



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Acting Curriculum

Course Description: Basic to advanced skills of acting will be studied in this course. Students will experience duet acting, monologues, ensemble acting, period-style acting, dialects, and musical theatre performances. Experiences in playwriting as well as directing will also occur as a part of this course. Extra-curricular involvement in school productions is encouraged.

Curriculum Standards:

- Missouri Learning Standards - Fine Arts - Theatre Standards
- National Core Arts Standards - Theatre

Scope and Sequence:

Timeframe	Unit	Instructional Topics
15 Blocks	Welcome Back to Theatre!	Topic 1: Building Creativity Topic 2: Ensemble Activities Topic 3: Technical Skills Topic 4: Pantomime
30 Blocks	Performance	Topic 1: Duet Acting Topic 2: Monologues Topic 3: Group (Ensemble) Acting Topic 4: Period-Style Acting Topic 5: Dialects Topic 6: Musical Theatre
10 Blocks	Playwriting	Topic 1: Playwriting
25 Blocks	Directing	Topic 1: Directing a Scene or Play Topic 2: Rehearse and Polish a Scene or Play

Curriculum Revision Tracking

Spring 2026

- Added Learning Targets
- Updated Engaging Scenarios
- Updated Engaging Experiences

Fall 2019

- Updated to new Missouri Learning Standards for Fine Arts

Unit 1: Welcome Back to Theatre

Subject: Acting

Grade: 10-12

Name of Unit: Welcome Back to Theatre

Length of Unit: 15 Blocks

Overview of Unit: In this unit, students will use appropriate terminology to communicate the vision of the director. They will also learn how actors use warm-up techniques to increase stage awareness and mobility, as well as emotional and sensory recall in performances. Finally, they will learn how actors use techniques to express thoughts, feelings, and actions of a character.

Priority Standards for unit:

- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr5.1.III.b Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Cn1.1.2.I.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Supporting Standards for unit:

- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Learning Targets:

Priority Standard: TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify and describe various acting techniques and explain when they are most effective in rehearsal or performance.	1
	Understanding
Students will apply multiple acting techniques (such as voice, movement, and emotional connection) to strengthen their performance during rehearsal.	4
	Creating
Students will reflect on their use of acting techniques and make adjustments to improve clarity, authenticity, and audience impact.	4
	Evaluating

Priority Standard: TH:Pr5.1.III.b Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will demonstrate the ability to choose warm-ups or techniques (e.g., breath work, sensory exercises, physical loosening) that support their performance goals.	2
	Applying
Students will justify their choices by connecting each exercise to character objectives, emotional demands, or technical challenges in the script.	3
	Analyzing
Students will show that they can maintain a preparation process that supports stamina, emotional safety, and character authenticity throughout rehearsals and performances.	4
	Creating

Priority Standard: TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze a piece and or scene to determine cultural and emotional context for both the characters and circumstances.	3
	Analyzing
Students will outline basic character choices like posture, voice, and facial expressions to fit the context	4
	Creating
Students will perform character choices in rehearsal and in front of peers for feedback on their choices.	4
	Evaluating

Priority Standard: TH:Cn11.2.I.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify the social and cultural context of a drama/theatre work and explain why understanding background information matters for performance.	1
	Understanding

Students will use basic research methods (such as reading, discussion, and source analysis) to gather information about the time period, culture, and social issues connected to a drama/theatre work.	2
	Applying
Students will connect their research findings to performance choices, explaining how the social and cultural background of a work influences character development and storytelling.	3
	Analyzing

Essential Questions:

1. What is the appropriate terminology used in a theatrical production and how is it used to communicate the vision of the director?
2. How do performers apply warm-up techniques to increase stage awareness and mobility?
3. Why is it important for actors to use emotional and sensory recall in performances?
4. How do actors use techniques to express thoughts, feelings and actions of a character?

Enduring Understanding/Big Ideas:

1. See vocabulary list on appropriate terminology. Using consistent terminology on the stage to create an environment in which actors and directors are able to collaborate effectively.
2. Performers apply warm-up techniques to increase stage awareness and mobility through various activities.
3. Actors use emotional and sensory recall in performances to increase the realism and believability of a performance.
4. Actors use techniques to express thoughts, feelings and actions of a character through various creative activities.

