

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: THEATRE ARTS II

Born On: August, 2020

Current Revision: August, 2026

Board Approval: 8/24/26

Assessment Evidence — Theatre

Benchmark

Mid-Unit and Final Performance/Project assessments, evaluated using a standards-referenced rubric aligned to NJSLS-VPA Anchor Standards for Theatre (Cr, Pr, Re, Cn — Creating, Performing, Responding, Connecting). Benchmarks mark checkpoints across a rehearsal or devising process, not just the final performance.

Formative

- All assignments (scene work, monologue drafts, script analysis, improvisation exercises) collected and graded according to a project-specific rubric aligned to targeted VPA standards and performance/craft objectives.
- Students actively participate in table work, rehearsal, and discussion, using accurate theatrical vocabulary (blocking, subtext, objective, given circumstances, stage terminology) to demonstrate conceptual understanding.
- Mid-process check-ins/run-throughs conducted as needed to reinforce technique, reinforce ensemble skills, and redirect character or staging choices before final performance.
- Full-class critique/feedback sessions held after scene work or performances, using a structured critique protocol (e.g., describe/analyze/interpret/judge) to build shared performance literacy and self/peer assessment skills.

Summative

Completed performances or projects (scene presentations, devised work, final monologues, tech/design projects) assessed against the rubric for technical proficiency (voice, movement, characterization), conceptual development (interpretation, ensemble work), and standards mastery.

Alternate

Approved alternate demonstrations of content or skill knowledge, available either as an accommodation/modification (per IEP/504) or as an instructional choice for any student, provided the alternate targets the same standard(s) and rigor as the standard assessment.

Approved Alternate Formats (by mode)

Mode	Example Product	NJSLS-VPA Alignment	Typical Use Case
Portfolio	Curated collection of scripts, character analyses, rehearsal logs, and reflections showing artistic growth across the marking period	Cr1, Cr2; Cn10, Cn11	Accommodation or choice
Recorded Performance	Video-recorded scene or monologue in lieu of live in-class performance, submitted for rubric-based assessment	Pr4, Pr5, Pr6	Accommodation or choice

Backstage/Design Role	Participation as stage manager, director, or designer (set/costume/lighting concept) in place of on-stage performance, assessed against equivalent standards	Cr3; Pr6 (production roles)	Accommodation or choice
Critique of Own or Peer Work	Written, oral, or recorded critique using formal critique structure applied to a performance or scene	Re7, Re8, Re9	Both
Technology-Supported	Digital performance journal, edited video reel of process/final performance, screen-recorded design walkthrough	Cn11; 9.4.12.TL (CLKS crosswalk)	Both

High School Theatre				
Unit 1: History of the Arts and Culture				
Time Allotted: Approximately 12 Weeks				
New Jersey Student Learning Standards (NJSLS)				
1.1.12.C.1 Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.				
1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.				
1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.				
1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.				
1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.				
1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.				
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	
- How have innovations in theatre impacted societal norms? - How does theatre influence society? - How does society influence theatre?	- Recognize the distinguishing characteristics of theatre from diverse cultures. - Trace the development of technical aspects of theatre throughout major points of	- Read at least one play from the following eras: - Ancient Greece - Medieval Europe - 17th Century France - 18th Century Germany	- Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance "notes."	

