

# Moonachie School District Theatre Curriculum: Grades 6-8

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022  
Re-Adopted: August 26, 2025

**1.4 Theatre: Grades 6-8**

**ARTISTIC PROCESS: Creating**

<b>ANCHOR STANDARD</b>	<b>ENDURING UNDERSTANDING</b>	<b>ESSENTIAL QUESTION</b>	<b>PRACTICE</b>
Anchor Standard 1: Generating and conceptualizing ideas.	Theatre artists rely on intuition, curiosity and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	Imagine, Envision
Anchor Standard 2: Organizing and developing ideas.	Theatre artists work to discover different ways of communicating meaning.	How, when, and why do theatre artists' choices change?	Practices, Plan, Construct
Anchor Standard 3: Refining and completing products.	Theatre artists refine their work and practice their craft through rehearsal.	How do theatre artists transform and edit their initial ideas?	Evaluate, Clarify, Realize

**PERFORMANCE EXPECTATIONS**

- 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
- 1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
- 1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
- 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
- 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
- 1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
- 1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
- 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

<b>Key Vocabulary</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessment)</b>
playwriting, characterization, setting, stage direction, blocking, movement, choreography, pattern, routine, script, scenery, prop, costume, audio, lighting, production, engineer,	Students will be able to: <ul style="list-style-type: none"> <li>● Demonstrate an understanding of theatrical elements including playwriting, characterization, performance, etc. by working to create an original or adapted version of a short-story play.</li> </ul>	<p><b>Grade 6</b>  <u>Elements of Theater</u></p> <p>As learners continue to develop an understanding of the creative process behind developing a theatrical performance, it is important to dig deeper into the foundational elements of such works to create more complex and entertaining productions. Elements of</p>	<p>Playwriting Project/Rubric            Summative: Project / Portfolio</p> <p>Students develop original short plays utilizing subtext, symbolism, and metaphors. they utilize the well made play format.</p>

<p>coordinate, integrate, director, enhance, harmonious, creative vision, storyline, audition, crew, staging, speech, voice, inflection, intonation, rhythm, volume, beathing, technique, spacing, character trait, style, fabric, materials, prototype, model, stage makeup, performer, director, stagehand, writer, choreographer, publicist, improvisation, pantomime, expression</p>	<ul style="list-style-type: none"> <li>● Apply fundamentals of stage movement through effective choreography and stage directions to create movement patterns and routines to support a production.</li> <li>● Construct appropriate costumes and props to support the characterization of an individual from a production.</li> <li>● Identify elements of interaction, including dialogues, conflict, etc. and use those concepts to build relationships amongst characters in the stages of playwriting.</li> <li>● Leverage background information regarding an original or adapted work to create a scene with staging and props that will effectively deliver the intended message.</li> <li>● Explore the decision making progress in regards to technical theater design, including audio, lighting, etc., to make creative choices to support the vision of the artist.</li> <li>● Analyze the role of a director in a production and understand the role in creating a vision for the production.</li> <li>● Evaluate the role of voice in both character development and intent and purpose, and use vocal concepts to create an interaction on stage between two characters.</li> <li>● Develop a movement pattern or</li> </ul>	<p>Theater allows students to further explore concepts such as playwriting, characterization, setting, stage movement and direction, dialogue, conflict, etc. and work towards their development of a unique script. Learners will be pushed to become more hands-on in demonstrating their understanding of key elements through performance tasks highlighting interactions and relationships, building scenes and settings that complement a storyline, making prop and costume choices, etc. to promote higher order thinking as it pertains to the framework of a theater production.</p> <p><u>Technical Theater Design</u> Just as important as plot, setting, and characterization, technical elements of theater support artists in their ability to send the intended message to the audience through effective decision making processes. Understanding the work that goes into creating scenery, making and acquiring props, understanding audio elements and technological components, selecting appropriate lighting choices, and more helps learners gain a greater sense of appreciation for all of the behind-the-scenes individuals that support the overall production. This unit serves as a precursor to the Careers in Theater unit for 8th grade students that allows learners to explore the various roles in creating a theatrical performance from start to finish.</p> <p><u>Directing</u> Possibly the most vital component to a successful play, the director is a role that coordinates each aspect of a production to ensure the integration of each component in a harmonious manner. The skill of directing takes time to develop, and many directors will need years of practice and experience to master. This unit will introduce learners to the</p>	<p><a href="#">Playwriting Rubric w Sample Making a Musical- Jobs in Theatre Summative: Project/Portfolio</a></p> <p>This multi week assessment challenges students to learn and apply all careers of people involved in creating a musical. <a href="#">Making a Musical Grades 7-8</a></p> <p>Actor and Audience Etiquette quiz Summative: Multiple Choice</p> <p>Quiz on Actor and Audience Etiquette <a href="#">Actor and Audience Etiquette quiz Name:</a></p> <p>Character Biography Formative: Written Product</p> <p>Develop detailed character biographies for monologues that are performed. <a href="#">Character Bio: Name:</a></p> <p>Technique Quiz Formative: Written Test</p> <p>Quiz on Objectives, Tactics, Obstacles and Believable character <a href="#">Technique Quiz</a></p> <p>Monologue Performance Summative: Performance/Recital</p> <p>Presentation of selected monologues utilizing all the techniques learned in this unit.</p>
--	--	---	--