Unit Vocabulary:

- Character
- Collaboration
- Context
- Dialogue
- Genre
- Rising Action
- Subtext
- Actor
- Catharsis
- Cold Reading
- Concentration
- Cue
- Director
- Dramatic Structure
- Dramaturge
- Emotional Memory
- Ensemble
- Exposition
- Improvisation
- Mime
- Monologue
- Motivation
- Objective
- Pacing
- Pantomime
- Pitch
- Play
- Playwright
- Position
- Projection
- Rehearsal
- Run-through
- Script
- Sense Memory

Topic 1: Building Creativity

Engaging Experience 1

Title: Zip, Zap, Zop

Suggested Length of Time: ½ Block

Standards Addressed

Priority:

- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr5.1.III.b Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

Supporting:

- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Detailed Description/Instructions: Players must follow the strict, repeating order: Zip → Zap → Zop → Zip....The initiator claps and points toward another player while saying "Zip." The recipient then claps/points at another person saying "Zap," and the next person says "Zop." The "energy" can be sent to anyone in the circle, not just neighbors. Players who break the sequence (e.g., say "Zap" after "Zap"), hesitate, or miss a beat are typically eliminated until only one or three players remain. Maintain constant eye contact, keep the tempo fast, and use body language to clearly indicate the recipient.

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Experience 2

Title: One Minute Life Stories

Suggested Length of Time: ½ Block

Standards Addressed

Priority:

- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

Supporting:

- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Detailed Description/Instructions: In pairs, one person tells their life story in one minute. The other person listens and doesn't interrupt. At the end of the minute the listener repeats back as much as they remember. Used to get to know each other and also show active listening.

Bloom's Levels: Applying

Webb's DOK: 2

Topic 2: Ensemble Activities

Engaging Experience 1

Title: Mirror Exercise

Suggested Length of Time: ½ Block

Standards Addressed

Priority:

- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr5.1.III.b Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

Supporting:

- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Detailed Description/Instructions: In pairs, students take turns leading and following slow, deliberate movements while maintaining eye contact. Emphasis is placed on synchronization, control, and observation.

Bloom's Levels: Applying

Webb's DOK: 2

Topic 3: Technical Skills

Engaging Experience 1

Title: Technical Skills Understanding - Staging

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.

Supporting:

- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Detailed Description/Instructions: In groups of 3–4, students are given a brief scripted or devised scenario that includes clear given circumstances. Each group must:

- Assign roles
- Plan blocking that reflects character relationships and objectives
- Incorporate at least two staging techniques (e.g., crossing, levels, motivated movement, use of stage areas)
- Students rehearse and prepare a short performance (30–60 seconds).

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Oral Interpretation

Suggested Length of Time: 2 Blocks

Standards Addressed

Priority:

- TH:Cn11.2.I.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Supporting:

- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Detailed Description/Instructions: Present an oral interpretation of a piece of literature. This selection may be a portion of a novel, a short story, a children's story, a group of poems, a famous speech, etc.

Students introduce the piece before you begin your interpretation. In the introduction, students address the following: Name, the author and title of the piece, why the student chose this piece, topic, genre, significance of the piece, theme

Prepare the presentation by interpreting meaning/mood/or intent:

- Find words in selection that demonstrate mood and decide how you can convey your interpretation.

- Use changes in pitch, volume, and rate to make the story vivid.
- Use facial and other physical expressions to convey mood.
- Make performance notes on your script
- Practice presenting the selection so you are able to give eye contact and connect with the audience.
- The Final Draft of the script must be mounted on firm paper and marked for performance.

Students will be evaluated on the use of: Rate, pauses, pitch, volume, clarity of speech, enthusiasm, eye contact, posture

Bloom's Levels: Applying

Webb's DOK: 2

Topic 4: Pantomime

Engaging Experience 1

Title: Individual Pantomime Scene

Suggested Length of Time: 2 Blocks

Standards Addressed

Priority:

- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.

Supporting:

- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Detailed Description/Instructions: Students will engage in original pantomime storytelling by creating a short 2-minute scene in which they will create a story with beginning, middle and end.

Bloom's Levels: Creating

Webb's DOK: 4

Engaging Scenario

Engaging Scenario: Pantomime Activity

Students will engage in the following pantomime storytelling scene individually. This scene will be no more than three- minutes long, and will consist of a beginning, middle and end.

Individual Pantomime Activity:

In this performance you will pantomime an activity you do often, following these steps:

1. Choose an activity that you can pantomime in about two minutes.
2. Practice the activity as you normally would do it, using the actual objects, furnishings, and materials.
3. Break the activity into steps, analyzing each one.
4. Record the sequence of actions. Take note of small details that are likely to be overlooked.
5. Rehearse with the specific objects you use - your hairbrush, for example, not an imaginary brush.
6. After rehearsing with real objects, try pantomiming several times. Check your pantomime against your outline. You might want to use real objects again to confirm the exactness of your pantomime.