- How does exposure to various cultures influence our response to theatre?	- history. - Differentiate cultural implications and theatre conventions of diverse theatrical works and apply these implications and conventions to period and/or contemporary plays staged in the style appropriate for which it was created. - Characterize how multicultural perspectives generate multiple responses and/or meanings to art individually, emotionally, intellectually, and kinesthetically. - Compare and contrast conventions of ancient and contemporary world theatrical forms. - Analyze theatrical styles that challenge the social mores/zeitgeist of various historical periods. - Analyze how dramatic literature and theatre is used to sway public opinion and question social norms. - Analyze how the theatre experience has or has not changed across a spectrum of historical periods.	- Create a chronological chart that displays the seven eras of Western theatre. - Experience at least three of the cultural forms through videos: - Japanese Theatre - Latino Theatre - Opera - American Musical Theatre - Using online and video resources research one of the selected eras of theatrical innovations or cultural forms to complete a project: - Designing a set model - Performing scenes - Write a historical overview essay of a time period - Identify the distinguishing characteristics of a major period in Western theatrical innovation. - Examine applications and influences of technology in theatrical works and their impact on the performance and audience's perception and experiences around the world.	- Create PowerPoint presentations on actors who greatly impacted theatre. - Evaluate written reflections on theatre principles, including reports and journal responses, using a student-created rubric. - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. - Additional Assessments may include: - Analyzing primary source documents on the history of theatre and the cultures of origin. - Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research - Use technology to create a presentation on the impact of theatre on specific groups of people and historical events. Sample Assessment 1 Sample Scoring Guide 1 Sample Assessment 2 Sample Scoring Guide 2 Sample Assessment 3 Sample Scoring Guide 3
Resources/Materials	- <i>American Theatre Magazine</i> - <i>Playing Period Plays</i> by Lyn Oxenford		

	- <i>Drama of Color: Improvisation with Multi Ethnic Folklore</i> by Johnny Saldana - Digital Shakespeare Texts: http://www.folgerdigitaltexts.org/?chapter=4 - http://globalshakespeares.mit.edu/# - Glossary of Terms		
Interdisciplinary Connections	2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. 2.2.12.PF.1: Compare the short- and long- term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one’s lifetime. 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.		
21st Century Life and Careers	9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education. 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.		
Technology Standards	8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
● Use sentence/paragraph frames to assist with writing reports. ● Create a world wall with cultural theatre names/vocabulary. ● Work with a partner to	● Use sentence/paragraph frames to assist with writing reports. ● Create a world wall with cultural theatre names/vocabulary. ● Utilize graphic responses in	● Invite parents/guardians to participate in sharing cultural plays. ● Provide an outline for journal entries and study guides. ● Provide extended time for written responses and reports.	● Create an original play based on the cultural themes and theatre elements of a particular style. ● Incorporate multiple types of resources, including text, video, interviews, etc., into a report on an actor or playwright from specific time

develop written reports and journal entries. • Provide extended time for written responses and reports.	journals. • Provide extended time for written responses and reports.		period or culture.
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High School Theatre			
Unit 2: Aesthetic Response			
Time Allotted: Approximately 12 Weeks			
New Jersey Student Learning Standards (NJSLS)			
1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.		
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.		
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.		
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.		
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.		
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
- How do your personal experiences affect your script writing? - How can writing a script help an actor understand himself/herself and others or the world around them? - How do actors utilize a script to initiate character development? - What is the artist's	- Analyze the physical, emotional and social attributes of characters to make informed choices about character development derived from information in the script and the social, political, historical circumstances of the play. - Evaluate the technical and artistic merits of a theatrical production within the context of its social, historical and/or political significance, craftsmanship, and	- View and respond to a variety of live/video performances representing a range of styles (classical, Western, contemporary) and venues (Broadway, off-Broadway, college, high school) - Write reviews or comparative essay of two viewed performances contrasting performance elements, including	- Write a detailed assessment of the process and outcomes in both of the commencement projects, and participate in an extended oral critique of both projects with classmates and Instructors. - Analyze, critique and review performance from a range of styles and genres in live venues, film and video by identifying production and dramatic elements. - Demonstrate the ability to analyze the critiques and reviews of others.

intent? - What make a theatre work unique?	originality as criteria for an informed response regarding the successful communication of the director's vision. - Critique culturally and historically diverse plays and/or theatrical productions that incorporate archetypal values within the given cultural and historical context. - Ascertain the aesthetic of a theatrical production based on the technical production and performance values.	- Theatre performance space - Scenery, costumes, lighting - Timing and pacing - Research professional reviews of theatrical productions using computer resources -	Sample Assessment 1 Sample Scoring Guide 1 Sample Assessment 2 Sample Scoring Guide 2 Sample Assessment 3 Sample Scoring Guide 3
Resources/Materials	- High School Theater Critique Lesson Plan - American Theatre Magazine - www.theatremania.com - Hot Seat: Theatre Criticism for the New York Times, 1980 to 1993 - Glossary of Terms		
Interdisciplinary Connections	2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. 2.2.12.PF.1: Compare the short- and long- term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.		
21st Century Life and Careers	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason.		

	CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.		
Technology Standards	8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
● Provide list of vocabulary words commonly used with responding to/critiquing works of art (theater).	● Students are given scripts of appropriate difficulty. ● Scripts may vary in length, complexity of language, and dialect.	● Conference with teacher during the critique/review process.	● Write detailed reflections to live and/or video performances.

High School Theatre			
Unit 3: Performance			
Time Allotted: Approximately 12 Weeks			
New Jersey Student Learning Standards (NJSLS)			
1.1.12.C.3 Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.			
1.3.12.C.1 Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.			
1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.			
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
- How do performers choose the method of acting for a particular performance? - What are the different methods of training in drama? - What background work does a performer in preparation for a role do?	- Portray distinct characters that reflect physical, vocal and emotional choices in short and long form improvisation scenarios. - Develop the voice and body instruments by utilizing established physical and	- Design a character's makeup and costume using information from the script, historical contexts and other appropriate sources to inform the design. - Create a set design (ground plan) for a scene based on a script analysis, dramaturgical study, and	- Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance "notes." - Evaluate informal in-class

- How does a performer prepare for stepping onto the stage? - How do you control stage fright through relaxation techniques?	vocal techniques such as: Linklater, Rodenburg, Alexander, and Laban. - Demonstrate intentionality of the actor's choices by creating and performing physically, vocally and emotionally invested characters whose actions are justified by the script and/or situation. - Illustrate the attributes of safety, construction, and production of technical theatre elements.	director's vision that includes a justified use of three-dimensional space. - Create and develop justified textual and non-textual moments in a scene using sound and light, based on script analysis, dramaturgical study and director's vision - Write or devise a short original play that conforms to the dramatic structure of one theatrical genre with a clear beginning, middle, and end. - Direct a scene from a published or original work demonstrating suitable script analysis and clear visual aesthetics.	performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. Theatre Performance Rubric Sample Assessment 1 Sample Scoring Guide 1 Sample Assessment 2 Sample Scoring Guide 2 Sample Assessment 3 Sample Scoring Guide 3
Resources/Materials	<u>Suggested Plays</u> - Eugene O'Neill - Ah, Wilderness - Arthur Miller - The Crucible - Tennessee Williams - The Glass Menagerie - August Wilson - Fences - Anton Chekhov - The Cherry Orchard - Henrik Ibsen - A Doll's House <u>Suggested Contemporary Monologues</u> - Moving Parts by Nina by Shengold and Eric Lane - The Actor's Book of Contemporary Stage Monologues by Nina Shengold - Duo!: The Best Scenes for Two for the 21st Century by Rebecca Dunn Jaroff , Bob Shuman, Joyce E. Henry - Play the Scene: The Ultimate Collection of Contemporary and Classic Scenes and Monologues by Michael Schulman, Eva Mekler The Most Popular High School Plays And Musicals Glossary of Terms		
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Technology Standards	8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
● Create visual of common character emotions. ● Display labeled image of stage components. ● Highlight individual speaking parts to provide visual assistance during performance.	● Choose time, place, mood or theme to focus on when performing a particular theatrical piece. ● Work with a peer to develop a short theatre performance. ● Highlight individual speaking parts to provide visual assistance during performance.	● Invite parents/guardians to view and/or participate in a theatre performance. ● Break dialogue into smaller pieces. ● Conference with teacher during the acting planning process.	● Compare and contrast performance techniques from two or more theatrical styles and present findings to peers. ● Write and perform longer theatrical works, individually and in collaboration with peers. ● Create an acting resume.