Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Adapted Drama Curriculum

Course Description: In Adapted Drama, students explore theatre as both performers and production crew members through highly structured, accessible, and hands-on learning experiences. The course introduces foundational acting skills such as using voice, movement, and gesture to communicate meaning, while also building understanding of behind-the-scenes roles including costumes, props, sound, lighting, and stage management. Students engage in collaborative activities that support communication, decision-making, and participation at multiple levels, ensuring every learner has a meaningful role in the creative process. Throughout the course, students experience how theatre is created, rehearsed, and performed, culminating in supported performance opportunities where all students contribute to a shared production experience.

Curriculum Standards: Missouri Learning Standards - Fine Arts - Theatre Standards

Scope and Sequence:

Timeframe	Unit	Instructional Topics
30 Blocks	Unit 1: Welcome to Theatre	Topic 1: Daily Activities Topic 2: Storytelling Topic 3: Stage Vocabulary
10 Blocks	Unit 2: Elements of Theatre	Topic 1: Stories on Stage Topic 2: Backstage
30 Blocks	Unit 3: Performance in Theatre	Topic 1: My Lines Topic 2: Our Story Topic 3: The Show
10 Blocks	Unit 4: Theatre Careers & Showcase	Topic 1: Theatre Careers Topic 2: Running the Show

Using a Prompt Hierarchy in Adapted Drama

Students in adapted drama classes demonstrate learning in different ways and with varying levels of support. To recognize growth and participation for all learners, this curriculum uses a Prompt Hierarchy Framework. The prompt hierarchy identifies the level of assistance a student needs to successfully participate in an activity or demonstrate a learning target.

The goal is always to provide the least intrusive prompt necessary, promoting independence while ensuring students can access instruction and show their understanding. Student progress is measured not only by skill acquisition, but also by increased independence and reduced reliance on prompts over time.

Nature of Prompt	Type of Prompt	Description	Adapted Drama Example
Least Intrusive	Independent	Student completes the task without assistance.	Student independently identifies a character's emotion or follows a stage direction.
	Expectant Pause	Teacher provides wait time and an anticipatory look to indicate a response is expected.	Teacher asks, "How is the character feeling?" and waits for the student to respond.
	Indirect Verbal	Teacher provides a hint or cue without giving the answer.	"Look at the character's face. What do you notice?"
	Partial Verbal	Teacher provides part of the response or direction without giving the complete answer.	"This character looks..." and pauses for the student to finish.
	Direct Verbal	Teacher gives specific instructions telling the student exactly what to do.	"Point to the happy emotion card."
	Gestural	Teacher points, nods, looks toward, or gestures to the correct response.	Teacher points toward the correct stage area during a stage directions activity.
	Modeling	Teacher demonstrates the expected action or response.	Teacher demonstrates a sad facial expression for students to imitate.
	Partial Physical Guidance	Teacher provides a light physical prompt to initiate or guide a response.	Teacher gently taps a student's arm to prompt movement to stage right.
Most Intrusive	Full Physical Guidance	Teacher provides hand-over-hand or full physical assistance to complete the task.	Teacher uses hand-over-hand support to place story sequence cards in order.

Board Approved: November 12, 2026

How to fade prompts in Most to Least Prompting:

- Set criteria for changing prompts; once your student hits a particular number of days or sessions or trials at a particular prompt level, fade to the next level; take data to track progress
- Once you hit the criteria move to the next type of prompt; refer to our prompt hierarchy or order that is in Monday's post. Move up the list to less and less intrusive prompts.
- Fade magnitude than switch prompt type; before you switch from a gestural to a verbal prompt adjust the magnitude of the prompt. A dramatic point to an object is different that a nod of your head.

Curriculum Revision Tracking

Fall 2026

- Course created (writing began in Spring 2026 and Board-approved in Fall 2026)

Unit 1: Welcome to Theatre

Subject: Adapted Drama
Grade: 9-12
Name of Unit: Welcome to Theatre
Length of Unit: 30 Blocks
Overview of Unit: Students will explore foundational theatre skills through movement, storytelling, and visual supports to build communication, collaboration, and engagement.
In this unit, students are introduced to basic theatre concepts including emotion, character, storytelling, and stage directions (right, left, upstage, downstage). Through structured, hands-on activities, students participate in acting, sequencing, and movement-based experiences that make abstract theatre concepts concrete and accessible.
All activities are designed with multiple means of participation, allowing students to engage through movement, visual choices, communication devices, and modeling. The focus is on active participation, comprehension, and expressive engagement at each student's individual level.

Priority Standards for unit:

- TH:Pr5.A.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Re7.A.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
- TH:Cn11.B.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.
- TH:Cr1.A.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- TH:CR1.A.c Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

Learning Targets:

Priority Standard: TH:Pr5.A.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
Learning Targets
Students will identify basic acting techniques (e.g., facial expressions, breathing, movement, voice) using visual supports.
Students will recognize and match acting techniques to examples shown by the teacher or peers.
Students will imitate modeled acting techniques during structured activities (e.g., warm-ups, guided practice).

Students will use acting techniques with support (verbal, visual, or physical prompts) during rehearsal activities.

Priority Standard: TH:Re7.A.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
Learning Targets
Students will identify what they see, hear, or feel during a drama activity using visual supports.
Students will recognize and match sensory responses (see/hear/feel) to examples from a drama/theatre activity.
Students will respond to a drama experience by selecting choices that show how they felt (e.g., happy, confused, excited, calm).
Students will use visual supports or communication tools to express reactions to a drama/theatre moment.

Priority Standard: TH:Cn11.B.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.
Learning Targets
Students will identify what they see in a story or drama using pictures or visuals (characters, settings, objects).
Students will match pictures from a story to the correct category (character, setting, object).
Students will use visuals to identify where a story takes place (e.g., home, castle, farm, city).

Priority Standard: TH:Cr1.A.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
Learning Targets
Students will identify what they see in a drama activity or picture (characters, objects, settings).
Students will recognize visual elements in a drama/theatre work (costumes, props, settings, actions) when shown examples.
Students will match visual elements of a story or scene to pictures or symbols.

Priority Standard: TH:CR1.A.c Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
Learning Targets
Students will identify characters in a story or drama using pictures or visuals.
Students will match characters with simple traits or actions (e.g., happy, angry, running, eating).
Students will use visual supports to describe what a character is doing in a story or scene.

Essential Questions:

- How do actors use their body, voice, and face to tell a story?
- How do we understand and respond to stories we see and hear in theatre?
- How do pictures, actions, and feelings help us understand characters and stories?