Engaging Scenario: Unspoken

Students will design and perform an original non-verbal performance set to a song selected from the class music playlist. Using the light board and sound board, students will write lighting cues using color and cue their chosen song to enhance their piece. The performance must tell a story or convey emotion entirely without dialogue, integrating both technical and performance elements into a cohesive showcase.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Building Creativity	Zip, Zap, Zop	Zip, Zap, Zop is a fast-paced ensemble game that builds focus, energy, and group awareness. Players pass “energy” around the circle using a repeating sequence of <i>Zip</i> → <i>Zap</i> → <i>Zop</i> , relying on eye contact, quick thinking, and clear body language to keep the pattern moving smoothly. The activity challenges participants to stay mentally present, react quickly, and work collaboratively while maintaining rhythm and momentum within the group.	½ Block
Building Creativity	One Minute Life Stories	In pairs, one person tells their life story in one minute. The other person listens and doesn’t interrupt. At the end of the minute the listener repeats back as much as they remember. Used to get to know each other and also show active listening.	½ Block
Ensemble Activities	Mirror Exercise	In pairs, students take turns leading and following slow, deliberate movements while maintaining eye contact. Emphasis is placed on synchronization, control, and observation.	½ Block
Technical Skills	Technical Skills Understanding - Staging	Students work in small groups to rehearse and stage a short scripted or devised scene based on provided circumstances. Groups assign roles, plan purposeful blocking that communicates character relationships and objectives, and incorporate staging techniques such as movement, levels, and use of space. The activity emphasizes collaboration, intentional decision-making, and the use of	1 Block

		physical staging to enhance storytelling in performance.	
Technical Skills	Oral Interpretation	Students prepare and present an oral interpretation of a selected piece of literature, such as a novel excerpt, poem, speech, or short story. After introducing the author, title, and significance of the selection, students interpret the text by analyzing mood, meaning, and intent. Through intentional vocal choices, facial expressions, and physical presence, students bring the piece to life while demonstrating strong performance techniques and audience connection. The activity emphasizes expressive reading, thoughtful analysis, and effective communication skills.	1 Block
Pantomime	Individual Pantomime Scene	Students will engage in original pantomime storytelling by creating a short 2-minute scene in which they will create a story with beginning, middle and end.	2 Blocks

Unit 2: Performance

Subject: Acting

Grade: 10-12

Name of Unit: Performance

Length of Unit: 30 Blocks

Overview of Unit: In this unit, students will learn why the physical, emotional, and social dimensions of characters are important when developing realistic characters, as well as why actors use various classical and contemporary acting techniques and methods.

Priority Standards for unit:

- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting Standards for unit:

- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

Learning Targets:

Priority Standard: TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify common theatrical staging conventions (such as blocking, sight lines, and stage areas) and explain how they support storytelling.	Understanding
	1
Students will apply staging conventions to block and rehearse a scripted or devised scene, making revisions based on feedback from peers and the teacher.	Applying
	3
Students will revise and refine their staging choices through repeated rehearsal, demonstrating how changes improve clarity, pacing, and audience engagement.	Evaluating
	4

Priority Standard: TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify and describe how physical choices (movement, gesture, posture), vocal choices (pitch, rate, volume), and emotional choices contribute to a believable performance.	Understanding
	1
Students will experiment with a range of physical, vocal, and emotional choices during rehearsal to discover what best serves their character and the story.	Applying
	3
Students will evaluate and adjust their physical, vocal, and emotional choices to create a performance that is authentic, believable, and relevant to the drama/theatre work.	Evaluating
	4

Priority Standard: TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze the given circumstances of a scene (who, what, where, when, why) and explain how those circumstances shape a character's objectives and behavior.	Analyzing
	2
Students will make deliberate character choices—including movement, voice, and motivation—that are grounded in the given circumstances of the text.	Applying
	3
Students will create a fully developed character performance that demonstrates how given circumstances drive a character's thoughts, feelings, and actions throughout a scene.	Creating
	4

Priority Standard: TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify and describe a range of acting techniques (such as emotional memory, sense memory, the magic if, and objectives/tactics) and explain when each is useful.	Understanding
	1
Students will apply multiple acting techniques during rehearsal to deepen character development and strengthen performance quality.	Applying
	3
Students will reflect on and evaluate their use of acting techniques, making adjustments to improve authenticity, emotional truth, and audience connection.	Evaluating
	4

Priority Standard: TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain how awareness of audience affects performance choices such as projection, pacing, and staging.	Understanding
	1
Students will prepare and rehearse a scripted work with attention to the needs of a specific audience, incorporating feedback to polish the performance.	Applying
	3
Students will deliver a polished, fully memorized performance of a scripted work for peers or an invited audience, demonstrating sustained character, clear storytelling, and audience awareness.	Creating
	4

Essential Questions:

1. What are the essential terminology and skills used by actors and why is it important for actors to be familiar with them?
2. Why are the physical, emotional, and social dimensions of characters important when developing realistic characters?
3. Why do actors utilize various classical and contemporary acting techniques and methods?