	<p>choreographed routine to demonstrate effective and safe travel on stage that supports the vision of the production.</p> <ul style="list-style-type: none"> <li>● Explore different costume elements, materials, etc. in order to make appropriate choices when dressing characters of a theatrical work.</li> <li>● Create models of costumes and props in order to compare and contrast options when developing a character.</li> <li>● Develop job postings and listings of both on-stage and behind-the-scenes roles based on research pertaining to theater careers.</li> <li>● Create a resume and cover letter with the purpose of attaining a job in the theater industry.</li> <li>● Build improvisation prompts based upon a set of criteria that will allow their peers to act out a scene based on personal experiences.</li> <li>● Compare and contrast the non-verbal cues pertaining to emotions in order to develop the ability to perform in pantomime based on an array of common feelings.</li> </ul>	<p>various components of theater coordination, from the selection and overall vision of the show to the story itself, actor selection, lighting and audio crew, staging, and more.</p> <p><b>Grade 7</b>  <u>Elements of Theater</u>  As learners continue to develop an understanding of the creative process behind developing a theatrical performance, it is important to dig deeper into the foundational elements of such works to create more complex and entertaining productions. Elements of Theater allows students to further explore concepts such as playwriting, characterization, setting, stage movement and direction, dialogue, conflict, etc. and work towards their development of a unique script. Learners will be pushed to become more hands-on in demonstrating their understanding of key elements through performance tasks highlighting interactions and relationships, building scenes and settings that complement a storyline, etc. to promote higher order thinking as it pertains to the framework of a theater production.</p> <p><u>Technical Theater Design</u>  Just as important as plot, setting, and characterization, technical elements of theater support artists in their ability to send the intended message to the audience through effective decision making processes. Understanding the work that goes into creating scenery, making and acquiring props, understanding audio elements and technological components, selecting appropriate lighting choices, and more helps learners gain a greater sense of appreciation for all of the behind-the-scenes individuals that support the overall production. This unit serves as a precursor to the Careers in Theater unit for 8th grade students that allows learners to explore the various roles in</p>	<p><a href="#">Performance Piece</a></p> <p>Element of Voice rubric used 6-8 Summative: Performance/Recital</p> <p>This Vocal Rubric is used to evaluate actors voice grades 6-8 when presenting scenes of monologues. <a href="#">Assessment 1-Rubric 6th-8th Grade Elements of Voice 2020-2021</a></p> <p>Quiz on Non Verbal and Verbal Communication  Formative: Multiple Choice</p> <p>Quiz on elements of Non Verbal and verbal Communication. This ends a unit and preps students for use. <a href="#">[Template] Body Language and Vocal Element Quiz 1 Name:</a></p> <p>Benchmark  Summative: Written Test</p> <p>Benchmark acts as a Midterm for 1st half of the coursework in Theatre Arts as students meet 1 time a week.</p> <p><a href="#">Benchmark I for 6-8th grade 2020</a>  <a href="#">NJDOE Sample Assessment 1</a>  <a href="#">NJDOE Sample Assessment 2</a>  <a href="#">NJDOE Sample Assessment 3</a>  <a href="#">NJDOE Sample Scoring Guide 1</a>  <a href="#">NJDOE Sample Scoring Guide 2</a>  <a href="#">NJDOE Sample Scoring Guide 3</a></p>
--	--	---	---

creating a theatrical performance from start to finish.

Scene Performance - Speech and Movement

As learners further explore the production elements of a theatrical work, furthering their understanding about how speech and movement impact the effectiveness of characters helps to better articulate the message of the work. With regards to spoken word, students will explore the content, tone, volume, and emphasis of their voice, breathing and counting techniques, and analyze samples of speech in formal productions. Movement patterns will be created, and students will work on choreographing movements, utilizing stage spacing, blocking, and utilizing space and movement to spread a message.

Costume Design

Characterization is more than just about the actor filling the role and the character traits they exude, and the concept of costume design can truly help to enhance the impact a performer can have on an audience. In this unit, learners will have the opportunity to explore different elements of costume design, including time period authenticity, style, fabrics and materials, communication and coordination with other professionals, make-up and wigs,, and maintenance. A culminating activity will see learners bring their designs to life through either digital means or models of costumes created to fill prescribed purposes.

**Grade 8**

Elements of Theater

As learners continue to develop an understanding of the creative process behind developing a theatrical performance, it is important to dig deeper into the foundational elements of such works to create more complex and entertaining productions. Elements of

Theater allows students to further explore concepts such as playwriting, characterization, setting, stage movement and direction, dialogue, conflict, etc. and work towards their development of a unique script. Learners will be pushed to become more hands-on in demonstrating their understanding of key elements through performance tasks highlighting interactions and relationships, building scenes and settings that complement a storyline, making prop and costume choices, etc. to promote higher order thinking as it pertains to the framework of a theater production.

Technical Theater Design

Just as important as plot, setting, and characterization, technical elements of theater support artists in their ability to send the intended message to the audience through effective decision making processes. Understanding the work that goes into creating scenery, making and acquiring props, understanding audio elements and technological components, selecting appropriate lighting choices, and more helps learners gain a greater sense of appreciation for all of the behind-the-scenes individuals that support the overall production.

Careers in Theater

Building off of previous exposure to the technical aspects of theater, direction and playwriting, and other units, learners will have the opportunity to further investigate various careers in the field of the performing arts. The on-stage performers seen in a production are only one aspect of the theatrical performance, and in this unit learners will be able to explore various careers within the field. Conducting appropriate research to find sample job descriptions and postings, explore various theater companies, review and analyze salary information and growth

		<p>potential, and develop a resume and cover letter for a future job opportunity.</p> <p><u>Improvisation and Pantomime</u>          Circling back to previously covered elements of theater, learners will utilize the concepts of improvisation and pantomime in this performance and creation unit to demonstrate their understanding of performance. Improvisation activities include drawing inspiration from the hit show <i>Whose Line Is It Anyway</i> and tying this mode of performance art into everyday activities that students can relate to. When exploring pantomime in greater detail, students will explore the art of demonstrating emotion through gesturing and on-verbal communication, as well as the comedic aspect of the model.</p>	
<p><b>Resources/Materials</b></p>	<p> <a href="#">PowerPoint: Elements of Drama</a>  <a href="#">Video: Elements of Drama</a>  <a href="#">Elements of Drama Lesson Plan</a>  <a href="#">What Makes Theater? (BYU)</a>  <a href="#">Glossary of Terms</a>  <a href="#">Video: What is Theatre?</a>            A Cultural History of Theatre by Jack Watson and Grant McKernie            History of the Theatre by Oscar Gross Brockett and Franklin J Hildy  <a href="#">Introduction to Directing (BYU)</a>  <a href="#">World History - Theater Timeline</a>  <a href="#">Act It Out, Write It Out</a>  <a href="#">The Institute for Arts Integration and STEAM</a>            Plays for Consideration:           <ul style="list-style-type: none"> <li>- The Effect of Gamma Rays On Man-in-the-Moon Marigolds by Paul Zindel</li> <li>- Our Town by Thornton Wilder</li> <li>- A Thousand Cranes by Kathryn Schultz Miller</li> <li>- Step on a Crack by Susan Zeder</li> <li>- Getting Near to Baby by Y. York</li> <li>- Wiley and the Hairy Man by Susan Zeder</li> <li>- Still Life with Iris by Steven Dietz</li> <li>- Selkie: Between Land and Sea by Laurie Brooks</li> </ul> </p>		

