



ESL  
SCIENCE  
BUSINESS  
BILINGUAL  
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MATHEMATICS  
LIBRARY MEDIA  
SOCIAL STUDIES  
WORLD LANGUAGES  
GIFTED & TALENTED  
TECHNOLOGY EDUCATION  
ENGLISH LANGUAGE ARTS  
FINE & PERFORMING ARTS  
FAMILY & CONSUMER SCIENCE  
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

# CURRICULUM & INSTRUCTION

**Content Area:** Fine & Performing Arts

**Course:** Theater Arts

**Grade Level:** 7

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Patricia Volino-Reinoso, Program Supervisor: VPS, FAC, Physical Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Hailee Ross**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**Theater Arts**  
**Grade 7th**

Date of Board Adoption:  
**August 26, 2025**

**RAHWAY PUBLIC SCHOOLS CURRICULUM**

Theater Arts: Grade 7

***PACING GUIDE***

<b>Unit</b>	<b>Title: Theater Arts: Grade 7</b>	<b>Pacing</b>
1	What is Theater?	5 weeks
2	Elements of Theater	5 weeks
3	Performance in theater	10 weeks

## *ACCOMMODATIONS*

### **504 Accommodations:**

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

### **IEP Accommodations:**

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

**Gifted and Talented Accommodations:**

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

**ELL Accommodations:**

- Provide extended time.
- Assign preferential seating.
- Assign a peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.

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|  | <ul style="list-style-type: none"><li>● Emphasize critical information by highlighting it for the student.</li><li>● Use graphic organizers.</li><li>● Pre-teach or pre-view vocabulary.</li><li>● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li><li>● Provide audio versions of the textbooks.</li><li>● Highlight textbooks/study guides.</li><li>● Use supplementary materials.</li><li>● Give assistance in note taking</li><li>● Use adapted/modified textbooks.</li><li>● Allow use of computer/word processor.</li><li>● Allow student to answer orally, give extended time (time-and-a-half).</li><li>● Allow tests to be given in a separate location (with the ESL teacher).</li><li>● Allow additional time to complete assignments and/or assessments.</li><li>● Read question to student to clarify.</li><li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li><li>● Modify the format of assessments.</li><li>● Shorten test length or require only selected test items.</li><li>● Create alternative assessments.</li><li>● On an exam other than a spelling test, don't take points off for spelling errors.</li></ul> |
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## *UNIT 1 OVERVIEW*

**Content Area:** theater Arts

**Unit Title:** What is Theater?

**Target Course/Grade Level:** Theater Arts: Grade 7

**Unit Summary:** In this unit, students will be introduced to basic theater vocabulary, stage locations, movements, and terminology and process of evaluation. Further, students will learn how performers approach warm-ups in a performance setting as well as how they access the thoughts, feelings, and actions of a character. Students will learn the structures and varieties of drama, theater history, and performance techniques.

**Approximate Length of Unit:** 5 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.4.8.Cr1.c. Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
- 1.3.12.C. 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.
- 1.4.8.Cn11a. Research the story elements of a staged drama/theater work about global issues, including change, and discuss how a playwright might have intended a theatrical work to be produced.
- 9.3.12.AR-PRF.5. Explain key issues affecting the creation of characters, acting skills and roles.
- 1.1.12.C.1. Analyze examples of theater's influence on history and history's influence on theater in Western and non-Western theater traditions.
- 1.4.8.Cn10.a. Examine a community issue through multiple perspectives in a theatrical work.
- 1.4.12.prof.Cn11.a. Integrate knowledge of cultural, global, and historic belief systems into creative choices in a devised or scripted theater work.
- 9.1.12.A.3. Analyze the relationship between various careers and personal earning goals
- 9.3.12.AR.3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 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.

- 1.4.12.B.2. Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.4.8.Pr5.b. Use various character objectives and tactics in a theater work to identify the conflict and overcome the obstacle.
- 1.4.8.Pr5a. Examine how character relationships assist in telling the story of devised or scripted theater work.

### **Career Readiness, Life Literacies, and Key Skills:**

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- 9.1.12.A.3. Analyze the relationship between various careers and personal earning goals.
- 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.

### **Interdisciplinary Connections and Standards:**

#### **NJSLA ELA:**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection and research.

#### **NJSLS Mathematics:**

- 7.EE.B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations

#### **NJSLS Social Studies:**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

### **Unit Understandings:**

*Students will understand that...*

- It is important to understand the major basic theater vocabulary in order to communicate effectively with your peers and director.