Enduring Understanding/Big Ideas:

1. Actors develop and portray characters using a set of terminology and skills that are unique to the craft.
2. Actors must be familiar with the distinct qualities and experiences of the characters they create. Characters in a play, just like real people, are shaped by their life experience.
3. Plays and characters from a variety of time periods rely on accurate historical portrayal as well as the different theatrical styles utilized throughout history.

Unit Vocabulary:

- | | | |
|--------------------|---------------------|----------------|
| • Characterization | • Emotional memory | • Quality |
| • Monologue | • Magic if | • Rate |
| • Action | • Motivation | • Sense memory |
| • Business | • Objective | • Subtext |
| • Centering | • Obstacle | • Tactic |
| • Cheat out | • Phrasing | • Tempo |
| • Counter-cross | • Pitch | • Upstaging |
| • Cross | • Prepared audition | • Volume |

Topic 1: Duet Acting

Engaging Experience 1

Title: Scene with a Partner

Suggested Length of Time: 5 Blocks

Standards Addressed

Priority:

- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:

- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

Detailed Description/Instructions: Working together with a partner, students will select a short (2-5 minutes) scene from a modern published play. The students will work on character development, analysis, and memorization while rehearsing stage business and interaction. Throughout the rehearsal period, students may workshop with the teacher and peers to revise and polish the scenes. Following the rehearsal period, students will perform for the class.

Bloom's Levels: Creating

Webb's DOK: 4

Topic 2: Monologues

Engaging Experience 1

Title: Monologue Performance

Suggested Length of Time: 5 Blocks

Standards Addressed

Priority:

- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:

- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

Detailed Description/Instructions: Students will select monologues from modern published plays 1-2 minutes in length. Using performance skills practiced in Unit 1, the students will rehearse and polish individual monologues. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class.

Bloom's Levels: Creating

Webb's DOK: 4

Topic 3: Group (Ensemble) Acting

Engaging Experience 1

Title: Ensemble Scenes

Suggested Length of Time: 5 Blocks

Standards Addressed

Priority:

- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:

- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

Detailed Description/Instructions: Working together in groups of 3-4 students, groups will select a 5-7-minute-long scene from a modern published play. The students will work on character development, analysis, and memorization while rehearsing stage business and interaction. Students will address the unique challenges of staging a scene with a larger group. Throughout the rehearsal period, students may workshop with the teacher and peers to revise and polish the scenes. Following the rehearsal period, students will perform for the class.

Bloom's Levels: Creating

Webb's DOK: 4

Topic 4: Period-Style Acting

Engaging Experience 1

Title: Period Style Monologue

Suggested Length of Time: 5 Blocks

Standards Addressed

Priority:

- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:

- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

Detailed Description/Instructions: Students will select short monologues from published plays in a variety of time periods. Example time periods/styles may include Ancient Greek, Roman, Medieval, English Renaissance/Shakespeare, Commedia Dell'Arte, Restoration, 17th Century, French/Moliere, Romanticism, Absurdism, Dadaism, Surrealism, Existentialism. By researching the elements of style in the chosen time period, students will create authentic characterizations implementing appropriate movement, vocal technique and interpersonal interactions of the time period. Students will rehearse their chosen monologue. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class.

Bloom's Levels: Creating

Webb's DOK: 4

Engaging Experience 2

Title: Period Style Scene

Suggested Length of Time: 5 Blocks

Standards Addressed

Priority:

- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:

- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

Detailed Description/Instructions: Students will select short scenes from published plays in a variety of time periods. Example time periods/styles may include: Ancient Greek, Roman, Medieval, English Renaissance/Shakespeare, Commedia Dell'Arte, Restoration, 17th Century, French/Moliere, Romanticism, Absurdism, Dadaism, Surrealism, Existentialism. By researching the elements of style in the chosen time period, students will create authentic characterizations implementing appropriate movement, vocal technique and interpersonal interactions of the time period. Students will rehearse their chosen scene. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class.