Enduring Understanding/Big Ideas:

- Actors communicate meaning in theatre through movement, facial expression, and voice.
- People respond to theatre by noticing what they see and hear and expressing how it makes them feel or what they think is happening.
- Characters and stories become clear when we observe actions, emotions, and visual details.

Unit Vocabulary:

- actor
- audience
- stage
- character
- setting
- emotion
- action
- face
- voice
- right / left

Topic 1: Daily Activities

Engaging Experience 1

Title: Warm-ups

Standards Addressed

Priority:

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

Detailed Description/Instructions: Students will participate in a structured warm-up using breathing, rhythm, and movement to prepare for drama activities and support focus and engagement.

Students will begin with guided breathing (e.g., inhale through the nose, exhale through the mouth) to promote calmness and body awareness. They will then engage in tongue twisters or rhythmic phrases. Verbal students may repeat or echo words, while nonverbal students will clap or tap syllables to match the rhythm.

Students will also participate in movement activities such as stretching, simple yoga poses, or "shake it out" exercises. Movements can be completed standing or seated and adapted to meet individual needs.

Engaging Experience 2

Title: How Are You Feeling?

Standards Addressed

Priority:

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

Detailed Description/Instructions: Students will identify and express their emotions using visual supports to build communication, self-awareness, and engagement.

In this activity, students are shown emotion visuals (e.g., characters representing happy, sad, mad, disgust, worry, surprise). Students will select the emotion that matches how they feel at the start of class. Instead of open-ended responses, students are provided with picture choices. Students select their answer by pointing, holding up a card, or using their communication device.

Topic 2: Storytelling

Engaging Experience 1

Title: What Are You Doing?

Standards Addressed

Priority:

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

Detailed Description/Instructions: Students will act out and identify everyday actions using movement and visual supports to build communication, comprehension, and engagement.
In this activity, one student silently acts out a simple action (e.g., brushing teeth, eating a sandwich, throwing a ball). Instead of open-ended guessing, peers are provided with picture choices that represent possible actions. Students select the answer by pointing, holding up a card, or using their communication device.

Engaging Experience 2

Title: Show Me the Steps

Standards Addressed

Priority:

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

Detailed Description/Instructions: Students will retell and/or act out a sequence of events using movement and visual supports to build communication, comprehension, and engagement.
In this activity, students are given pictures in sequence that show a familiar task (e.g., making a sandwich). Students use the pictures to retell the steps and/or act them out in order. Instead of open-ended responses, students are supported with clear visuals that guide the sequence. Students may respond by pointing, organizing the pictures, acting out each step, verbally retelling, or using their communication device.

Engaging Experience 3

Title: Real or Not Real?

Standards Addressed

Priority:

- TH:CR1.A.c Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

Detailed Description/Instructions: Students will act out and identify whether a scenario is real or not real using movement and visual supports to build communication, comprehension, and engagement.

In this activity, students are shown a picture of a person doing an action (e.g., flying on a broomstick). Students will act out the action and then determine if it is real or not real. Instead of open-ended responses, students are provided with visual choices (real / not real). Students select their answer by pointing, holding up a card, or using their communication device.

Engaging Experience 4

Title: Fairy Tale Retell

Standards Addressed

Priority:

- TH:Pr5.A.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Cn11.B.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Detailed Description/Instructions: Students will sequence and retell a familiar story using visual supports to build comprehension, communication, and engagement.

In this activity, students will listen to or watch a fairy tale (e.g., *The Three Little Pigs*) and then use picture cards to identify and place events in beginning, middle, and end order. Students will use the visuals to help retell the story in sequence.

Instead of open-ended responses, students will show understanding by placing pictures in order, pointing to choices, acting out key events, verbally retelling parts of the story, or using their communication device.

Stories should be simple, familiar, and supported with clear visual representations of key events to ensure all students can participate at their individual level.

Engaging Experience 5

Title: Story Parts

Standards Addressed

Priority:

- Examine how character relationships assist in telling the story of a drama/theatre work

Detailed Description/Instructions: Students will identify key elements of a story using visual supports to build comprehension, communication, and engagement.

In this activity, students will use a familiar fairy tale (e.g., The Three Little Pigs) and break it down into parts by identifying the characters and the setting. Students will be provided with picture choices and will match or select who is in the story and where the story takes place.

Instead of open-ended responses, students will demonstrate understanding by pointing to pictures, sorting image cards, selecting answers from choices, verbally naming characters/setting when able, or using their communication device.

Visual supports, repetition, and modeling are used to support understanding of story elements and ensure all students can access the task at their individual level.

Engaging Experience 6

Title: Characters & Feelings

Standards Addressed

Priority:

- Examine how character relationships assist in telling the story of a drama/theatre work

Detailed Description/Instructions: Students will identify and match character emotions using visual supports to build comprehension, emotional awareness, communication, and engagement. In this activity, students will use a familiar fairy tale (e.g., The Three Little Pigs) and match characters to their feelings at different points in the story. Students will be provided with picture choices showing characters and emotions (happy, sad, mad, disgust, worry, surprised) and will determine how each character is feeling.

Instead of open-ended responses, students will demonstrate understanding by matching pictures, pointing to choices, sorting cards, verbally identifying emotions when able, or using their communication device.

Visual supports, modeling, and repetition are used to help students connect story events to character emotions and ensure all students can participate at their individual level.

Engaging Experience 7

Title: Emotion Charades

Standards Addressed

Priority:

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

Detailed Description/Instructions: Students will express and identify emotions using facial expressions and visual supports to build communication, emotional awareness, and engagement. In this activity, students are given one of the target emotions (happy, sad, mad, disgust, worry, surprised) and will show that emotion using only their face. Peers will observe and identify the emotion using picture choices. Instead of open-ended guessing, students select the correct emotion by pointing, holding up a card, or using their communication device.

Students may also participate by taking turns modeling emotions, matching facial expressions to emotion cards, or using AAC devices to label the emotion being shown.

Topic 3: Stage Vocabulary

Engaging Experience 1

Title: Stage Direction Vocabulary (Right, Left, Up, Down)

Standards Addressed

Priority:

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

Detailed Description/Instructions: Students will learn and demonstrate basic stage direction vocabulary using movement and visual supports to build communication, spatial awareness, and engagement.

In this activity, students will be introduced to the terms right, left, up, and down using clear modeling and visual cues. Students will practice responding to directions by moving their body, pointing, or using gestures to match each direction.

Instead of written or open-ended responses, students will demonstrate understanding by following modeled movements, pointing to directions, moving their body in the correct direction, or using their communication device to identify the correct term.

Activities will include repetition, modeling, and supported practice to help students build familiarity and confidence with basic stage vocabulary.