- Performers effectively approach warm-ups by creating a positive atmosphere in which they feel safe to express and discover their own thoughts and emotions.
- Performers access the thoughts, feelings and actions of a character by text analysis, rehearsal and additional practices.
- Understanding the representative theater artists is essential to understand how theater has grown in American society.

**Unit Essential Questions:**

- Why is it important to understand the major basic theater vocabulary?
- How do performers effectively approach warm-ups in a performance setting?
- Why is it important that performers be able to effectively access emotional and sensory recall and how do they approach that ability?
- What are the basic stage locations and movements?
- How do performers access the thoughts, feelings and actions of a character?
- Why is it important for students to understand the terminology and process of evaluation?

**Knowledge and Skills:**

*Students will know...*

- The Structure of a Drama, including narrative essentials. (Exposition, Plot, Characters, Theme)
- The arrangement of the incidents that take place in a play or story.
- The unique characteristics of representational, presentational, romanticism, realism, naturalism, symbolism, expressionism, and constructivism.
- The lives, works and influences of representative theater artists from various cultures and historical time periods (e.g., Shakespeare, Sophocles, Moliere, Ibsen, Arthur Miller, Stephen Schwarz, Stephen Sondheim)
- How to warm-up for future projects.

*Students will be able to...*

- Use basic terms of theater.
- Create a plot diagram.
- Explain the various styles of dramas.
- Describe the roles of theater, film, television, and electronic media in American society.
- Utilize warm-up techniques for preparation of body, voice and mind.

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- A variety of formative assessments will be used throughout the lesson, such as checks for understanding of theater and stage terminology, progress during rehearsal periods and informal assessments of stage performance and rehearsal etiquette.
- Summative assessments Written quiz on theater terminology; class presentations, students may draw a rendering of the stage and theater space and label all the elements covered in the unit.
- Final Assessment: Participation Rubric and Performance Rubric:

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Creating a plot diagram.
- Engage in a theater “Time Travel” to explore different eras of theater.
- Students will present an influential theater Artist following guidelines Presentation Rubric
- Create Greek Theater Masks.
- Greek Scenes.

<b><i>RESOURCES</i></b>
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**Teacher Resources:**

- Youtube
- Google Classroom

**Equipment Needed:**

- Computers

## *UNIT 2 OVERVIEW*

**Content Area:** Theater Arts

**Unit Title:** Elements of Theater

**Target Course/Grade Level:** Theater Arts: Grade 7

**Unit Summary:** Students will learn how theater can reveal universal concepts through text analysis, discussions, and emotional recall. They will analyze cultural experiences of dramatic works using personal criteria to critique. This unit will facilitate understanding context by analyzing the role of theater, film, television, and electronic media in the past and the present. Students will articulate, justify, and apply personal criteria for critiquing dramatic texts and performances as well as research the cultural and historical background of a specific play.

**Approximate Length of Unit:** 5 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.1.12.C.1 Analyze examples of theater's influence on history and history's influence on theater in Western and non-Western theater traditions.
- 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
- 1.2.12.A. Determine how dance, music, theater, and visual art have influenced world cultures throughout history.
- 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, theater, and visual art.
- 9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.3.12.AR-PRF.5. Explain key issues affecting the creation of characters, acting skills and roles
- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- CRP4. Communicate clearly and effectively and with reason.

- CRP6. Demonstrate creativity and innovation.
- 9.1.12.A.3. Analyze the relationship between various careers and personal earning goals.
- 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.

### **Interdisciplinary Connections and Standards:**

#### **NJSLA ELA:**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection and research.

#### **NJSLS Mathematics:**

- 7.EE.B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations

#### **NJSLS Social Studies:**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

### **Unit Understandings:**

*Students will understand that...*

- Dramatic works have universal themes that people can relate to across time and culture
- theater can reveal universal concepts through text analysis, discussions and emotional recall.
- The lives, works and influence of theater artists are crucial to understand theater as a whole in order to understand the climates of the society and culture from which they came from.
- It is important to analyze cultural experiences in order to fully understand the human condition.
- Building personal criteria for critiquing dramatic texts and performances comes from text analysis and class discussions over what is expected within the theatrical environment.

### **Unit Essential Questions:**

- How are similar themes treated in drama and various cultures from historical periods?
- How can theater reveal universal concepts?
- Why are the lives, works and influence of representative theater artists crucial to understanding theater as a whole?