Bloom's Levels: Creating

Webb's DOK: 4

Topic 5: Dialects

Engaging Experience 1

Title: Dialect Monologues

Suggested Length of Time: 5 Blocks

Standards Addressed

Priority:

- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:

- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

Detailed Description/Instructions: Students will choose a dialect in which to perform a monologue. Example dialects may include British, German, Russian, Australian, and a variety of dialects present in the United States. After choosing a dialect, students will research and find examples of the dialect to practice with. An example resource is the International Dialects of English Archive found online at <http://www.dialectsarchive.com/>. Students will choose a monologue from a published play that will lend itself to the chosen dialect. Through rehearsal, students will polish the chosen dialect while working on characterization and staging. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class.

Bloom's Levels: Creating

Webb's DOK: 4

Topic 6: Musical Theatre

Engaging Experience 1

Title: Mock Audition

Suggested Length of Time: 5 Blocks

Standards Addressed

Priority:

- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- TH:Cr3.1.I.b Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:

- TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a drama/theatre work.

Detailed Description/Instructions: Students will engage in a musical theatre mock audition activity. Students will be required to:

- Sing at least 16 bars from a (fully memorized) Broadway-style musical
- Perform the dance taught prior to the audition
- Perform a 1-minute (fully memorized) contemporary monologue
- Create a professional acting resume

Bloom's Levels: Creating

Webb's DOK: 4

Engaging Scenario

Engaging Scenario: Wild Card

The culminating activity for this unit is a “Wild Card” performance project. Students will be able to select from any of the topics in this unit (Monologue, Scene, Period Style, Dialects, Musical Theatre) and create an individual performance or a performance with a partner. Through rehearsal and workshopping, students will polish the staging, characterization, and interpersonal interactions to ultimately present a performance to the class or invited audience.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Duet Acting	Scene with a Partner	Working together with a partner, students will select a short (2-5 minutes) scene from a modern published play. The students will work on character development, analysis, memorization while rehearsing stage business and interaction. Throughout the rehearsal period, students may workshop with the teacher and peers to revise and polish the scenes. Following the rehearsal period, students will perform for the class.	4-5 Blocks
Monologues	Monologue Performance	Students will select monologues from modern published plays 1-2 minutes in length. Using performance skills practiced in Unit 1, the students will rehearse and polish individual monologues. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class.	4-5 Blocks
Group (Ensemble) Acting	Ensemble Scenes	Working together in groups of 3-4 students, groups will select a 5-7-minute-long scene from a modern published play. The students will work on character development, analysis, memorization while rehearsing stage business and interaction. Students will address the unique challenges of staging a scene with a larger group. Throughout the rehearsal period, students may workshop with the teacher and peers to revise and polish the scenes.	4-5 Blocks

		Following the rehearsal period, students will perform for the class.	
Period-Style Acting	Period Style Monologue	Students will select short monologues from published plays in a variety of time periods. Example time periods/styles may include: Ancient Greek, Roman, Medieval, English Renaissance/Shakespeare, Commedia Dell'Arte, Restoration, 17th Century, French/Moliere, Romanticism, Absurdism, Dadaism, Surrealism, Existentialism. By researching the elements of style in the chosen time period, students will create authentic characterizations implementing appropriate movement, vocal technique and interpersonal interactions of the time period. Students will rehearse their chosen monologue. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class.	4-5 Blocks
Period-Style Acting	Period Style Scene	Students will select short scenes from published plays in a variety of time periods. Example time periods/styles may include: Ancient Greek, Roman, Medieval, English Renaissance/ Shakespeare, Commedia Dell'Arte, Restoration, 17th Century, French/Moliere, Romanticism, Absurdism, Dadaism, Surrealism, Existentialism. By researching the elements of style in the chosen time period, students will create authentic characterizations implementing appropriate movement, vocal technique and interpersonal interactions of the time period. Students will rehearse their chosen scene. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve	4-5 Blocks

		performance. Following the rehearsal period, students will perform for the class.	
Dialects	Dialect Monologues	Students will choose a dialect in which to perform a monologue. Example dialects may include British, German, Russian, Australian, and a variety of dialects present in the United States. After choosing a dialect, students will research and find examples of the dialect to practice with. An example resource is the International Dialects of English Archive found online at http://www.dialectsarchive.com/. Students will choose a monologue from a published play that will lend itself to the chosen dialect. Through rehearsal, students will polish the chosen dialect while working on characterization and staging. Throughout the rehearsal period, students may workshop with the teacher and peers to receive constructive criticism and positive critiques to improve performance. Following the rehearsal period, students will perform for the class.	4-5 Blocks
Musical Theatre	Mock Audition	Students will engage in a musical theatre mock audition activity. Students will be required to: • Sing at least 16 bars from a (fully memorized) Broadway-style musical • Perform the dance taught prior to the audition • Perform a 1-minute (fully memorized) contemporary monologue • Create a professional acting resume	4-5 Blocks

Unit 3: Playwriting

Subject: Acting

Grade: 10-12

Name of Unit: Playwriting

Length of Unit: 10 Blocks

Overview of Unit: In this unit, students will learn how writers approach writing an original scene using character development and plot elements.