Engaging Experience 2

Title: The Wright Family (Or Modified Version)

Standards Addressed

Priority:

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

Detailed Description/Instructions: Students will follow stage direction vocabulary using movement and visual supports to build listening skills, spatial awareness, and engagement.

In this activity, students listen to a short story (The Wright Family or a modified version) or set of cues where the words “right” and “left” are repeated throughout. Instead of passing objects, students will take a step to the right or left when they hear each direction.

To support understanding, a model student or adult will stand on each side to visually demonstrate right and left. Students can mirror the model, follow along with prompts, or use hand-over-hand support as needed.

Students will participate by stepping, pointing, watching the model, or using gestures or communication devices to indicate direction when prompted.

Modified Story: Once there was a family going for a walk. They walked down the street together. They looked at a big tree. “Let’s go to the **right**,” said the family. They walked to the **right**. They saw a dog. “Let’s go to the **left**,” said the family. They walked to the **left**. They saw a park. “Let’s go to the **right**,” said the family. They walked to the **right**. They saw a bench. “Let’s go to the **left**,” said the family. They walked to the **left**. Then the family was happy and went home.

Engaging Experience 3

Title: Stage Direction Walk

Standards Addressed

Priority:

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

Detailed Description/Instructions: Students will follow stage direction vocabulary using movement and visual supports to build spatial awareness, listening skills, and engagement.
In this activity, students respond to a short story by moving on a designated “stage” area using upstage (back of the stage) and downstage (front of the stage) directions. When students hear “up” (upstage), they move toward the back of the performance space. When they hear “down” (downstage), they move toward the front of the stage.
A model student or adult will demonstrate each direction to support understanding. Students may participate by walking to the correct area, copying the model, pointing to visual cues, or using communication devices to identify the direction.

Possible Story: The family went to explore a tall building. They stood outside and looked **up**. “Let’s go **up**,” said the parent. They went **up** the elevator. They saw a window. “Let’s go **down**,” said the parent. They went **down**. They saw a hallway. “Let’s go **up**,” said the parent. They went **up**. They saw a big door. “Let’s go **down**,” said the parent. They went **down**. They were done exploring and went home.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description
Daily Activities	Warm-ups	Students participate in structured breathing, rhythm, and movement activities designed to prepare their bodies and minds for drama instruction. These accessible warm-ups support focus, communication, body awareness, and readiness for performance participation.
Daily Activities	How Are You Feeling	Students identify and communicate emotions using visual supports and structured choices. This activity builds emotional awareness and expressive communication while helping students connect feelings to performance and participation in drama activities.
Storytelling	What Are You Doing?	Students act out and identify everyday actions using movement and visual supports in a structured guessing game format. This activity builds communication, observation, and expressive performance skills through accessible peer interaction and action-based storytelling.
Storytelling	Show Me the Steps	Students sequence and act out familiar daily tasks using picture supports to demonstrate understanding of order and process. This activity strengthens comprehension, communication, and storytelling through movement and visual sequencing.
Storytelling	Real or Not Real?	Students act out different scenarios and determine whether the actions could happen in real life or are imaginary. This activity builds critical thinking, comprehension, and performance skills while helping students distinguish between realistic and fantasy elements in storytelling.
Storytelling	Fairy Tale Retell	Students listen to or watch a familiar fairy tale and use visual supports to sequence and retell the story. This activity builds comprehension, communication, and performance readiness by helping students connect story events from beginning to end.

Storytelling	Story Parts	Students identify important story elements such as characters and setting using visual supports and familiar fairy tales. This activity strengthens comprehension and understanding of how story elements work together to build a drama or theatre work.
Storytelling	Characters & Feelings	Students identify how characters feel during different parts of a familiar story using emotion visuals and picture supports. This activity builds emotional awareness, comprehension, and understanding of how feelings help tell a story.
Storytelling	Emotion Charades	Students use facial expressions to act out emotions while peers identify the feeling using visual choices. This activity supports expressive communication, emotional recognition, and performance skills through interactive drama participation.
Stage Vocabulary	Stage Direction Vocabulary (Right, Left, Up, Down)	Students learn and practice basic stage direction vocabulary through movement, gestures, and visual supports. This activity builds spatial awareness and foundational theatre language by helping students connect directional words to physical movement in performance spaces.
Stage Vocabulary	The Wright Family (or Modified Version)	Students listen to a repetitive story and respond to stage direction vocabulary by moving right and left with visual and modeled support. This activity strengthens listening, direction-following, and spatial awareness through interactive movement and repetition.
Stage Vocabulary	Stage Direction Walk	Students respond to story cues by moving around a designated stage area using upstage and downstage directions. This activity builds understanding of theatre vocabulary and performance space through movement, modeling, and structured participation.

Unit 2: Elements of Theatre

Subject: Adapted Drama
Grade: 9-12
Name of Unit: Stories on Stage
Length of Unit: 10 Blocks
Overview of Unit: In this unit, Elements of Theatre, students explore how stories are created and performed through both acting and technical theatre. In the "Stories on Stage" topic, students build foundational performance skills by engaging in movement, emotion, character work, and simple storytelling activities that help them understand how actors bring stories to life. In the "Backstage" topic, students explore how props, costumes, makeup, and stage elements support a performance and help communicate meaning. Across both areas, students participate through highly supported, hands-on, and visual activities that promote communication, engagement, and understanding of how theatre works on and off the stage.

Priority Standards for unit:

- TH:Pr5.A.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Re7.A.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
- TH:Cn11.B.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.
- TH:CR1.A.c Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
- TH:Cr1.A.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.

Learning Targets:

Priority Standard: TH:Pr5.A.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
Learning Targets
Students will use facial expressions, body movement, or voice to show emotions or actions during structured drama activities.
Students will follow modeled acting techniques during rehearsal activities (e.g., freeze, echo, movement, entrance, or prop use).
Students will participate in simple performance tasks by practicing acting techniques with visual, verbal, or physical supports.

Priority Standard: TH:Re7.A.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
Learning Targets
Students will respond to a drama or performance by identifying what they see, hear, or feel using visual supports or choices.
Students will select an emotion or reaction that matches a scene or character in a drama/theatre work.
Students will use communication supports (pointing, AAC, gestures, or verbal responses) to show understanding of a performance or scene.

Priority Standard: TH:Cn11.B.b Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.
Learning Targets
Students will identify people, places, and objects from a story or drama using pictures or visual supports.
Students will recognize that stories can take place in different settings or environments when shown examples.
Students will sort or match visuals from a drama/theatre work to show where or how a story takes place (setting or context).