<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly</li> <li>● W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence</li> <li>● SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</li> <li>● W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence</li> <li>● SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly</li> <li>● 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.</li> <li>● 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</li> <li>● 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills</li> </ul>
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</li> <li>● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</li> <li>● 9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</li> <li>● 9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</li> <li>● 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross- cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.</li> <li>● 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.</li> <li>● 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</li> <li>● 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</li> <li>● 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</li> </ul>
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>● 8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function.</li> <li>● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</li> </ul>

<b>Modifications</b>				
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At Risk for School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia

Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Extended time Parent communication Modified assignments Counseling	Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
---	---	---	--	---

### 1.4 Theatre: Grades 6-8

#### ARTISTIC PROCESS: Performing

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4: Selecting, analyzing, and interpreting work.	Theatre artists develop personal processes and skills for a performance or design.	How do theatre artists fully prepare a performance or design?	Choose, Rehearse
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Theatre artists make choices to convey meaning.	How do theatre artists use tools and techniques to communicate ideas and feelings?	Establish, Analyze
Anchor Standard 6: Conveying meaning through art.	Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share creative experiences?	Share

#### PERFORMANCE EXPECTATIONS

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.

1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.

1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
----------------	-----------------------------	----------------------------	-----------------------------------

<p>playwriting, characterization, setting, stage direction, blocking, movement, choreography, pattern, routine, script, scenery, prop, costume, audio, lighting, production, engineer, coordinate, integrate, analyze, criteria, rubric, evaluate, structure, intent, director, enhance, harmonious, creative vision, storyline, audition, crew, staging, speech, voice, inflection, intonation, rhythm, volume, beathing, technique, spacing, character trait, style, fabric, materials, prototype, model, stage makeup, improvisation, pantomime, expression</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate an understanding of key theatrical elements through participation in an array of performance tasks that support concepts such as characterization, stage movement and direction, and dialogue.</li> <li>● Analyze a character profile as a mode to executing movements, dialogue, cues, etc. to fulfill the role of a particular character.</li> <li>● Compose and deliver a dialogue between two characters.</li> <li>● Execute movement patterns and choreographic routines to support the plot of a production.</li> <li>● Create props and costumes relevant to characters of a production in order to elevate the effectiveness of a production.</li> <li>● Experiment with audio and lighting choices in order to improve the effectiveness of a production.</li> <li>● Identify various elements of a theatrical production, and analyze and evaluate the execution based on an established criteria.</li> <li>● Modify and adapt elements of a performance to improve the overall presentation of a theatrical work.</li> <li>● Read and understand a script of a theatrical work in advance of performing the presentation to an audience.</li> <li>● Coordinate multiple components and elements of a production to enhance the overall theatrical work.</li> <li>● Express changes in tone, volume, intonation, rhythm, etc. when verbalizing lines of various characters in different settings and roles of a theater production.</li> <li>● Demonstrate how to move efficiently and safely through a stage by responding to</li> </ul>	<p><b>Grade 6</b> <u>Elements of Theater</u></p> <ul style="list-style-type: none"> <li>● As learners continue to develop an understanding of the creative process behind developing a theatrical performance, it is important to dig deeper into the foundational elements of such works to create more complex and entertaining productions. Elements of Theater allows students to further explore concepts such as playwriting, characterization, setting, stage movement and direction, dialogue, conflict, etc. and work towards their development of a unique script. Learners will be pushed to become more hands-on in demonstrating their understanding of key elements through performance tasks highlighting interactions and relationships, building scenes and settings that complement a storyline, making prop and costume choices, etc. to promote higher order thinking as it pertains to the framework of a theater production.</li> </ul> <p><u>Technical Theater Design</u></p> <ul style="list-style-type: none"> <li>● Just as important as plot, setting, and characterization, technical elements of theater support artists in their ability to send the intended message to the audience through effective decision making processes. Understanding the work that goes into creating scenery, making and acquiring props, understanding audio elements and technological components, selecting appropriate lighting choices, and more helps learners gain a greater sense of appreciation for all of the behind-the-scenes individuals that support the overall production. This unit serves as a</li> </ul>	<p>Self Evaluation Formative: Oral Assessment</p> <p>Students will be evaluated on their response to their own work in class. Spoken response. <a href="#">Self Evaluation of original monologue (Playwright)</a></p> <p>Evaluate informal in-class performances and video evidence of student performances using observation Formative: Teacher Observation</p> <p>Rehearsals of class pieces both video and in person. <a href="#">Rehearsal Assessment</a></p> <p>Element of Voice rubric used 6-8 Summative: Performance/Recital</p> <p>This Vocal Rubric is used to evaluate actors voice grades 6-8 when presenting scenes of monologues. <a href="#">Assessment 1-Rubric 6th-8th Grade Elements of Voice 2020-2021</a></p> <p>Monologue Performance Summative: Performance/Recital</p> <p>Presentation of selected monologues utilizing all the techniques learned in this unit. <a href="#">NJDOE Sample Assessment 1</a></p>
--	---	---	---