Priority Standards for unit:

- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

Supporting Standards for unit:

- TH:Cr1.1.I.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- TH:Cn1.1.I.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Learning Targets:

Priority Standard: TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will apply basic staging conventions (blocking, levels, and stage directions) when practicing a scripted or devised scene.	2
	Applying
Students will revise their performances by making intentional changes to movement, positioning, and stage composition to improve clarity and storytelling	4
	Evaluating
Students will receive feedback from peers and their teacher to refine their staging choices and strengthen their performance.	4
	Evaluating

Essential Questions:

1. How do writers approach writing an original scene utilizing character development and plot elements?

Enduring Understanding/Big Ideas:

1. Writers approach writing an original scene by group collaboration, improvisation and other various techniques.

Unit Vocabulary:

- | | | |
|---------------|-------------|--------------|
| • Antagonist | • Dialogue | • Playwright |
| • Conflict | • Monologue | |
| • Protagonist | • Play | |

Topic 1: Playwriting

Engaging Experience 1

Title: Improvised Scene Creation

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- TH:Cr3.1.1.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

Supporting:

- TH:Cr1.1.1.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.

Detailed Description/Instructions: Groups are given a simple prompt (e.g., “lost in a magical forest,” “a problem at a birthday party,” “an unexpected visitor”).

Students create a short improvised scene that must include:

- At least two distinct character
- A clear problem and resolution
- Intentional use of staging (levels, movement, and focus)

Groups perform their scenes for the class.

Bloom’s Levels: Analyzing

Webb’s DOK: 3

Engaging Experience 2

Title: Guided Research

Suggested Length of Time: ½ Block

Standards Addressed

Priority:

- TH:Cr3.1.1.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

Supporting:

- TH:Cr1.1.1.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- TH:Cn1.1.1.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Detailed Description/Instructions: Students work in small groups to research examples of children’s theatre (scripts, recorded performances, or summaries provided by the teacher). Each group is assigned or selects a specific type or style (e.g., fairy tale adaptation, educational theatre, musical storytelling). Students will document their findings using a structured organizer, focusing on:

- Story Elements: plot, characters, conflict, resolution
- Staging Techniques: use of space, movement, levels, and focus

- Visual Composition: costumes, props, set design, and overall visual impact
- Audience Considerations: age-appropriateness, engagement strategies
- Social/Cultural Context: what values, themes, or cultural elements are present?

Bloom's Levels: Analyzing

Webb's DOK: 3

Engaging Experience 3

Title: Children's Theatre Playwriting

Suggested Length of Time: 5 Blocks

Standards Addressed

Priority:

- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

Supporting:

- TH:Cr1.1.I.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- TH:Cn1.1.I.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Detailed Description/Instructions: Students will work in groups of 3-4 to create a children's theatre performance. This script will be 20-30 minutes in length.

Bloom's Levels: Creating

Webb's DOK: 4

Engaging Experience 4

Title: Children's Theatre Editing

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

Supporting:

- TH:Cr1.1.I.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- TH:Cn1.1.I.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Detailed Description/Instructions: Students will engage in the editing process. Groups will exchange plays and attempt to perform and read-through them in an effort to create a polished play.

Bloom's Levels: Evaluating

Webb's DOK: 4

Engaging Scenario

Engaging Scenario: Public Children's Performance

Students will take on the role of a professional theatre company commissioned to create an original children's theatre production for a local elementary school audience. Their task is to collaboratively develop, research, write, revise, and prepare a fully staged script that is engaging, age-appropriate, and visually compelling.

Throughout the scenario, students will begin by generating ideas through improvisation, experimenting with characters, conflicts, and staging choices. They will then analyze existing children's theatre to understand audience needs, cultural context, and effective storytelling techniques. Using this research, student groups will devise and write an original 20–30 minute play, intentionally applying staging conventions to enhance clarity and engagement.