Priority Standard: TH:CR1.A.c Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
Learning Targets
Students will identify characters in a story or drama using pictures, visuals, or video clips.
Students will recognize character actions or feelings when watching or listening to a story or performance.
Students will select or match character traits, actions, or emotions that fit what is happening in a story or drama.

Priority Standard: TH:Cr1.A.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
Learning Targets
Students will identify visual elements in a drama or performance (costumes, props, settings, or makeup) using pictures or real objects.
Students will sort or match theatre design elements (props, costumes, makeup, or stage items) into correct categories with visual supports.
Students will select items that could be used in a performance to help create a character or scene using guided choices or visuals.

Essential Questions:

- How do we use our bodies, voices, and faces to tell a story on stage?
- How do we understand what is happening in a story we see or hear in theatre?
- How do backstage elements help bring a story to life on stage?

Enduring Understanding/Big Ideas:

- Actors use movement, voice, and facial expression to communicate characters and tell stories in theatre.
- Stories in theatre can be understood by observing actions, emotions, and key events.
- Props, costumes, makeup, and stage design help create characters, settings, and meaning in a performance.

Unit Vocabulary:

- actor
- audience
- stage
- character
- setting
- emotion
- action
- prop
- costume
- backstage

Topic 1: Stories on Stage

Engaging Experience 1

Title: Echo Word

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, the teacher reads a line aloud and then repeats only the final word, cueing students to echo that same word back. This clear, structured routine supports listening and vocal response while reducing language demands, helping students build confidence, attention to sound, and readiness for more complex echoing activities.

Engaging Experience 2

Title: Emotion Match

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students build emotional recognition and character analysis skills by interpreting visual cues from a paused video clip. The teacher freezes the image on a character's face and presents three emotion cards, and students point to the emotion they believe is being expressed. This structured, visual approach reduces language demands while encouraging active participation and helping students focus on facial expressions and nonverbal communication, laying the foundation for deeper character understanding and performance work.

Engaging Experience 3

Title: Emotion Freeze

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, the teacher calls out an emotion, and students respond by freezing their face and body to physically represent it. This structured movement-based task helps students connect emotions to facial expressions and body language while encouraging active participation and building foundational skills in character expression.

Engaging Experience 4

Title: Thumbs Up/Thumbs Down Prediction

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, the teacher pauses a video clip at a cliffhanger moment and asks a single yes/no question about what might happen or what was understood. Students respond using thumbs up or thumbs down, providing a quick, accessible way to check comprehension and predictions while keeping engagement high, with visuals of scenarios used as an accommodation to support understanding and decision-making.

Engaging Experience 5

Title: Scene Sequencing

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students are given three picture cards taken from a video clip and place them in order on a FIRST / THEN / LAST strip. This visual sequencing task supports comprehension of story structure, helps students identify key events, and builds understanding of beginning, middle, and end in a clear, accessible format.

Engaging Experience 6

Title: Character Dress-Up Readers Theatre

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students participate in a standing Readers Theatre where each character is supported with a simple costume piece to help clarify roles and engagement. Students are also provided with videos or pictures of the actual characters to support understanding and connection to the performance, and pair a reader with a non-reader to ensure access and shared participation.

Engaging Experience 7

Title: Pass the Character

Standards Addressed

Priority:

- TH:CR1.A.c Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

Detailed Description/Instructions: In this activity, students sit in a circle while the teacher reads aloud, and a stuffed animal is used to represent whichever character is currently speaking. Students pass the object to the student representing that character, helping them track dialogue, follow shifts in speakers, and stay engaged with the story in a concrete, visual, and interactive way.

Topic 2: Backstage

Engaging Experience 1

Title: Backstage Tour

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students move through labeled stations in the room (lights, sound, costumes, props, and stage) and physically interact by touching one item at each stop. This hands-on scavenger hunt builds familiarity with technical theatre elements in an active, movement-based format, supported by actual pictures of each station to reinforce understanding and guide student participation.

Engaging Experience 2

Title: Shadow Shapes

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students work in a darkened space using a flashlight and the wall as a stage to create hand shadows such as bunny ears, a bird, and a dog. Visual references of each animal are provided to support students in forming recognizable shapes, encouraging creativity, coordination, and connection between physical movement and character representation in a playful, exploratory format.

Engaging Experience 3

Title: Where Is It?

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, the teacher points to an object in the room, and students respond by walking to that object and touching it. Actual pictures of the room items are used as support to help students identify and locate each target, strengthening observation skills, spatial awareness, and understanding of theatre space in a clear, movement-based format.

Engaging Experience 4

Title: Prop or Costume

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students pull items from a bin and walk them to the correct sorting hoop based on their function in theatre. Students determine whether an item is a costume (something worn) or a prop (something held), using visual supports such as a T-chart or labeled stage sections along with visuals that define each category. This hands-on sorting task builds understanding of basic theatre design elements through movement, decision-making, and visual reinforcement.

Engaging Experience 5

Title: Costume Fashion Show

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students put on a single costume piece and walk across the stage space to practice a simple entrance. As each student completes their walk, the class responds with applause, reinforcing performance presence, confidence, and audience awareness in a structured and supportive routine.

Engaging Experience 6

Title: Prop Pantomime

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students choose a prop and use it silently to act out an action while the class observes and guesses what they are doing. Visual or video prompts may be provided to support idea generation and understanding, encouraging students to communicate meaning through gesture, movement, and object use without words.

Engaging Experience 7

Title: Makeup Face Sort

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students sort nine makeup images into categories such as Fantasy and Animal. Students place each image into the correct category based on visual characteristics, using provided supports to help describe and match features. This activity builds observation skills and introduces basic character design concepts in a clear, structured, and visual format.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description
Stories on Stage	Echo Word	Students practice listening and vocal participation by echoing the final word of a teacher-read sentence. This structured activity builds attention to sound, confidence with verbal response, and foundational performance communication skills.
Stories on Stage	Emotion Match	Students identify character emotions by observing paused video clips and selecting matching emotion visuals. This activity strengthens emotional recognition, interpretation of facial expressions, and understanding of nonverbal communication in performance.
Stories on Stage	Emotion Freeze	Students physically represent different emotions using facial expressions and body language in a freeze-style activity. This movement-based exercise builds expressive performance skills and helps students connect emotions to character portrayal.
Stories on Stage	Thumbs Up/ Thumbs Down Prediction	Students make predictions and demonstrate comprehension during a paused video clip by responding to simple yes/no questions with thumbs up or thumbs down. This activity supports engagement, decision-making, and understanding of story events in an accessible format.
Stories on Stage	Scene Sequencing	Students place picture cards from a video clip in beginning, middle, and end order using a visual sequence strip. This activity builds understanding of story structure and supports comprehension of important events in a drama or theatre work.
Stories on Stage	Character Dress-Up Readers Theatre	Students participate in a supported Readers Theatre performance using simple costume pieces and visual character supports. This activity builds confidence, engagement, and performance skills through shared reading and character representation.
Stories on Stage	Pass the Character	Students track dialogue and character changes during a read-aloud by passing a character object to the appropriate student speaker.