	<p>cues during a choreographed movement routine.</p> <ul style="list-style-type: none"> <li>● Develop costumes to support the role of a character in a production.</li> <li>● Interpret and respond to various prompts and tasks as presented in improvisation scenarios based on personal experiences and knowledge.</li> <li>● Demonstrate emotion through forms of non-verbal communication to support pantomiming exercises.</li> </ul>	<p>precursor to the Careers in Theater unit for 8th grade students that allows learners to explore the various roles in creating a theatrical performance from start to finish.</p> <p><u>Play Analysis</u></p> <ul style="list-style-type: none"> <li>● A deeper dive into the evaluation and critique of a production will have students demonstrate their ability to analyze the various components of a work in relation to the show as a whole. Throughout this unit, students will have the opportunity to watch productions in order to apply their understanding of theatrical elements by analyzing key components of the work. Articulating the structure of a work, comparing and contrasting components, detailing elements, and evaluating the intent and performance will come into play as learners break down the whole work into the previously learned parts and determine the strengths and weaknesses of each selection.</li> </ul> <p><u>Directing</u></p> <ul style="list-style-type: none"> <li>● Possibly the most vital component to a successful play, the director is a role that coordinates each aspect of a production to ensure the integration of each component in a harmonious manner. The skill of directing takes time to develop, and many directors will need years of practice and experience to master. This unit will introduce learners to the various components of theater coordination, from the selection and overall vision of the show to the story itself, actor selection, lighting and audio crew, staging, and more.</li> </ul> <p><b>Grade 7</b> <u>Elements of Theater</u></p> <ul style="list-style-type: none"> <li>● As learners continue to develop an</li> </ul>	<p><a href="#">NJDOE Sample Assessment 2</a>  <a href="#">NJDOE Sample Assessment 3</a>  <a href="#">NJDOE Sample Scoring Guide 1</a>  <a href="#">NJDOE Sample Scoring Guide 2</a>  <a href="#">NJDOE Sample Scoring Guide 3</a></p>
--	---	---	---

understanding of the creative process behind developing a theatrical performance, it is important to dig deeper into the foundational elements of such works to create more complex and entertaining productions. Elements of Theater allows students to further explore concepts such as playwriting, characterization, setting, stage movement and direction, dialogue, conflict, etc. and work towards their development of a unique script. Learners will be pushed to become more hands-on in demonstrating their understanding of key elements through performance tasks highlighting interactions and relationships, building scenes and settings that complement a storyline, etc. to promote higher order thinking as it pertains to the framework of a theater production.

Technical Theater Design

- Just as important as plot, setting, and characterization, technical elements of theater support artists in their ability to send the intended message to the audience through effective decision making processes. Understanding the work that goes into creating scenery, making and acquiring props, understanding audio elements and technological components, selecting appropriate lighting choices, and more helps learners gain a greater sense of appreciation for all of the behind-the-scenes individuals that support the overall production. This unit serves as a precursor to the Careers in Theater unit for 8th grade students that allows learners to explore the various roles in creating a theatrical performance from start to finish.

Scene Performance - Speech and Movement

- As learners further explore the production elements of a theatrical work, furthering their understanding about how speech and movement impact the effectiveness of characters helps to better articulate the message of the work. With regards to spoken word, students will explore the content, tone, volume, and emphasis of their voice, breathing and counting techniques, and analyze samples of speech in formal productions. Movement patterns will be created, and students will work on choreographing movements, utilizing stage spacing, blocking, and utilizing space and movement to spread a message.

Costume Design

- Characterization is more than just about the actor filling the role and the character traits they exude, and the concept of costume design can truly help to enhance the impact a performer can have on an audience. In this unit, learners will have the opportunity to explore different elements of costume design, including time period authenticity, style, fabrics and materials, communication and coordination with other professionals, make-up and wigs,, and maintenance. A culminating activity will see learners bring their designs to life through either digital means or models of costumes created to fill prescribed purposes.

**Grade 8**

Elements of Theater

- As learners continue to develop an understanding of the creative process behind developing a theatrical performance, it is important to dig deeper

into the foundational elements of such works to create more complex and entertaining productions. Elements of Theater allows students to further explore concepts such as playwriting, characterization, setting, stage movement and direction, dialogue, conflict, etc. and work towards their development of a unique script. Learners will be pushed to become more hands-on in demonstrating their understanding of key elements through performance tasks highlighting interactions and relationships, building scenes and settings that complement a storyline, making prop and costume choices, etc. to promote higher order thinking as it pertains to the framework of a theater production.

Technical Theater Design

- Just as important as plot, setting, and characterization, technical elements of theater support artists in their ability to send the intended message to the audience through effective decision making processes. Understanding the work that goes into creating scenery, making and acquiring props, understanding audio elements and technological components, selecting appropriate lighting choices, and more helps learners gain a greater sense of appreciation for all of the behind-the-scenes individuals that support the overall production.

Improvisation and Pantomime

- Circling back to previously covered elements of theater, learners will utilize the concepts of improvisation and pantomime in this performance and creation unit to demonstrate their understanding of

		<p>performance. Improvisation activities include drawing inspiration from the hit show <i>Whose Line Is It Anyway</i> and tying this mode of performance art into everyday activities that students can relate to. When exploring pantomime in greater detail, students will explore the art of demonstrating emotion through gesturing and on-verbal communication, as well as the comedic aspect of the model.</p>	
<p><b>Resources/Materials</b></p>	<p> <a href="#">PowerPoint: Elements of Drama</a>  <a href="#">Video: Elements of Drama</a>  <a href="#">Elements of Drama Lesson Plan</a>  <a href="#">What Makes Theater? (BYU)</a>  <a href="#">Glossary of Terms</a>  <a href="#">Video: What is Theatre?</a>  A Cultural History of Theatre by Jack Watson and Grant McKernie  History of the Theatre by Oscar Gross Brockett and Franklin J Hildy  <a href="#">Introduction to Directing (BYU)</a>  <a href="#">World History - Theater Timeline</a>  <a href="#">Act It Out, Write It Out</a>  <a href="#">The Institute for Arts Integration and STEAM</a>  Plays for Consideration:  Plays for Consideration: <ul style="list-style-type: none"> <li>- The Effect of Gamma Rays On Man-in-the-Moon Marigolds by Paul Zindel</li> <li>- Our Town by Thornton Wilder</li> <li>- A Thousand Cranes by Kathryn Schultz Miller</li> <li>- Step on a Crack by Susan Zeder</li> <li>- Getting Near to Baby by Y. York</li> <li>- Wiley and the Hairy Man by Susan Zeder</li> <li>- Still Life with Iris by Steven Dietz</li> <li>- Selkie: Between Land and Sea by Laurie Brooks</li> </ul> </p>		
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</li> <li>● 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</li> <li>● 1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.</li> <li>● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building</li> </ul>		