Finally, students will participate in a peer editing and performance workshop process, where scripts are exchanged, read, and performed by other groups. This process will challenge students to evaluate how well their work communicates to an audience and revise their scripts accordingly.

If there is time, space, and opportunity, students can bring their production to a local elementary school or invite the elementary school to the home high school to watch the production.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Playwriting	Improvised Scene Creation	Groups are given a simple prompt (e.g., “lost in a magical forest,” “a problem at a birthday party,” “an unexpected visitor”). Students create a short improvised scene that must include: • At least two distinct character • A clear problem and resolution • Intentional use of staging (levels, movement, and focus) Groups perform their scenes for the class.	1 Block
Playwriting	Guided Research	Students work in small groups to research examples of children’s theatre (scripts, recorded performances, or summaries provided by the teacher). Each group is assigned or selects a specific type or style (e.g., fairy tale adaptation, educational theatre, musical storytelling). Students will document their findings using a structured organizer, focusing on: • Story Elements: plot, characters, conflict, resolution • Staging Techniques: use of space, movement, levels, and focus • Visual Composition: costumes, props, set design, and overall visual impact	½ Block

		• Audience Considerations: age-appropriateness, engagement strategies • Social/Cultural Context: what values, themes, or cultural elements are present?	
Playwriting	Children's Theatre Playwriting	Students will work in groups of 3-4 to create a children's theatre performance. This script will be 20-30 minutes in length.	5 Blocks
Playwriting	Children's Theatre Editing	Students will engage in the editing process. Groups will exchange plays and attempt to perform and read-through them in an effort to create a polished play.	1 Block

Unit 4: Directing

Subject: Acting

Grade: 10-12

Name of Unit: Directing

Length of Unit: 25 Blocks

Overview of Unit: Students will learn how to identify the role of the director in a production, how a director defines the playwright's intent of a script, and how a director blocks a scene. Additionally, students will learn how to evaluate the effectiveness of a director in a production, as well as learn the process of engaging in rehearsal.

Priority Standards for unit:

- TH:Cr2.I.b Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
- TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting Standards for unit:

- TH:Re8.1.I.a Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
- TH:Re9.1.I.b Consider the aesthetics of the production elements in a drama/theatre work.

Learning Targets:

Priority Standard: TH:Cr2.I.b Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain the responsibilities of actors, directors, playwrights, and designers and how each contributes to the creation of a theatre production.	1
	Understanding
Students will communicate a directorial vision clearly to collaborate with actors to shape character choices that honor the playwright's intentions	Analyzing
	3
Students will reflect on and evaluate how the collaborative process among director, actors, playwright, and designers impacts the final performance of the scene	Evaluating
	4

Priority Standard: TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze and apply basic design concepts (such as staging, props, costumes, or lighting ideas) to support the scene's meaning.	Analyzing
	3
Students will observe and describe what is seen, heard, and felt during rehearsals and performances to identify what makes artistic choices effective.	Evaluating
	4
Students will apply criteria to give constructive feedback and make revisions that strengthen the overall performance of the scene.	Creating
	4

Priority Standard: TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will guide actors through effective rehearsals by giving constructive, actionable feedback that supports believable performance choices	Creating
	4
Students will stage and present a polished scene that demonstrates purposeful blocking, clear storytelling, and engagement with a specific audience.	Creating
	4

Essential Questions:

1. How do students identify the role of the director in a production?
2. How does a director define the playwright's intent of a script?
3. How does a director block a scene?
4. How do students evaluate the effectiveness of a director in a production?
5. Why do students engage in rehearsal and what should the process look like?

Enduring Understanding/Big Ideas:

1. Students will identify the role of the director through classroom discussion and guided instruction.
2. A director defines the playwright's intent of a script through cultural, historical and textual research.
3. A director blocks a scene by creating a realistic stage image of the relationships between characters.
4. Students evaluate the effectiveness of a director in a production by analyzing various performance and technical aspects of the performance.
5. Students engage in the rehearsal process to make important performance decisions in a collaborative effort. The process should be engaging and verbally collaborative in nature.

Unit Vocabulary:

- | | | |
|---------------------|--------------------|------------------|
| ● Antagonist | ● Resolution | ● Major Dramatic |
| ● Characterization | ● Author's Intent | Question |
| ● Climax | ● Blocking | ● Promptbook |
| ● Foreshadowing | ● Composition | ● Sensory Recall |
| ● Inciting Incident | ● Director | ● Stage Picture |
| ● Protagonist | ● Emotional Recall | |

Topic 1: Directing a Scene or Play

Engaging Experience 1

Title: Director's Promptbook

Suggested Length of Time: 2 Blocks

Standards Addressed

Priority:

- TH:Cr2.1.b Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
- TH:Re7.1.1.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Supporting:

- TH:Re8.1.1.a Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
- TH:Re9.1.1.b Consider the aesthetics of the production elements in a drama/theatre work.