		This interactive activity supports attention, comprehension, and understanding of character roles within a story.
Backstage	Backstage Tour	Students explore different theatre areas by moving through labeled stations and interacting with technical theatre items such as lights, sound, costumes, props, and stage equipment. This hands-on activity builds familiarity with theatre spaces and production elements through movement, visuals, and guided exploration.
Backstage	Shadow Shapes	Students use flashlights and hand movements to create shadow shapes and simple animal characters on a wall. This playful activity encourages creativity, coordination, and expressive movement while connecting physical actions to visual storytelling.
Backstage	Where Is It?	Students locate and move to objects within the theatre space using teacher prompts and visual supports. This movement-based activity builds observation skills, spatial awareness, and understanding of the physical performance environment.
Backstage	Prop or Costume	Students sort theatre items into categories by deciding whether each object is a prop or a costume. This interactive sorting activity builds understanding of theatre design elements through movement, classification, and visual supports.
Backstage	Costume Fashion Show	Students wear a simple costume piece and practice walking across the performance space as the class responds with applause. This supportive activity builds confidence, stage presence, and audience awareness through structured performance participation.
Backstage	Prop Pantomime	Students use props to silently act out actions while classmates observe and guess the activity being performed. This movement-based drama exercise strengthens nonverbal communication, creativity, and expressive performance skills.
Backstage	Makeup Face Sort	Students sort makeup design images into categories such as fantasy or animal using visual characteristics and picture supports. This activity introduces character design concepts while building observation, classification, and visual analysis skills.

Unit 3: Performance in Theatre

Subject: Adapted Drama
Grade: 9-12
Name of Unit: Performance
Length of Unit: 30 Blocks
Overview of Unit: In this unit, students build and demonstrate performance skills through structured acting experiences, collaborative storytelling, and production participation. Students practice delivering lines, using gestures, and responding to cues while developing confidence in front of peers and audiences. They explore how characters are created through scripts, how visual and physical choices support storytelling, and how different theatre roles work together to produce a performance. The unit culminates in a supported class performance where every student has a meaningful role on stage or backstage.

Priority Standards for unit:

- TH:Pr5.A.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH:Cr1.A.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- TH:Cr1.A.c Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

Learning Targets:

Priority Standard: TH:Pr5.A.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
Learning Targets
Students will use voice, movement, or gesture to practice basic acting techniques during guided theatre activities.
Students will respond to cues and participate in rehearsal activities using spoken lines, gestures, or AAC supports.
Students will demonstrate performance skills by repeating, adjusting, or combining acting techniques in structured scenes or performances.

Priority Standard: TH:Cr1.A.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
Learning Targets

Students will use visual supports to identify and select elements (characters, settings, or objects) that contribute to a drama/theatre work.
Students will make choices about visual components (costumes, props, roles, or locations) to help build a scene.
Students will participate in constructing a performance by contributing to the visual design of characters, settings, or stage elements.

Priority Standard: TH:Cr1.A.c Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
Learning Targets
Students will use scripts or supported text to identify what a character says or does in a scene.
Students will use visual and contextual cues from a script to make choices about a character's actions, emotions, or responses.
Students will demonstrate understanding of a character by performing or responding using appropriate lines, gestures, or behaviors in a structured scene.

Essential Questions:

- How do actors use voice, movement, and gesture to tell a story?
- How do characters and scripts help bring a performance to life?
- How do all theatre roles work together to create a show?

Enduring Understanding/Big Ideas:

- Actors use voice, movement, and gesture to communicate meaning and express character in a performance.
- Scripts and character choices guide how a story is performed and understood on stage.
- A theatre production is created through the collaboration of many roles working together toward a shared performance.

Unit Vocabulary:

- Actor
- Audience
- Character
- Line
- Script
- Gesture
- Emotion
- Stage
- Prop
- Crew

Topic 1: My Lines

Engaging Experience 1

Title: Echo Line

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, the teacher says a short line and students respond by echoing it back, building listening and vocal participation skills in a structured, supportive format. Students who are nonverbal can respond by matching a gesture, using a communication device, or selecting a picture card that represents the line. Teaching assistants support engagement by helping students generate or pre-program simple lines on devices, ensuring all students can actively participate in echoing and responding within the activity.

Engaging Experience 2

Title: Pick My Line

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students participate in a structured choice-making task called Pick My Action. The teacher presents three cards, each featuring a short spoken line paired with a matching picture. Students select their choice by pointing to the card they want, while nonverbal students can also respond using an associated gesture such as a wave, thumbs up, arms crossed, or hands on hips. This activity supports communication and engagement by allowing students to connect spoken language, visuals, and physical expression in an accessible, interactive format. Cards include simple, functional lines such as “I feel sick,” “I need money to shop,” and “The bus is late,” which can also be reinforced through AAC devices.

Engaging Experience 3

Title: Say It Happy, Say It Sad

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students practice delivering a line or gesture in different emotional styles. The teacher holds up an emotion card, and students respond by adjusting how they express their line. Speaking students change their voice to match the emotion,

while nonverbal students show the emotion through facial expression, body movement, and gesture. This structured activity supports expressive communication and helps students connect emotions to performance choices in an accessible, engaging format.

Engaging Experience 4

Title: Mirror Partner

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students face a partner and participate in a silent mirroring exercise where one student leads by moving slowly while the other copies their movements exactly. Partners take turns being the leader and the follower. No talking is used during the activity, allowing students to focus on observation, timing, and physical expression. This structured movement task builds attention, coordination, and nonverbal communication skills in an accessible and engaging format.

Engaging Experience 5

Title: Partner Lines

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students work in pairs to build and perform a simple two-person "scene" using lines or gestures. Student A performs their assigned line or gesture, followed by Student B responding with theirs, creating a short back-and-forth interaction. Pairs practice their scene three times to build confidence and consistency. A scene may consist of two gestures (e.g., a wave and a thumbs up), emphasizing that even simple actions can tell a story through performance and repetition.

Engaging Experience 6

Title: Line and Move

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, the teacher calls out a stage position using visual supports for right, left, up, and down. Students move to the designated spot on stage and stop to deliver their assigned line or gesture. For students who do not speak, the movement itself serves as the performance, emphasizing presence and intentional action in space. This structured

activity builds understanding of stage directions, spatial awareness, and performance entry and exit in an accessible, movement-based format.