	<p>on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>● SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly</li> <li>● W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence</li> <li>● SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</li> <li>● W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence</li> <li>● SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly</li> </ul>
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>● 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</li> <li>● 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</li> <li>● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</li> <li>● 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</li> <li>● 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</li> <li>● 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</li> <li>● 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</li> </ul>
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>● 8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> <li>● 8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function.</li> <li>● 8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.</li> </ul>

<b>Modifications</b>				
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At Risk for School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter

Cognates	Color contrast			Color contrast Parent communication Modified assignments Counseling
----------	----------------	--	--	--

### 1.4 Theatre: Grades 6-8

#### ARTISTIC PROCESS: Responding

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 7: Perceiving and analyzing products.	Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?	Examine, Discern
Anchor Standard 8: Interpreting intent and meaning.	Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?	Interpret
Anchor Standard 9: Applying criteria to evaluate products.	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	Critique

#### PERFORMANCE EXPECTATIONS

1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.

1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.

1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.

1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.

1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.

1.4.8.Re9a: Analyze how personal experiences affect artistic choices in a theatrical work.

1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.

1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
playwriting, characterization, setting, stage direction, blocking, movement, choreography, pattern, routine, script, scenery, prop, costume, culture,	Students will be able to: <ul style="list-style-type: none"> <li>Consume theatrical performances through a variety of modes (reading text, musicals, stage productions, etc.) and be able to articulate</li> </ul>	<b>Grade 6</b> <u>Elements of Theater</u> As learners continue to develop an understanding of the creative process behind developing a theatrical performance, it is important to dig deeper into the foundational elements of such works to create more complex and entertaining	Jobs of the Theatre Quiz Formative: Written Test  Teams divide to complete this Careers in Theatre Quiz <a href="#">Quiz on Jobs in Theatre for</a>

<p>history, Greek theater, Roman theater, Renaissance, Medieval, Broadway, musical, style, contemporary, modern, Romanticism, Realism, influence, characteristic, audio, lighting, production, engineer, coordinate, integrate, artist, time period, genre, theme, impact, analyze, criteria, rubric, evaluate, structure, intent, director, enhance, harmonious, creative vision, storyline, audition, crew, staging, speech, voice, inflection, intonation, rhythm, volume, beathing, technique, spacing, character trait, style, fabric, materials, prototype, model, stage makeup, improvisation, pantomime, expression</p>	<p>their personal feelings and responses to the work through various media in relation to key theatrical elements.</p> <ul style="list-style-type: none"> <li>● Explore key elements of theater and consider reasoning as to why the creator made specific choices related to the various components.</li> <li>● Evaluate the effectiveness of a theatrical production in comparison to the intended message of the artist.</li> <li>● Interpret the impact of the visual arts on specific cultures and communities based on the historical context of a particular work.</li> <li>● Compare and contrast personal preferences with societal and cultural preferences/norms to evaluate the stylistic choices of an artist.</li> <li>● Evaluate a production's ability to effectively incorporate technical elements of theater into the performance, and discuss alternatives to improve the scope of the work.</li> <li>● Investigate the works and history of a particular artist to gain insight related to their influences and experiences in theater arts.</li> <li>● Examine cultural and societal</li> </ul>	<p>productions. Elements of Theater allows students to further explore concepts such as playwriting, characterization, setting, stage movement and direction, dialogue, conflict, etc. and work towards their development of a unique script. Learners will be pushed to become more hands-on in demonstrating their understanding of key elements through performance tasks highlighting interactions and relationships, building scenes and settings that complement a storyline, making prop and costume choices, etc. to promote higher order thinking as it pertains to the framework of a theater production.</p> <p><u>History of Theater</u> Examining the culture and history of theater allows learners to connect with the content and to see the growth and development of the art form over time. From its earliest beginnings, drama has been vital to the rise of various cultures including Greek and Roman theater, Medieval times, and the Renaissance through more modern and contemporary theater. Learners will explore not only different historical cultures and their influences on the performing arts, but also important periods that left a mark of the history of theater including those Romanticism and Realism. The History of Theater leads to more in-depth Artist Studies to further develop an appreciation for the time period.</p> <p><u>Technical Theater Design</u> Just as important as plot, setting, and characterization, technical elements of theater support artists in their ability to send the intended message to the audience through effective decision making processes. Understanding the work that goes into creating scenery, making and acquiring props, understanding audio elements and technological components, selecting appropriate lighting choices, and more helps learners gain a greater sense of appreciation for all of the behind-the-scenes individuals that support the overall production. This unit serves as a precursor to the Careers in Theater unit for 8th grade students that allows learners to explore the various roles in creating a theatrical performance</p>	<p><a href="#">Teams</a></p> <p>Scene/Play Rehearsal Formative: Teacher Observation</p> <p>Student rehearsal of Theatre History scene/Play. Students are graded on their collaboration of peers and application of techniques <a href="#">Rehearsal Assessment</a></p> <p>Theatre Innovation Project Summative: Project/Portfolio</p> <p>Student pairs choose an innovation, research and present projects to class <a href="#">Theater Innovation Project</a></p> <p>Stage Fighting Quiz Summative: Multiple Choice</p> <p>Quiz on types of Sword fighting, skills and application. <a href="#">Stage Fighting Quiz</a></p> <p>Sonnet dissection and performance Summative: Performance/Recital</p> <p>Students break down, translate, interpret and perform sonnets in class. <a href="#">Sonnet XXIV</a></p> <p><a href="#">NJDOE Sample Assessment 1</a></p>
---	---	---	--