Detailed Description/Instructions: Students will plan for production by creating a director's promptbook which contains the following:

- The Script (Marked Up)
 - The full script with annotations, interpretive notes, and directorial ideas
 - Highlighted lines, beats, and moments of emphasis
 - Notes on character objectives, relationships, and emotional shifts
- Blocking Notes
 - Detailed records of where actors move onstage
 - Diagrams or ground plans showing positions and pathways
 - Explanations of motivation behind movement
- Rehearsal Plans & Schedules
 - Daily rehearsal agendas
 - Goals for each rehearsal session
 - Notes on progress, challenges, and next steps
- Technical Cues
 - Lighting cues (when lights change and how)
 - Sound cues (music, effects, transitions)
 - Scenic transitions or prop handoffs
- Design References
 - Costume sketches or color palettes
 - Set design drawings or photos
 - Props lists and descriptions
- Director's Vision & Concept Statement
 - A written explanation of the overall artistic approach

- Themes, mood, and style choices
- Notes on how the production should connect with the audience
- Contact Sheets & Production Info
 - Cast and crew lists
 - Rehearsal rules or expectations
 - Performance dates and deadlines

Bloom's Levels: Understanding

Webb's DOK: 1

Engaging Experience 2

Title: Blocking

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- TH:Cr2.I.b Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
- TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Supporting:

- TH:Re8.1.I.a Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
- TH:Re9.1.I.b Consider the aesthetics of the production elements in a drama/theatre work.

Detailed Description/Instructions: Students will collaborate with peers to analyze character motivations and create a plan for stage movement that aligns with the needs of the script.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 2: Rehearse and Polish a Scene or Play

Engaging Experience 1

Title: Blocking and Characterization

Suggested Length of Time: 4 Blocks

Standards Addressed

Priority:

- TH:Cr2.1.b Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
- TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Supporting:

- TH:Re8.1.I.a Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
- TH:Re9.1.I.b Consider the aesthetics of the production elements in a drama/theatre work.

Detailed Description/Instructions: After creating a plan for blocking, students will work with peers in rehearsals to further implement blocking and characterization. Directors will ensure actors have the props and scenery needed by the actors. Directors will engage with the actors in collaborative discussion during rehearsals and provide peers with feedback to improve performance.

Bloom's Levels: Creating

Webb's DOK: 4

Engaging Experience 2

Title: Rehearsal & Polish

Suggested Length of Time: 10 Blocks

Standards Addressed

Priority:

- TH:Pr6.1.I.a Perform a scripted drama/theatre work for a specific audience.

Supporting:

- TH:Re8.1.I.a Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
- TH:Re9.1.I.b Consider the aesthetics of the production elements in a drama/theatre work.

Detailed Description/Instructions: Directors and actors will apply what has been learned in rehearsals to conduct final dress rehearsals. Directors will implement all required technical elements such as props, scenery, costumes, lighting, and sound effects to prepare for the final performance.

Bloom's Levels: Creating

Webb's DOK: 4

Engaging Scenario

Engaging Scenario: Final Performance

Students will perform a 20-30-minute piece for the in-house pre-school **OR** perform a published piece for another invited group.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Directing a Scene or Play	Director's Promptbook	Students develop a director's promptbook to plan and organize a theatrical production. The promptbook includes a marked script, blocking and rehearsal plans, technical and design notes, and a director's vision statement. This project emphasizes artistic decision-making, organization, and the integration of performance, technical, and design elements to bring a production from concept to stage.	2 Blocks
Directing a Scene or Play	Blocking	Students will collaborate with peers to analyze character motivations and create a plan for stage movement that aligns with the needs of the script.	1 Block
Rehearse and Polish a Scene or Play	Blocking and Characterization	After creating a plan for blocking, students will work with peers in rehearsals to further implement blocking and characterization. Directors will ensure actors have the props and scenery needed by the actors. Directors will engage with the actors in collaborative discussion during rehearsals and provide peers with feedback to improve performance.	4 Blocks
Rehearse and Polish a Scene or Play	Rehearsal & Polish	Directors and actors will apply what has been learned in rehearsals to conduct final dress rehearsals. Directors will implement all required technical elements such as props, scenery, costumes, lighting, and sound effects to prepare for the final performance.	10 Blocks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.