Engaging Experience 7

Title: Costume + Line

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students select a simple costume piece, such as a scarf, hat, or glasses, and put it on before walking to their designated spot. Once in place, students deliver their assigned line or perform their gesture, then return to sit down. This structured performance routine supports turn-taking, stage presence, and participation in a clear sequence while remaining accessible for sensory needs through minimal and comfortable costume options.

Engaging Experience 8

Title: Audience Practice

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, the class is divided into performers and audience members. Half of the students sit and observe while the other half stands and performs their assigned line or gesture one at a time. After all students have performed, the groups switch roles so everyone has the opportunity to be both performer and audience. This structured routine supports turn-taking, audience awareness, and performance participation in an accessible and supportive format.

Topic 2: Our Story

Engaging Experience 1

Title: Pick the Characters

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students participate in collaborative character selection by viewing 6–8 character picture cards and voting for their choices using pointing, clapping, or thumbs-up paddles. The teacher narrows the selection to 2–3 characters based on class preference. Peer partners are then assigned the chosen roles and step forward so the audience can clearly see who is playing each character. This structured activity supports character recognition, audience engagement, and participation in role selection within an accessible, interactive format.

Engaging Experience 2

Title: Pick the Place and Problem

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students participate in collaborative scene-building using a structured voting process. The teacher first presents 3 setting picture cards, and the class chooses where the scene will take place using pointing, clapping, or thumbs-up paddles. Next, the teacher presents 3 problem picture options using Pick My Line Cards, and students vote on what goes wrong in the scene. Peer role partners listen and actively participate by nodding and following along so students can see their ideas are being included in the performance. By the end of the activity, the class has co-created a simple scene with characters, a setting, and a problem in an accessible, interactive format.

Engaging Experience 3

Title: Watch It, Then Join It

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, peer partners perform a short improvised scene based on the characters, setting, and problem the class selected, allowing students to see their ideas brought to life on stage. After the initial performance, students are invited to join the scene at any level of participation, such as entering with a gesture, echoing a line alongside a peer, holding a prop, or adding a new character that the performers respond to. Peer partners are coached to welcome all additions and support inclusive participation so every student feels successful on stage. Students who choose not to join remain engaged as audience members. The activity can be repeated across multiple class blocks to allow more opportunities for participation and engagement over time.

Engaging Experience 4

Title: Our Class Script

Standards Addressed

Priority:

- TH:Cr1.A.c Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

Detailed Description/Instructions: In this activity, the teacher creates a short 6–8 line script based on the characters, setting, and problem selected by the class. The script includes a mix of spoken lines and simple action cues such as "[Name] waves" or "[Name] holds up the map." Peer partners perform the dialogue while all students are assigned a role in the production, which may include speaking, performing gestures, or participating as part of the crew. The teacher prepares multiple draft versions of the script so it can be adjusted based on student needs and engagement, ensuring all students have an accessible way to participate in the performance.

Topic 3: The Show

Engaging Experience 1

Title: Crew Jobs: Props

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students take on a simple backstage role by setting up props before a scene and clearing them afterward. A picture-based checklist is provided at the work area to guide where each item goes, allowing students to complete the task without reading or speaking. This structured routine supports independence, organization, and understanding of backstage responsibilities in a clear and accessible format.

Engaging Experience 2

Title: Crew Jobs: Sound and Lights

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students take on simple technical theatre roles such as playing a sound effect or turning a light on and off. The teacher provides a clear cue by saying "go" or holding up a green GO card to signal when to act. Students respond by completing their assigned task, with no speaking required, focusing on watching for the visual cue. Teaching assistants support students in each location as needed, and an iPad option is available for students who are unable or prefer not to operate equipment directly. This structured activity builds awareness of technical theatre roles in an accessible, supported format.

Engaging Experience 3

Title: Program Cover

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, each student creates a program cover for the class performance using stickers, stamps, coloring, or drawing. Each program includes the student's pre-printed name and assigned role, such as performer, props crew, sound, lights, or greeter. Students use visual and creative choices to design their cover, which represents their role in the production. The completed programs are shared and sent home after the performance as part of the final celebration of the theatre experience.

Engaging Experience 4

Title: The Show

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students participate in a supported performance for a small, safe audience where every student has a visible and meaningful role. Peer partners help anchor the scene while students take on roles such as speaking lines, performing gestures, assisting with simple crew tasks, or greeting audience members at the door. The audience is encouraged to respond positively by clapping for each participant by name, reinforcing confidence and belonging. The performance experience concludes with simple celebration routines such as stickers and positive recognition to highlight participation and effort.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description
My Lines	Echo Line	Students practice listening and performance skills by echoing short lines spoken by the teacher using voice, gestures, picture cards, or communication devices. This structured activity builds confidence, participation, and expressive communication in an accessible theatre format.
My Lines	Pick My Line	Students select and perform short lines or gestures using picture-supported choice cards and physical expression. This interactive activity builds communication, decision-making, and performance participation through accessible verbal and nonverbal options.
My Lines	Say It Happy, Say It Sad	Students practice expressing emotions by changing how they deliver a line or gesture based on emotion cues. This activity strengthens expressive communication and helps students connect emotions to performance choices through voice, facial expressions, and movement.
My Lines	Mirror Partner	Students work with a partner to copy movements in a silent mirroring activity that emphasizes observation and nonverbal expression. This movement-based exercise builds coordination, attention, and physical performance skills through structured interaction.
My Lines	Partner Lines	Students create and practice short two-person scenes using simple lines or gestures in a repeated performance routine. This activity builds confidence, turn-taking, and understanding of how interactions create a scene in theatre.
My Lines	Line and Move	Students respond to stage directions by moving to designated locations and performing a line or gesture. This structured activity builds stage awareness, spatial understanding, and confidence using movement-based performance participation.

My Lines	Costume + Line	Students wear a simple costume piece and perform a line or gesture as part of a structured theatre routine. This activity builds stage presence, participation, and understanding of how costumes support performance and character representation.
My Lines	Audience Practice	Students take turns being performers and audience members during structured class performances. This activity builds audience awareness, turn-taking, and participation skills while helping students understand different roles within a theatre experience.
Our Story	Pick the Characters	Students collaborate to choose characters for a class scene using picture cards and accessible voting methods. This interactive activity builds character recognition, participation, and understanding of how casting choices contribute to a theatre performance.
Our Story	Pick the Place and Problem	Students work together to create a simple theatre scene by selecting a setting and problem using structured visual choices. This collaborative activity builds understanding of story structure and how characters, setting, and conflict work together in drama.
Our Story	Watch It, Then Join It	Students observe peer partners perform an improvised scene and are invited to join the performance at their own comfort level using gestures, props, lines, or movement. This inclusive activity builds confidence, participation, and collaborative performance skills in a supportive theatre environment.
Our Story	Our Class Script	Students participate in bringing a class-created script to life through spoken lines, gestures, and production roles. This activity builds understanding of scripts, character actions, and collaborative storytelling while ensuring all students can meaningfully participate in the performance process.
The Show	Crew Jobs: Props	Students practice backstage theatre responsibilities by setting up and clearing props using picture-based checklists and visual supports. This structured activity builds independence, organization, and understanding of how props support a theatre production.

