

Course: Creative Drama
Unit #1: Unit 1 - Body Movement

Year of Implementation: 2026-2027

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
 - W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - **2020 NJSL Standards: Career Readiness, Life Literacies, and Key Skills Introduction**
 - 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
 - All curriculum writers/revisionists need to include standards that apply to "Career Readiness, Life Literacies, and Key Skills". This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]
<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>
 - **Interdisciplinary Content Standards**
 - (VPA Theatre 9-12) - 1.4.12acc.Pr4a: Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.

- (VPA Theatre 9-12) - 1.4.12acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.
 - (VPA Dance 9-12) 1.1.12adv.Pr4a: Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent.
 - (World Languages) - 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

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.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to confidently use body language to enhance future communications.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/academics/curriculum>

1. make connections between and among texts as well as real-life experiences
2. produce and engage in a range of conversations using a variety of media and formats

Enduring Understandings:
Students will understand that. . .

EU 1
pantomime involves using one's body, face, and space effectively.

Essential Question:

- *How can one use their body to convey meaning?*

<i>EU 2</i> body language and body movements build and enhance storytelling and/or presentation.	
<u>Knowledge</u> <i>Students will know . . .</i> <i>EU 1</i> • pantomime techniques. (SL.AS.9–10.6.) • the importance of body awareness, spacing, and blocking. (VPA Dance 9-12 1.1.12adv.Pr4a) • the effects of non-verbal communication. (World Languages - 7.1.IL.IPRET.3). <i>EU 2</i> • the implications of facial expressions to depict ideas and emotions (SL.AS.9–10.6.)	<u>Skills</u> <i>Students will be able to. . .</i> <i>EU 1</i> • dramatize a scene applying pantomime techniques (SL.AS.9–10.6.) • identify and perform proper techniques for spacing, blocking, and body movements. (VPA Dance 9-12 1.1.12adv.Pr4a) • evaluate and determine feeling and mood based on body language. (World Languages - 7.1.IL.IPRET.3). • <i>EU 2</i> • view and analyze these facial expressions in context. (SL.AS.9–10.6.) • apply various facial expressions to in-class activities and warm-ups. (SL.AS.9–10.6.) • evaluate and determine how facial expressions enhance verbal and non-verbal communication. (SL.AS.9–10.6.)

Stage Two - Assessment

Other Evidence:

- Journal entry on the effects of alternating body movements changing the outcome of a situation.
- Analysis of a short scene with no dialogue.

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):
Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Identify a variety of pantomime terms and techniques - exaggerate body movement, exaggerate facial expressions, practice consistency, and set the scene without voice. (A; EU 1-2)
- Choose a film clip and analyze emotions through facial expression and body language (M; EU 1-2)
- Practice body movement and spatial recognition through dance using the *Just Dance* game (M; EU 1-2).
- Engage in a variety of theatre games to help develop the elements of pantomime, body movement, and facial expression. (M; EU 1-2)
- Dramatize scenes to incorporate elements of body movements and/or facial expressions (M; EU 1-2).
- View and analyze film/TV show/cartoon clips for effective use of body movements, facial expressions, and/or voice (M; EU 1-2).
- Invite sign language interpreters into the class as guest speakers to share the importance of facial expressions in communication (M; EU2).
- Explain and analyze how body movements, facial expressions, and/or voice enhance performance (M; EU 1-2).
- Compare/contrast different versions of the same scene based on the effectiveness of body movements and facial expressions (M; EU 1-2).
- Discuss a variety of real-world situations where body movements and facial expressions are used effectively (T; EU 1-2).
- Take on the role of an actor auditioning for a part. As part of the process, you need to represent a variety of emotions using body language and facial expressions only. With the class serving as the casting director, discuss how successful you were and what could be done to better clarify the emotions (T; EU 1-2).

- Choose a scene from a movie/play in which an actor depicts the effectiveness of non-verbal communication. Act as an Oscar judge to prepare a speech to convince an audience of other judges that said actor is Oscar worthy. Write up the announcement congratulating the actor on why he/she won the Oscar with a detailed explanation of the successful non-verbal cues used. (T; EU 1 and 2).
- A social or political reporter has to be very aware of body language. Analyze and evaluate the facial expressions and body movement of a public figure during an interview and draw conclusions about his/her honesty and openness. Create a blog in which you discuss your interpretation of the public figure based on their non-verbal cues including body language and facial expressions, and have the class respond (T; EU 1 and 2).

Pacing Guide

{This chart will be identical in all the units for this course.}

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Body Movement	22 Days
2	Communication	23 Days
3	The Theatre Experience	22 Days

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

175 Theatre Games - Nancy Hurley

Kid on Stage (game)

Guesstures (game)

Applicable films at the discretion of the teacher (suggested, but not limited to: Charlie Chaplin; Wizard of Oz; School of Rock)

Just Dance

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.