

Course: <i>Creative Drama</i> Unit #: <i>Unit 3 - The Theatre Experience</i>	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: <i>(keep each of the following headings in place)</i> ○ 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.lk ■ RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. ○ 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.	

- 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.
- 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>
- **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
 - Grade 11-12 Companion Standards:
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.
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- **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 recognize that life is a performance and confidently use the skills honed in this course in everyday interactions.

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

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text

2. make connections between and among texts as well as real-life experiences
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. 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

theater is an art that includes various components in order to be successful.

EU 2

theater performers develop personal skills for a performance and hone them throughout rehearsal.

EU3

theater artists used learned skills to present stories and ideas that explore the human experience .

Essential Questions

- *How does one use theatrical tools and techniques to prepare a performance (on stage or off) that fully communicates ideas and feelings?*

Knowledge

Students will know . . .

Skills

Students will be able to. . .

<i>EU 1</i> - the elements and effect of performance arts (including, but not limited to: set design, costume design, musical accompaniment, lighting design, prop selection, and/or character development) on audience perception. (W.NW.11–12.3, SL.PE.11–12.1; RL.TS.11–12.4) <i>EU 2</i> - effective means of practicing, including, but not limited to: memorization techniques, pacing, self-evaluation, collaboration, and peer feedback. (9.4.12.CI.1:) <i>EU 3</i> - the importance of confidence in all aspects of presentation, performance, and reflection of self.(9.4.12.CI.3:)	<i>EU 1</i> - identify and evaluate set design, costume design, musical accompaniment, lighting design, prop selection, and/or character development and its effect on story and character development (W.NW.11–12.3, SL.PE.11–12.1; RL.TS.11–12.4) <i>EU 2</i> - implement effective memorization and pacing techniques to remember lines, blocking, body movements, facial expressions, and other nuances of performance. (9.4.12.CI.1:) <i>EU 3</i> - evaluate, demonstrate, and self-reflect on personal growth throughout the course. (9.4.12.CI.3:)
Stage Two - Assessment	
<u>Other Evidence:</u> - Test on terminology. - Self-reflection essay.	
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

For example:

- Identify a variety of theatre terms (A; EU 1).
- Identify and evaluate costumes throughout various periods (A; EU 1).
- Review the parts of a stage (A; EU 1).
- Review the elements of plot: introduction, rising action (conflict), climax, falling action, resolution (A; EU 1).
- Explain and analyze how music enhances mood (M; EU 1).
- View and analyze *The Wizard of Oz* for set design, costume design, musical accompaniment, lighting design, prop selection, and/or character development (M; EU 1).
- Perform a skit focused on the utilization of three random props (M; EU 1).
- Design and create a puppet and its performance piece to develop character, story, and elements of performance arts. Then, perform the piece for the class. (M; EU 1, 2)
- Engage in a variety of theatre games to help develop the elements of performance art (M; EU 1-3).
- Attend a live performance and evaluate for the elements of performance art (M; EU 1-3).
- Find a song where the lyrics, the style, and/or the sound portrays characters' motivations and/or relationships, and then create an original music video to accompany the song and express the motivation and/or relationship.(M; EU1)
- View and evaluate the use of music in the opening scene of *Up* (M; EU 3).
- Compare/contrast different versions of the same scene based on the elements of performance art (M; EU 3).
- Analyze how an audience's perspectives influence the theater experience (M; EU 3).
- Discuss a variety of real world situations where performance art elements are used (T; EU 1-3).
- Research pop culture figures (including, but not limited to LGBTQ+ figures) who mirror characters in a given play/scene (T; EU 3).
- You are a movie critic. Examine and critique a movie for set design, costume design, musical accompaniment, lighting design, prop selection, and/or character development. Further analyze the effect of these elements on the audience (T, EU 1-3).

- You are the musical director of a new show. Choose a piece of music you feel enhances the mood of a scene in a movie/play and explain to the director why your choice would enhance the scene (T, EU 1 and 3).
- You will present to the class a media clip (movie, YouTube, commercial, play, etc.) that highlights characters' motivations and/or relationships, and then explain how that motivation or relationship drives the story (T, EU 2).
- Select a classic character who parallels someone in pop culture or the media. Create a presentation educating your classmates about their commonalities (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

Plays purchased from ArtReach Plays for Kids (<https://childrenstheatreplays.com/a-welcome.htm>)

Costumes and props for performances - Captain Hook, Peter Pan, Tinkerbell, Tin Man, Scarecrow, Wicked Witch, Lion, Dorothy, Snow White, Aladdin, Jasmine, the Rabbit, Alice, Cheshire Cat, Mad Hatter, Santa, and Mrs. Claus costumes, Crayon costumes, party hats (for crayons)

Applicable films at the discretion of the teacher (included, but not limited to: Peter Pan, Aladdin, Into the Woods, Alice in Wonderland, Up)

Live performances (if applicable)

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.