 	<p>SUMMATIVE</p> <ul style="list-style-type: none"> ● Unit tests ● Performances <p>BENCHMARK</p> <ul style="list-style-type: none"> ● Oral tests ● Journal Writing ● Reading Checks ● Daily Review ● Spot-checks <p>FORMATIVE</p> <ul style="list-style-type: none"> ● Partner sharing in a class opener ● Panel discussions ● Homework ● Class Discussions <p>ALTERNATIVE</p> <ul style="list-style-type: none"> ● Projects ● Power point projects ● Group Presentations on assigned literature ● Lecture and Note taking ● Questions and Answers ● Guided Reading Activity ● Exams ● Benchmark assessments 	<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 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</p>

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

			<p>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>Career Ready Practices: CRP 1,2,4,5,6,7,8,9,10,11</p> <p>21st Century Life and Careers</p> <p><i>Evaluating Information:</i></p> <p>9.4.12.IML.2-Evaluate for timeliness, accuracy, perspective, credibility of the source and relevance of the information, in media, data, or other resources.</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations. 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
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<p>Interdisciplinary Connections:</p> <p>LA.SL.9-10.6 - [Progress Indicator] - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>LA.SL.11-12.6 - [Progress Indicator] - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Students pick one of the American Dialects, whichever they excel in, and select a passage, whichever they prefer, to perform the passage using the dialect they have selected. Students are scored with a rubric.</p> <p>Students pick one of the British Dialects, whichever they excel in, and select a passage, whichever they prefer, to perform the passage using the dialect they have selected. Students are scored with a rubric.</p> <p>Pacing Chart/Time Frame:</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			Vocal Acting(Accents/Dialects) is taught and assessed throughout Marking Period Three
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<p>Materials:</p> <p>CORE</p> <ul style="list-style-type: none">● <i>Basic Drama Projects</i> by Fran Averett Tanner, Ph.D.● <i>The Drama Sourcebook of Principles and Activities</i> by Neil K. Johnson● <i>Theatre Arts I</i> by Alan Engelsman and Penny Engelsman● <i>Improv Ideas</i> by Justine Jones and Mary Ann Kelley● <i>Drama Games & Improvs</i> by Justine Jones and Mary Ann Kelley● <i>The Best Stage Scenes</i> by Lawrence Harbison <p>SUPPLEMENTARY</p> <ul style="list-style-type: none">● Internet Resources● Field Trips● Guest Speakers● DVDs● Microsoft PowerPoint● Props and Costumes● <i>A View from the Bridge</i> by Arthur Miller● Google Classroom● Supplemental videos● Internet Resources● Magazine articles● Newspaper articles
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<ul style="list-style-type: none">• A guide to how gender-neutral language is developing around the world• Additional LGBTQIA+ Persons with Disabilities Resources
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

CONTENT: Drama

Theme: Acting and Directing

Essential Questions:

- 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?

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

Content <i>(As a result of this learning segment, students will know...)</i>	Skills <i>(As a result of this learning segment, students will be able to...)</i>	Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	Standards: NJSL
<ul style="list-style-type: none"> ● Principles of internal acting ● Principles of external acting ● Stage movement ● Blocking ● Directing ● Various careers in theatre 	<ul style="list-style-type: none"> ● Develop vocals through warm-up exercises ● Understand the physical preparation of characterization ● Use movement, voice, and body to create characters ● Understand effective blocking for one or more characters ● Understand the importance of staying in characters and maintaining eye contact ● Understand the specific duties of the director ● Understand the importance of casting ● Understand the importance of finding good material ● Use props and costumes to enhance a performance ● Perform improvisations ● Perform a written scene with two or more characters ● Review careers that are attainable in theatre 	<p>SUMMATIVE</p> <ul style="list-style-type: none"> ● Unit tests ● Performances <p>BENCHMARK</p> <ul style="list-style-type: none"> ● Oral tests ● Journal Writing ● Reading Checks ● Daily Review ● Spot-checks <p>FORMATIVE</p> <ul style="list-style-type: none"> ● Partner sharing in a class opener ● Panel discussions ● Homework ● Class Discussions <p>ALTERNATIVE</p> <ul style="list-style-type: none"> ● Projects ● Power point projects ● Group Presentations on assigned literature ● Lecture and Note taking ● Questions and Answers ● Guided Reading Activity ● Exams <p>Benchmark assessments</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 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</p>

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

			<p>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>Career Ready Practices: CRP 1,2,4,5,6,7,8,9,10,11</p> <p>21st Century Life and Careers</p> <p><i>Evaluating Information:</i></p> <p>9.4.12.IML.2-Evaluate for timeliness, accuracy, perspective, credibility of the source and relevance of the information, in media, data, or other resources.</p> <p>9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations.</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<p><i>Critical Thinking and Problem Solving:</i></p> <p>9.4.12.CI.1-Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> <p>9.4.12.CT.1-Identify problem solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2-Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p><i>Creativity and Innovation:</i></p> <p>9.4.12.CI.3-Investigate new challenges and opportunities for personal growth, advancement, and transition</p> <p>Interdisciplinary Connections:</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<p>LA.SL.9-10.1.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.</p> <p>LA.SL.11-12.1.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.</p> <p>Students use their skills and talents to perform a short scene with their peers. They are required to internalize and externalize their character and use stage directions and blocking to create a believe scene. Each group will also be required to direct another group.</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<u>Final Performance: Acting & Directing Directions</u> 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
			Pacing Chart/Time Frame: Acting and Directing is taught and assessed throughout Marking Period Three

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

			<p>Materials:</p> <p>CORE</p> <ul style="list-style-type: none"> ● <i>Basic Drama Projects</i> by Fran Averett Tanner, Ph.D. ● <i>The Drama Sourcebook of Principles and Activities</i> by Neil K. Johnson ● <i>Theatre Arts I</i> by Alan Engelsman and Penny Engelsman ● <i>Improv Ideas</i> by Justine Jones and Mary Ann Kelley ● <i>Drama Games & Improvs</i> by Justine Jones and Mary Ann Kelley ● <i>The Best Stage Scenes</i> by Lawrence Harbison <p>SUPPLEMENTARY</p> <ul style="list-style-type: none"> ● Internet Resources ● Field Trips ● Guest Speakers ● DVDs ● Microsoft PowerPoint ● Props and Costumes ● <i>A View from the Bridge</i> by Arthur Miller ● Google Classroom ● Supplemental videos ● Internet Resources ● Magazine articles ● Newspaper articles
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I

			<ul style="list-style-type: none">• A guide to how gender-neutral language is developing around the world• Additional LGBTQIA+ Persons with Disabilities Resources
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT
DRAMA I
NJSLS ELA Standards

NJSLS Reading Literature	<p>RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 ENGLISH DEPARTMENT
 DRAMA I

	<p>end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>
<p>NJSLS Reading Informational Text</p>	<p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p>
<p>NJSLS Speaking and Listening</p>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2. 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>

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

	<p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
NJSLS Language	<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">A. Observe hyphenation conventionsB. Spell correctly. <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none">A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.B. Analyze nuances in the meaning of words with similar denotations.

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

	<p>L.11-12.6. 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.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.4. 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.)</p> <p>W.11-12.5. 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.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7. 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.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>

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

	<p>W.11-12.10. 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.</p>
<p>NJSLS Reading History</p>	<p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<p>NJSLS Reading Science and Technical Subjects</p>	<p>RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>