The Show	Crew Jobs: Sound and Lights	Students participate in technical theatre roles by operating simple sound and lighting cues using visual prompts and supported routines. This activity builds awareness of backstage production responsibilities while strengthening attention, timing, and participation skills.
The Show	Program Cover	Students create personalized program covers for the class performance using art materials and visual design choices. This activity encourages creativity and helps students recognize and celebrate their individual role within the theatre production.
The Show	The Show	Students participate in a supported class performance where every student contributes through acting, gestures, crew responsibilities, or audience interaction. This culminating activity builds confidence, collaboration, and performance skills while celebrating each student's participation in theatre.

Unit 4: Theatre Careers & Showcase

Subject: Adapted Drama
Grade: 9-12
Name of Unit: Theatre Careers & Showcase
Length of Unit: 10 Blocks
Overview of Unit: In this unit, students explore the many careers and responsibilities involved in creating a theatre production, including both onstage and backstage roles. Students learn about theatre jobs such as actor, director, stage manager, and designers while also practicing real production tasks like sound, lighting, props, and costumes. Through structured, hands-on activities, students make choices about roles, collaborate in simple performance environments, and experience how all parts of a production work together. The unit culminates in a class showcase where every student has a meaningful role in bringing a performance to life.

Priority Standards for unit:

- TH:Cr1.A.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- TH:Pr5.A.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

Learning Targets:

Priority Standard: TH:Cr1.A.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.
Learning Targets
Students will use visual information to identify theatre roles, settings, and production elements that contribute to a drama/theatre work.
Students will make choices about design and production elements (such as costumes, props, sound, or lighting) based on simple research and visual supports.
Students will demonstrate understanding of how different theatre jobs and design choices work together to create the visual composition of a performance.

Priority Standard: TH:Pr5.A.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
Learning Targets
Students will use voice, movement, or gesture to participate in rehearsal and performance activities.
Students will respond to cues and directions to complete assigned acting or production tasks during theatre activities.
Students will demonstrate rehearsal and performance skills by practicing, repeating, and improving their role in a structured theatre experience.

Essential Questions:

- What different jobs are needed to create a theatre production?
- How do actors and crew work together to tell a story on stage?
- How do theatre choices (sound, lights, costumes, movement) affect a performance?

Enduring Understanding/Big Ideas:

- A theatre production is created through many different roles working together.
- Both performers and crew members are essential to telling a story on stage.
- Design and technical choices help shape how an audience experiences a performance.

Unit Vocabulary:

- Actor
- Audience
- Director
- Stage manager
- Costume designer
- Props
- Lighting
- Sound
- Crew
- Performance
- Cue
- Script (intro-level exposure only, not analysis-focused)
- Stage

Topic 1: Theatre Careers

Engaging Experience 1

Title: Job Pictures

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, the teacher presents images of different theatre jobs one at a time, including director, stage manager, costume designer, props master, sound designer, and lighting designer, and briefly names each role in a simple sentence. Students then respond by pointing to the job that interests them most. This structured activity builds awareness of theatre careers and introduces the different roles that contribute to a production in an accessible, visual format.

Engaging Experience 2

Title: Match the Job

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students match theatre job picture cards with their corresponding job descriptions. One set of cards shows theatre workers (such as director or costume designer), and the other set shows what each job does (e.g., director tells actors where to go, costume designer picks the clothes). Students demonstrate understanding by pairing the correct cards together or drawing a line with their finger to show the match. This structured activity builds awareness of theatre roles and how each contributes to a production in an accessible, visual format.

Engaging Experience 3

Title: Director Says

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students participate in a movement-based game similar to Simon Says where stage directions guide all actions. The teacher first takes on the role of director and calls out stage movements, helping students practice how actors respond to direction. Then a student takes on the director role by holding up a stage position card, and the class moves to the indicated location on stage. The card itself serves as the direction, and no

speaking is required to be the director. This structured activity builds understanding of stage directions, leadership roles in theatre, and spatial awareness in an accessible, interactive format.

Engaging Experience 4

Title: Costume Designer

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, the teacher presents a character picture and students select costume pieces they think best fit that character from a provided bin. Students show their choice by holding up the item, placing it on a designated chair, pointing, or handing it to the teacher if needed. This structured activity supports decision-making and helps students begin connecting costume choices to character identity in an accessible, hands-on format.

Engaging Experience 5

Title: Props Master Setup

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students take on the role of props master by setting up a designated table using a picture-based checklist. Students match each prop to the correct spot shown on the visual guide and place items accordingly. Once all items are placed, the task is complete. This structured, hands-on activity supports understanding of backstage responsibilities and builds organization skills in an accessible, visual format.

Engaging Experience 6

Title: Sound Designer Pick

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, the teacher describes a simple theatre moment, such as “It’s raining,” and students select the matching sound effect from a set of three options. Students respond by pointing to a picture card, pressing play on the correct sound, or using a communication device. Nonverbal students are supported through visual choices that match each sound option. An additional modification allows students to directly trigger specific sounds while others identify the correct match. This structured activity builds understanding of sound design and how audio choices support storytelling in theatre in an accessible, interactive format.

Engaging Experience 7

Title: My Favorite Job

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, the teacher presents theatre job picture cards one at a time, and students respond by standing, clapping, or raising their hand for the job they enjoy most. The selected job becomes each student's assigned crew role for the remainder of the unit. This structured activity supports awareness of theatre careers and allows students to make meaningful choices about their participation in a production in an accessible, interactive format.

Topic 2: Running the Show

Engaging Experience 1

Title: My Job Checklist

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, each student is given a picture-based checklist for their assigned crew job. Students practice completing their responsibilities by following the checklist step by step, pointing to each step, completing the task, and then moving to the next step in sequence. A paraprofessional supports students by walking alongside them to guide understanding and completion of each task. This structured routine builds independence, sequencing skills, and confidence in performing theatre crew responsibilities using visual supports in an accessible format.

