

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>Course:</b> <i>Creative Drama</i><br><b>Unit #:</b> Unit 2 - <i>Communication</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Year of Implementation:</b> 2026-2027 |
| <b>Curriculum Team Members:</b> <i>Tracy Betts (tbetts@lrhsd.org); Jacqueline Donaldson (jacqueline.donaldson@lrhsd.org)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                          |
| <b>Stage One - Desired Results</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                          |
| <b>Link(s) to New Jersey Student Learning Standards for this course:</b><br><i>{provide all applicable links to standards here}</i><br><a href="https://www.state.nj.us/education/cccs/2020/">https://www.state.nj.us/education/cccs/2020/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                          |
| <ul style="list-style-type: none"> <li>● <b>Unit Standards:</b> <i>(keep each of the following headings in place)</i> <ul style="list-style-type: none"> <li>○ <b>Content Standards</b> <ul style="list-style-type: none"> <li>■ L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</li> <li>■ SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</li> <li>■ 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.</li> <li>■ 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.</li> </ul> </li> <li>○ <b>2020 NJSL Standards: Career Readiness, Life Literacies, and Key Skills Introduction</b> <ul style="list-style-type: none"> <li>■ 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</li> <li>■ 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</li> <li>■ 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.</li> <li>■ 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</li> </ul> </li> </ul> </li> </ul> |                                          |

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>

- **English Companion Standards**

- List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.

- Grade 9-10 Companion Standards:

[https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA\\_Companion9-10.pdf](https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf)

- Grade 11-12 Companion Standards:

[https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA\\_Companion11-12.pdf](https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf)

- **Interdisciplinary Content Standards**

- List any standards from other content areas that apply to this unit.
- (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 express themselves using their voice, tone, intonation, and inflection as well as body language and listening skills to respond to changing situations.

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
3. evaluate speakers' use of evidence, point of view, logic and rhetoric
4. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
5. demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

*No more than 3 EUs total (Aligns with transfer goal)*

*EU 1*

the intonation of voice is as important as word choice.

*EU 2*

improvisation is a combination of body language and verbal and non-verbal expressions.

*EU 3*

effective communication includes listening, cooperation, and collaboration.

Essential Questions

How do the elements of body language, voice, and improvisation affect our communication every day?

Knowledge

Students will know . . .

*EU 1*

- the elements of voice (including, but not limited to - intonation, rate, tone, inflections, projection,

Skills

Students will be able to. . .

*EU 1*

- identify, evaluate, and apply these vocal terminologies in context.(SL.AS.9–10.6)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>pronunciation, clarity, enunciation, diction, and dialect)-<br/>(SL.AS.9–10.6)</p> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>the elements of improvisation (including, but not limited to: speaking, listening, “yes, and,” cooperation, creativity, flexibility) - (SL.PE.11–12.1)</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>the importance of listening skills, cooperation, and collaboration among performers. - (SL.PE.11–12.1)</li> </ul> | <ul style="list-style-type: none"> <li>practice the role of voice in various forums and/or performances.(SL.AS.9–10.6)</li> <li>dramatize a scene applying appropriate vocal terminologies to reflect feelings, emotions, and/or ideas.(SL.AS.9–10.6)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>identify, evaluate, and apply improvisation techniques in various forums.(SL.PE.11–12.1)</li> <li>practice improvisation techniques.(SL.PE.11–12.1)</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>apply the elements of performance art and verbal and non-verbal communication techniques to effectively communicate a message. (SL.PE.11–12.1)</li> </ul> |
| <p><b>Stage Two - Assessment</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>Test on terminology.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Stage Three - Instruction</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**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

For example:

- Watch clips from *Whose Line is it Anyway?* to identify improvisation techniques (A, EU2).
- Notes on voice techniques. (A, EU 1)
- Note on improvisation techniques. (A; EU 2)
- View and analyze film/TV show/cartoon clips for effective combination of Performance Art and verbal and non-verbal communication (A, EU2 ).
- Using a particular cartoon clip of 2 to 5 minutes, create an original dialogue for the clip using only cues from the actual clip, not its vocals, and present it to the class. (M; EU 1)
- Discuss and analyze a variety of real-world situations where improvisation skills are assets(M, EU 1-3)
- Engage in a variety of theatre games to help develop the elements of performance (M, T , EU1-3)
- Perform various scenes implementing all aspects of this Unit for various audiences (T, EU1-3)
- Emulate being a cast member of *Whose Line is it Anyway?* and perform improvisation techniques based on teacher/other students' prompts. The teacher and other students will judge performances based on the parameters of the show (T, EU 1-3).
- Create a persona for one of the crayons in *The Day the Crayons Quit* and perform a reading at Read Across America. Enhance your performance by memorizing your lines, creating a costume, rehearsing your scene(s) with fellow performers, and conducting self and peer evaluations to improve the finalized performance. (T, EU 1-3).
- Perform a spin-off production of *Snow White and the Seven Dwarfs* for a summer camp. Throughout the performance, you must maintain the characterization by effectively utilizing the character's voice, body movements, emotions, feelings, and/or ideas. For example, if you are assigned Sleepy, you must do everything in a lethargic and/or apathetic manner to reflect Sleepy's persona. You must memorize your lines, create a costume, rehearse your scene(s) with fellow performers, and conduct self and peer evaluations to improve the finalized performance. Finally, you will perform the entire scene with your fellow performers in front of a live audience (T, EU 1-3).
- Emulate a scene from a school-appropriate movie in a small group. Memorize your lines, replicate your character's costume and necessary props, replicate the scene's setting, rehearse your scene(s) with fellow performers, and conduct self and

peer evaluations to improve the finalized performance. Finally, perform the entire scene with your fellow performers in front of a live audience (T, EU 1-3).

- Select a poem and annotate it to identify and justify the intonations, body movements, and facial expressions that will be used for specific words and/or lines. Then, memorize the lines, create a costume and any necessary props for the character, rehearse your poem, and conduct self and peer evaluations to improve the finalized performance. Finally, perform the entire scene with your fellow performers in front of a live audience (T, EU 1-3).

### Pacing Guide

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

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

|                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructional Materials</b>                                                                                                                                                                                                                                                                                                    |
| <p><i>175 Theatre Games - Nancy Hurley</i><br/><i>Applicable films at the discretion of the teacher (included, but not limited to: The Truman Show; The Breakfast Club; Inside Out; Mrs. Doubtfire; Snow White and the Seven Dwarves)</i><br/><i>Episodes of Whose Line is it Anyway?</i><br/><i>The Day the Crayons Quit</i></p> |

|                       |
|-----------------------|
| <b>Accommodations</b> |
|-----------------------|

*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.