	<p>influences to theater artists, and make connections between different time periods and cultures in relation to the arts.</p> <ul style="list-style-type: none"> <li>● Explore and identify viable evaluation and critique methodologies when evaluating a theater production.</li> <li>● Identify key elements of a performance and create a set of criteria to judge the performance with.</li> <li>● Demonstrate an understanding of the role of a director to a theatrical performance by evaluating their effectiveness in coordinating all aspects of a performance.</li> <li>● Critique and evaluate various elements of vocalization and movement during a production, and provide constructive feedback to the benefit of the work.</li> <li>● Evaluate the effectiveness of costumes and props in relation to a work, based on concepts such as appropriateness, authenticity, etc.</li> <li>● Create a set of criteria to evaluate performance of various styles, including improvisation and pantomime.</li> </ul>	<p>from start to finish.</p> <p><u>Artist Studies</u></p> <p>In conjunction of the History of Theater unit, learners will dive deeper into specific artists and their work to support a greater understanding of the time periods at hand. From Sophocles and Euripides in Greece to Plautus in Rome, learners will have the opportunity to explore the artist and their work in detail to further their appreciation of the arts. Students will compare and contrast artists across cultures, genres, and time periods as a way to further develop their understanding of the various styles of theater art as well as to gain insight as to how historical theater has impacted current performing arts. Appropriate researching skills and strategies will pave the way for a culminating presentation highlighting the key works created by these artists as well as the impact their work has shown to have in the history of theater.</p> <p><u>Play Analysis</u></p> <p>A deeper dive into the evaluation and critique of a production will have students demonstrate their ability to analyze the various components of a work in relation to the show as a whole. Throughout this unit, students will have the opportunity to watch productions in order to apply their understanding of theatrical elements by analyzing key components of the work. Articulating the structure of a work, comparing and contrasting components, detailing elements, and evaluating the intent and performance will come into play as learners break down the whole work into the previously learned parts and determine the strengths and weaknesses of each selection.</p> <p><u>Directing</u></p> <p>Possibly the most vital component to a successful play, the director is a role that coordinates each aspect of a production to ensure the integration of each component in a harmonious manner. The skill of directing takes time to develop, and many directors will need years of practice and experience to master. This unit will introduce learners to the various components of theater coordination, from the selection and overall vision of</p>	<p><a href="#">NJDOE Sample Assessment 2</a>  <a href="#">NJDOE Sample Assessment 3</a>  <a href="#">NJDOE Sample Scoring Guide 1</a>  <a href="#">NJDOE Sample Scoring Guide 2</a></p>
--	--	--	---

the show to the story itself, actor selection, lighting and audio crew, staging, and more.

**Grade 7**

Elements of Theater

As learners continue to develop an understanding of the creative process behind developing a theatrical performance, it is important to dig deeper into the foundational elements of such works to create more complex and entertaining productions. Elements of Theater allows students to further explore concepts such as playwriting, characterization, setting, stage movement and direction, dialogue, conflict, etc. and work towards their development of a unique script. Learners will be pushed to become more hands-on in demonstrating their understanding of key elements through performance tasks highlighting interactions and relationships, building scenes and settings that complement a storyline, etc. to promote higher order thinking as it pertains to the framework of a theater production.

History of Theater

Examining the culture and history of theater allows learners to connect with the content and to see the growth and development of the art form over time. From its earliest beginnings, drama has been vital to the rise of various cultures including Greek and Roman theater, Medieval times, and the Renaissance through more modern and contemporary theater. Learners will explore not only different historical cultures and their influences on the performing arts, but also important periods that left a mark of the history of theater including those Romanticism and Realism. The History of Theater leads to more in-depth Artist Studies to further develop an appreciation for the time period.

Technical Theater Design

Just as important as plot, setting, and characterization, technical elements of theater support artists in their ability to send the intended message to the audience through effective decision making processes. Understanding the work that goes

into creating scenery, making and acquiring props, understanding audio elements and technological components, selecting appropriate lighting choices, and more helps learners gain a greater sense of appreciation for all of the behind-the-scenes individuals that support the overall production. This unit serves as a precursor to the Careers in Theater unit for 8th grade students that allows learners to explore the various roles in creating a theatrical performance from start to finish.

Artist Studies

In conjunction of the History of Theater unit, learners will dive deeper into specific artists and their work to support a greater understanding of the time periods at hand. From Sophocles and Euripides in Greece to Plautus in Rome, learners will have the opportunity to explore the artist and their work in detail to further their appreciation of the arts. Students will compare and contrast artists across cultures, genres, and time periods as a way to further develop their understanding of the various styles of theater art as well as to gain insight as to how historical theater has impacted current performing arts. Appropriate researching skills and strategies will pave the way for a culminating presentation highlighting the key works created by these artists as well as the impact their work has shown to have in the history of theater.

Scene Performance - Speech and Movement

As learners further explore the production elements of a theatrical work, furthering their understanding about how speech and movement impact the effectiveness of characters helps to better articulate the message of the work. With regards to spoken word, students will explore the content, tone, volume, and emphasis of their voice, breathing and counting techniques, and analyze samples of speech in formal productions. Movement patterns will be created, and students will work on choreographing movements, utilizing stage spacing, blocking, and utilizing space and movement to spread a message.

Costume Design

Characterization is more than just about the actor filling the role and the character traits they exude, and the concept of costume design can truly help to enhance the impact a performer can have on an audience. In this unit, learners will have the opportunity to explore different elements of costume design, including time period authenticity, style, fabrics and materials, communication and coordination with other professionals, make-up and wigs,, and maintenance. A culminating activity will see learners bring their designs to life through either digital means or models of costumes created to fill prescribed purposes.

**Grade 8**

Elements of Theater

As learners continue to develop an understanding of the creative process behind developing a theatrical performance, it is important to dig deeper into the foundational elements of such works to create more complex and entertaining productions. Elements of Theater allows students to further explore concepts such as playwriting, characterization, setting, stage movement and direction, dialogue, conflict, etc. and work towards their development of a unique script. Learners will be pushed to become more hands-on in demonstrating their understanding of key elements through performance tasks highlighting interactions and relationships, building scenes and settings that complement a storyline, making prop and costume choices, etc. to promote higher order thinking as it pertains to the framework of a theater production.

History of Theater

Examining the culture and history of theater allows learners to connect with the content and to see the growth and development of the art form over time. From its earliest beginnings, drama has been vital to the rise of various cultures including Greek and Roman theater, Medieval times, and the Renaissance through more modern and contemporary theater. Learners will explore not only different

historical cultures and their influences on the performing arts, but also important periods that left a mark of the history of theater including those Romanticism and Realism. The History of Theater leads to more in-depth Artist Studies to further develop an appreciation for the time period.