- Why is it important to analyze cultural experiences of dramatic works?
- How do we build personal criteria for critiquing dramatic texts and performances?

### **Knowledge and Skills:**

*Students will know...*

- Identify, compare and contrast the lives, works and influences of representative theater artists from various cultures and historical time periods.
- The history and cultural impact of American musical theater, the key composers of the 20th and 21st centuries, The impact of musical theater of popular culture.
- Basic set design properties and elements.

*Students will be able to...*

- Research the cultural and historical background of a specific play.
- Identify the elements and history of musical theater.
- Create a floor plan for a set.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- A variety of **formative assessments** will be used throughout the lesson, such as checks for understanding, progress during rehearsal periods and informal assessments of stage performance and rehearsal etiquette
- **Summative assessments** Text analysis (Intrinsic and Extrinsic) of assigned or chosen play, Students may write a critique of a stage production or give a class presentation as an alternate assessment.
- Final Assessment: Participation Rubric and Performance Rubric.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- The class will read a play aloud, reading parts will be assigned for students to read. Students will participate in a final discussion over the play.
- Students will log information as they read the play in order to relate back to it later through text analysis. Students will also actively discuss the themes and dynamics of the characters.
- Create character profiles.
- Students will have quizzes throughout the unit.

- **Final Assessment: Project:** Students will draw a floor plan diagram of a room in their home. At home, students will measure each wall, door, window, and piece of furniture. In class, students will transfer their rough floor plan and measurements to a scale drawing on graph paper. Once the basic floor plan is complete, students will then revise the scale drawing to simulate a box set design, by choosing one wall to remove.

## *RESOURCES*

### **Teacher Resources:**

- Youtube
- Google Classroom

### **Equipment Needed:**

- Computers

## *UNIT OVERVIEW*

**Content Area:** Theater Arts

**Unit Title:** Performance in Theater

**Target Course/Grade Level:** Theater Arts 7th

**Unit Summary:** In this unit, students will work on individual monologues and engage in small group scene study. Students will also learn how to work collaboratively to effectively rehearse a production for performance. In the final project for this unit, students will perform a scene with a small group.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
- 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
- 1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### **Career Readiness, Life Literacies, and Key Skills:**

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 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.

### **Interdisciplinary Connections and Standards:**

## **NJSLS ELA:**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

## **NJSLS Mathematics:**

- 7.EE.B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

## **NJSLS Social Studies**

- 6.1.2.CivicsPD.1: *Engage in discussions* effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

## **Unit Understandings:**

*Students will understand that...*

- Playwrights draw from personal experience and use theatrical conventions to create relevant dramatic works.
- The plot drives the action of the story and characters must go through a change throughout the story to make it interesting for an audience.
- Collaboration, communication and commitment lead to a successful production.
- Every person has an important role to play in a production.

## **Unit Essential Questions:**

- How do playwrights construct cohesive and entertaining scripts for an audience?
- Why are character development and plot important elements when writing a script?
- How does monologue study help develop a character and inform artistic choices?
- How can students work collaboratively to effectively rehearse a production for performance?

## **Knowledge and Skills:**

*Students will know...*

- Students will select an appropriate monologue for themselves from the classroom library. They will use knowledge gained in units 1 and 2 to analyze the character and create a backstory.
- Students will work collaboratively with a partner to select a scene from a play. Each group will create blocking and a rehearsal schedule.

- Students will be introduced to the format for playwriting. Working in small groups the students will brainstorm relevant topics, create a list of characters and develop a plot/storyline.
- Students will be cast as characters in each scene. Through the rehearsal process, students will work on character development using internal and external resources.

*Students will be able to...*

- Analyze and perform a monologue.
- Analyze, collaborate and perform a 2 person scene.
- Students will be introduced to the format for playwriting. Working in small groups the students will brainstorm relevant topics, create a list of characters and develop a plot/storyline.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- A variety of formative assessments will be used throughout the lesson, such as checks for understanding and class participation.
- **Final Assessment:** Performances of monologues, scenes and final class performance of a play. Participation and Performance Rubric.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will perform their scenes in front of the classroom audience. Students will also critique the performances of their peers.
- Students will perform a monologue of their choosing.
- Students will be assigned Peer Reviews to write.

## ***RESOURCES***

### **Teacher Resources:**

- Youtube

- Google Classroom

**Equipment Needed:**

- Computers