Engaging Experience 2

Title: Sound Crew Practice

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, sound crew students practice operating sound cues by pressing play on the correct sound effect when the teacher holds up a GO card. A green circle signals "go," and a red circle signals "wait," providing a clear visual cue for timing and response. Students focus on watching for the cue and selecting the correct sound at the right moment. This structured routine builds awareness of sound design responsibilities and supports timing, attention, and technical theatre skills in an accessible, visual format.

Engaging Experience 3

Title: Lights Crew Practice

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, lights crew students practice operating stage lighting by turning lights on and off in response to visual cues. The teacher uses the same GO card system, where a green circle signals "on" and a red circle signals "off." Students focus on watching for the cue and responding with the correct lighting action at the right time. This

structured routine builds understanding of lighting design responsibilities and supports timing, attention, and technical theatre skills in an accessible, visual format.

Engaging Experience 4

Title: Costume Crew Practice

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, costume crew students practice supporting a performance by distributing costume pieces to performers before a scene and collecting them afterward. A labeled bin with picture supports shows which items belong to each performer, helping students match and organize materials correctly. Students focus on following the visual cues to complete each step of the task in order. This structured routine builds understanding of costume design responsibilities and supports organization, sequencing, and backstage teamwork in an accessible, visual format.

Engaging Experience 5

Title: Full Crew Run

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, all crew jobs run simultaneously during a short performance so students can experience a full production environment. Acting students perform while crew students carry out their assigned backstage responsibilities, including sound, lights, props, and costumes. The first run is used as a practice experience to learn timing and coordination, and the scene is then repeated to improve flow and confidence. This structured activity builds collaboration, responsibility, and understanding of how all theatre roles work together during a live performance in an accessible, real-time format.

Engaging Experience 6

Title: Good Audience/Bad Audience

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, the teacher and paraprofessional model examples of audience behavior for students to observe and evaluate. Behaviors such as sitting quietly and watching are shown as appropriate, while talking or standing up during a performance are shown as inappropriate. Students respond by giving thumbs up or thumbs down

to indicate whether each behavior is a good audience choice. This structured activity builds understanding of audience expectations and appropriate theatre etiquette in an accessible, visual format.

Engaging Experience 7

Title: Practice Clapping

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students learn appropriate times to show audience appreciation by practicing when to clap during a performance. The teacher models clear performance cues such as an actor bowing at the end of a scene, and students respond by clapping together as an audience. This routine is repeated multiple times to build consistency and understanding. Visual supports are provided to reinforce when clapping is expected. This structured activity develops audience etiquette, timing, and participation in an accessible, repetitive format.

Engaging Experience 8

Title: Program Making

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students create programs for the end-of-course showcase using stickers, stamps, coloring, or drawing to personalize their work. Each program includes the student's pre-printed name and assigned role, such as performer, props crew, sound, lights, costume crew, or greeter. Students use creative choices to design their program cover as a way to represent their participation in the production. This structured activity builds connection to theatre roles and supports reflection on each student's contribution to the performance in an accessible, hands-on format.

Engaging Experience 9

Title: End-of-Course Showcase

Standards Addressed

Priority:

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

Detailed Description/Instructions: In this activity, students participate in the final end-of-course showcase where every student has a visible and meaningful role in the production. Acting students help anchor the scene while others perform lines, gestures, or take on crew

responsibilities such as props, sound, lights, or greeting audience members at the door. The performance is supported by a structured audience response, including clapping for each student by name to reinforce confidence and belonging. This culminating experience brings together all theatre roles in a shared performance, with the possibility of inviting families to attend and celebrate student participation in an accessible, supportive format.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description
Theatre Careers	Job Pictures	Students explore different theatre careers by viewing and identifying various roles such as director, stage manager, and designer. This structured activity builds awareness of theatre jobs and helps students connect visual cues to production roles.
Theatre Careers	Match the Job	Students match theatre job titles with their descriptions using picture cards and visual supports. This activity builds understanding of how different theatre roles contribute to a production in an accessible, hands-on format.
Theatre Careers	Director Says	Students participate in a movement game where they follow and give stage directions using visual cues and role-switching. This activity builds understanding of leadership roles, spatial awareness, and how actors respond to direction.
Theatre Careers	Costume Designer	Students select costume pieces for a character using visual prompts and hands-on choices. This activity supports decision-making and helps students connect costume design to character development in theatre.
Theatre Careers	Props Master Setup	Students organize props using a picture-based checklist to set up a designated performance space. This activity builds understanding of backstage responsibilities and strengthens organization and sequencing skills.
Theatre Careers	Sound Designer Pick	Students choose appropriate sound effects to match a given theatre moment using visual and audio supports. This activity builds awareness of sound design and how audio enhances storytelling in performance.
Theatre Careers	My Favorite Job	Students select their preferred theatre job from visual options and are assigned that role for the unit. This activity encourages student

		choice while building awareness of different theatre careers and responsibilities.
Running the Show	My Job Checklist	Students follow a picture-based checklist to complete their assigned theatre crew responsibilities step by step. This activity builds independence, sequencing skills, and confidence in performing structured backstage tasks.
Running the Show	Sound Crew Practice	Students practice executing sound cues by responding to visual GO/WAIT signals and selecting the correct audio at the right time. This activity builds timing, attention, and understanding of sound design responsibilities in theatre.
Running the Show	Lights Crew Practice	Students operate stage lighting by turning lights on and off in response to clear visual cues. This activity develops understanding of lighting design roles while reinforcing attention, timing, and technical theatre skills.
Running the Show	Costume Crew Practice	Students support a performance by organizing and distributing costume pieces using labeled visual supports. This activity builds organization, sequencing, and understanding of costume crew responsibilities in a theatre production.
Running the Show	Full Crew Run	Students participate in a full rehearsal where all acting and crew roles run simultaneously in a simulated performance. This activity builds collaboration, timing, and understanding of how all theatre roles work together in a live production.
Running the Show	Good Audience/ Bad Audience	Students observe modeled examples of audience behavior and identify appropriate theatre etiquette using thumbs up or thumbs down responses. This activity builds understanding of audience expectations in a clear, visual format.
Running the Show	Practice Clapping	Students practice appropriate audience responses by learning when and how to clap during a performance. This activity builds audience etiquette, timing, and shared participation in theatre experiences.
Running the Show	Program Making	Students design personalized programs for the final showcase using art materials and visual choices. This activity builds connection to theatre roles and allows students to reflect on their contribution to the production.

Running the Show	End-of-Course Showcase	Students participate in a culminating performance where every student has a meaningful role in the production. This activity brings together acting, crew work, and audience engagement in a shared theatre experience that celebrates participation and collaboration.

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.