Technical Theater Design

Just as important as plot, setting, and characterization, technical elements of theater support artists in their ability to send the intended message to the audience through effective decision making processes. Understanding the work that goes into creating scenery, making and acquiring props, understanding audio elements and technological components, selecting appropriate lighting choices, and more helps learners gain a greater sense of appreciation for all of the behind-the-scenes individuals that support the overall production.

Artist Studies

In conjunction with the History of Theater unit, learners will dive deeper into specific artists and their work to support a greater understanding of the time periods at hand. From Sophocles and Euripides in Greece to Plautus in Rome, learners will have the opportunity to explore the artist and their work in detail to further their appreciation of the arts. Students will compare and contrast artists across cultures, genres, and time periods as a way to further develop their understanding of the various styles of theater art as well as to gain insight as to how historical theater has impacted current performing arts. Appropriate researching skills and strategies will pave the way for a culminating presentation highlighting the key works created by these artists as well as the impact their work has shown to have in the history of theater.

Improvisation and Pantomime

Circling back to previously covered elements of theater, learners will utilize the concepts of improvisation and pantomime in this performance and creation unit to demonstrate their understanding of performance. Improvisation activities include drawing inspiration from the

		hit show <i>Whose Line Is It Anyway</i> and tying this mode of performance art into everyday activities that students can relate to. When exploring pantomime in greater detail, students will explore the art of demonstrating emotion through gesturing and on-verbal communication, as well as the comedic aspect of the model.	
<b>Resources/Materials</b>	<p> <a href="#">PowerPoint: Elements of Drama</a>  <a href="#">Video: Elements of Drama</a>  <a href="#">Elements of Drama Lesson Plan</a>  <a href="#">What Makes Theater? (BYU)</a>  <a href="#">Glossary of Terms</a>  <a href="#">Video: What is Theatre?</a>  A Cultural History of Theatre by Jack Watson and Grant McKernie  History of the Theatre by Oscar Gross Brockett and Franklin J Hildy  <a href="#">Introduction to Directing (BYU)</a>  <a href="#">World History - Theater Timeline</a>  <a href="#">Act It Out, Write It Out</a>  <a href="#">The Institute for Arts Integration and STEAM</a>  Plays for Consideration: <ul style="list-style-type: none"> <li>- The Effect of Gamma Rays On Man-in-the-Moon Marigolds by Paul Zindel</li> <li>- Our Town by Thornton Wilder</li> <li>- A Thousand Cranes by Kathryn Schultz Miller</li> <li>- Step on a Crack by Susan Zeder</li> <li>- Getting Near to Baby by Y. York</li> <li>- Wiley and the Hairy Man by Susan Zeder</li> <li>- Still Life with Iris by Steven Dietz</li> <li>- Selkie: Between Land and Sea by Laurie Brooks</li> </ul> </p>		
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</li> <li>● LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</li> <li>● SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly</li> <li>● W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence</li> <li>● SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</li> </ul>		

	<p>partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <ul style="list-style-type: none"> <li>● W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence</li> <li>● SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly</li> </ul>
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</li> <li>● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.</li> <li>● 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</li> <li>● 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.</li> <li>● 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</li> <li>● 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.</li> <li>● 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</li> <li>● 9.4 Life Literacies and Key Skills: Technology Literacy</li> <li>● 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</li> <li>● 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.</li> </ul>
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</li> <li>● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>● 8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> <li>● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</li> </ul>

<b>Modifications</b>				
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At Risk for School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments

## 1.4 Theatre: Grades 6-8

## ARTISTIC PROCESS: Connecting

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Theatre artists allow awareness of interrelationships between self and others to inform their work.	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?	Incorporate
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.	What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	Affect, Expand

## PERFORMANCE EXPECTATIONS

1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.

1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.

1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
culture, history, Greek theater, Roman theater, Renaissance, Medieval, Broadway, musical, style, contemporary, modern, Romanticism, Realism, influence, characteristic, artist, time period, genre, theme, impact, analyze, criteria, rubric, evaluate, structure, intent, performer, director, stagehand, writer, choreographer, publicist	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Explore the history and artists of various time periods and styles of theater as a way to develop a more global understanding of how theater arts impact society.</li> <li>Identify elements of theater consistent with a specific style, culture, etc. in order to effectively classify a work.</li> <li>Investigate societal and cultural issues that may have influenced a theater</li> </ul>	<p><b>Grade 6</b> <u>History of Theater</u> Examining the culture and history of theater allows learners to connect with the content and to see the growth and development of the art form over time. From its earliest beginnings, drama has been vital to the rise of various cultures including Greek and Roman theater, Medieval times, and the Renaissance through more modern and contemporary theater. Learners will explore not only different historical cultures and their influences on the performing arts, but also important periods that left a mark of the history of theater including those Romanticism and Realism. The History of Theater leads to more in-depth Artist Studies to further develop an</p>	<p>Theatre History Performance/Rubric Summative: Performance/Recital</p> <p>Presentations of Theatre History Scenes to class. Rubric <a href="#">6-8 Drama Rubric</a></p> <p>Greek Theatre Project Summative: Project / Portfolio</p> <p>Greek Theatre Project- Solo: Choose topic and format to present to class</p>

	<p>production and connect those to the greater community.</p> <ul style="list-style-type: none"> <li>● Develop an understanding of major historical and cultural events through the exploration of theatrical works from a array of cultures and time periods.</li> <li>● Evaluating the impact of a work on the intended audience, while considering societal and cultural context.</li> <li>● Research a variety of theatrical artifacts from different cultures and time periods to gain a greater understanding of how the performing arts affected specific communities.</li> <li>● Make connections between major happenings within a specific community and how these were portrayed in the arts.</li> </ul>	<p>appreciation for the time period.</p> <p><u>Artist Studies</u> In conjunction with the History of Theater unit, learners will dive deeper into specific artists and their work to support a greater understanding of the time periods at hand. From Sophocles and Euripides in Greece to Plautus in Rome, learners will have the opportunity to explore the artist and their work in detail to further their appreciation of the arts. Students will compare and contrast artists across cultures, genres, and time periods as a way to further develop their understanding of the various styles of theater art as well as to gain insight as to how historical theater has impacted current performing arts. Appropriate researching skills and strategies will pave the way for a culminating presentation highlighting the key works created by these artists as well as the impact their work has shown to have in the history of theater.</p> <p><u>Play Analysis</u> A deeper dive into the evaluation and critique of a production will have students demonstrate their ability to analyze the various components of a work in relation to the show as a whole. Throughout this unit, students will have the opportunity to watch productions in order to apply their understanding of theatrical elements by analyzing key components of the work. Articulating the structure of a work, comparing and contrasting components, detailing elements, and evaluating the intent and performance will come into play as learners break down the whole work into the previously learned parts and determine the strengths and weaknesses of each selection.</p> <p><b>Grade 7</b> <u>History of Theater</u> Examining the culture and history of theater allows learners to connect with the content and to see the</p>	<p><a href="#">Projects for Greek Theatre</a></p> <p>Group Shakespeare insults Formative: Oral Assessment</p> <p>Students form groups and create a dictionary of insults and use them in class activities as a game. <a href="#">Shakespeare Insult Kit</a></p> <p><a href="#">NJDOE Sample Assessment 1</a> <a href="#">NJDOE Sample Assessment 2</a> <a href="#">NJDOE Sample Assessment 3</a> <a href="#">NJDOE Sample Scoring Guide 1</a> <a href="#">NJDOE Sample Scoring Guide 2</a> <a href="#">NJDOE Sample Scoring Guide 3</a></p>
--	---	--	---

growth and development of the art form over time. From its earliest beginnings, drama has been vital to the rise of various cultures including Greek and Roman theater, Medieval times, and the Renaissance through more modern and contemporary theater. Learners will explore not only different historical cultures and their influences on the performing arts, but also important periods that left a mark of the history of theater including those Romanticism and Realism. The History of Theater leads to more in-depth Artist Studies to further develop an appreciation for the time period.

Artist Studies

In conjunction of the History of Theater unit, learners will dive deeper into specific artists and their work to support a greater understanding of the time periods at hand. From Sophocles and Euripides in Greece to Plautus in Rome, learners will have the opportunity to explore the artist and their work in detail to further their appreciation of the arts. Students will compare and contrast artists across cultures, genres, and time periods as a way to further develop their understanding of the various styles of theater art as well as to gain insight as to how historical theater has impacted current performing arts. Appropriate researching skills and strategies will pave the way for a culminating presentation highlighting the key works created by these artists as well as the impact their work has shown to have in the history of theater.

**Grade 8**

History of Theater

Examining the culture and history of theater allows learners to connect with the content and to see the growth and development of the art form over time. From its earliest beginnings, drama has been vital to the rise of various cultures including Greek and Roman theater, Medieval times, and the Renaissance through more modern and contemporary theater. Learners will explore not only different historical cultures and their influences

		<p>on the performing arts, but also important periods that left a mark of the history of theater including those Romanticism and Realism. The History of Theater leads to more in-depth Artist Studies to further develop an appreciation for the time period.</p> <p><u>Artist Studies</u> In conjunction with the History of Theater unit, learners will dive deeper into specific artists and their work to support a greater understanding of the time periods at hand. From Sophocles and Euripides in Greece to Plautus in Rome, learners will have the opportunity to explore the artist and their work in detail to further their appreciation of the arts. Students will compare and contrast artists across cultures, genres, and time periods as a way to further develop their understanding of the various styles of theater art as well as to gain insight as to how historical theater has impacted current performing arts. Appropriate researching skills and strategies will pave the way for a culminating presentation highlighting the key works created by these artists as well as the impact their work has shown to have in the history of theater.</p> <p><u>Careers in Theater</u> Building off of previous exposure to the technical aspects of theater, direction and playwriting, and other units, learners will have the opportunity further investigate various careers in the field of the performing arts. The on-stage performers seen in a production are only one aspect of the theatrical performance, and in this unit learners will be able to explore various careers within the field. Conducting appropriate research to find sample job descriptions and postings, explore various theater companies, review and analyze salary information and growth potential, and develop a resume and cover letter for a future job opportunity.</p>	
<b>Resources/Materials</b>	<a href="#">PowerPoint: Elements of Drama</a> <a href="#">Video: Elements of Drama</a> <a href="#">Elements of Drama Lesson Plan</a>		

	<p><a href="#">What Makes Theater? (BYU)</a>  <a href="#">Glossary of Terms</a>  <a href="#">Video: What is Theatre?</a>  A Cultural History of Theatre by Jack Watson and Grant McKernie  History of the Theatre by Oscar Gross Brockett and Franklin J Hildy  <a href="#">Introduction to Directing (BYU)</a>  <a href="#">World History - Theater Timeline</a>  <a href="#">Act It Out, Write It Out</a>  <a href="#">The Institute for Arts Integration and STEAM</a>  Plays for Consideration:</p> <ul style="list-style-type: none"> <li>- The Effect of Gamma Rays On Man-in-the-Moon Marigolds by Paul Zindel</li> <li>- Our Town by Thornton Wilder</li> <li>- A Thousand Cranes by Kathryn Schultz Miller</li> <li>- Step on a Crack by Susan Zeder</li> <li>- Getting Near to Baby by Y. York</li> <li>- Wiley and the Hairy Man by Susan Zeder</li> <li>- Still Life with Iris by Steven Dietz</li> <li>- Selkie: Between Land and Sea by Laurie Brooks</li> </ul>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</li> <li>● LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</li> <li>● SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly</li> <li>● W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence</li> <li>● SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</li> <li>● W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence</li> <li>● SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly</li> </ul>
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</li> <li>● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</li> </ul>

	<ul style="list-style-type: none"> <li>● 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</li> <li>● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</li> <li>● 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</li> <li>● 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.</li> <li>● 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.</li> <li>● 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</li> </ul>
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>● 8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> <li>● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</li> </ul>

<b>Modifications</b>				
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At Risk for School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling