



Totowa Public Schools

Theatre

Grades 6-8

Aligned to NJSL Standards

Revised and BOE Adopted: 8/31/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Storytelling and Improvisation	9 Weeks	Please note, the district does not offer Theatre as a course.
Acting	9 Weeks	
Theatre History & Literature	9 Weeks	
Tech Theatre	9 Weeks	

Unit Title	Storytelling & Improvisation
Unit Duration	9 Weeks
Unit Summary & Rationale	Students learn to use basic skills and techniques to develop and tell stories verbally and visually.
Unit Goals	
Essential Questions	<p>What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p> <p>How, when, and why do theatre artists' choices change?</p> <p>How do theatre artists transform and edit their initial ideas?</p> <p>How do theatre artists use tools and techniques to communicate ideas and feelings?</p>
Enduring Understandings	<p>Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Theatre artists work to discover different ways of communicating meaning.</p> <p>Theatre artists refine their work and practice their craft through rehearsal.</p> <p>Theatre artists make choices to convey meaning.</p>
Learning Outcomes	<p>Students will demonstrate improv skills and techniques.</p> <p>Students will practice writing scenes, and pantomiming.</p> <p>Improvement on scene work.</p>
Assessment Evidence	
Formative	<p>Informal Observation</p> <p>Oral Question/Answer Responses</p> <p>Class Discussion</p> <p>Written Class Work</p> <p>Group Composition/Performance</p> <p>Individual Composition/Performance</p>
Summative	Tests, Quizzes, Projects, Formal Performances

Alternative and Benchmark	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment	Scripts, Computers, Internet, SmartBoard, YouTube, Sound and Video Equipment as needed. Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: Visual & Performing Art	
<p>1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</p> <p>1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.</p> <p>1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</p> <p>1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.</p> <p>1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.</p>	
Visual and Performing Art Practices	
The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.	
Visual and Performing Art	<ul style="list-style-type: none"> • Creating • Performing • Responding • Connecting
NJ: 2016 SLS: English Language Arts	
<p>RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL.6.10 **By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

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RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. **By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

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SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.6.10 , Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal/academic style, approach, and form.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations

9.2.8.CAP.1 Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.3 Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4 Explain how an individual's online behavior (e.g. social networking, photo exchanges, video postings) may impact opportunities for employment and advancement.

9.2.8.CAP.5 Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.CAP.9 Analyze how a variety of activities related to career preparation (e.g. volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.CT.3 Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.1 Analyze the resource citations in online materials for proper use.

9.4.8.DC.2 Provide appropriate citation and attribution elements when creating media products.

9.4.8.DC.3 Describe tradeoffs between allowing information to be public (e.g. within online games) versus keeping information private and secure.

9.4.8.DC.4 Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5 Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4.8.DC.6 Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.IML.9 Distinguish between ethical and unethical uses of information and media.

9.4.8.IML.10 Examine the consequences of the uses of media.

9.4.8.IML.11 Predict the personal and community impact of online and social media activities.

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Unit Title	Acting
Unit Duration	9 Weeks
Unit Summary & Rationale	Students develop the skills required for interpreting and performing from existing scripts. Students will learn a vocabulary for critiquing performances constructively and appropriately, using their own personal preferences.
Unit Goals	
Essential Questions	<p>What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p> <p>How, when, and why do theatre artists' choices change?</p> <p>How do theatre artists transform and edit their initial ideas?</p> <p>How do theatre artists fully prepare a performance or design?</p> <p>What happens when theatre artists and audiences share creative experiences?</p>
Enduring Understandings	<p>Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Theatre artists work to discover different ways of communicating meaning.</p> <p>Theatre artists refine their work and practice their craft through rehearsal.</p> <p>Theatre artists develop personal processes and skills for a performance or design.</p> <p>Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</p>
Learning Outcomes	<p>Students will demonstrate the following:</p> <ul style="list-style-type: none"> - Stanislavski - Method - Meisner - Outside-In vs. Inside-Out - Monologue performances - Scene performances
Assessment Evidence	
Formative	<p>Informal Observation</p> <p>Oral Question/Answer Responses</p>

	<p>Class Discussion</p> <p>Written Class Work</p> <p>Group Performance</p> <p>Individual Performance</p>
Summative	Tests, Quizzes, Projects, Formal Performances, Unit 2 Composition
Alternative and Benchmark	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment	Scripts, Computers, Internet, SmartBoard, YouTube, Sound and Video Equipment as needed. Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: Visual & Performing Art	
<ul style="list-style-type: none"> ● 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work. ● 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. ● 1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance. ● 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work. ● 1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices. ● 1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle. ● 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience. ● 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work. ● 1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work. ● 1.4.8.Re9a: Analyze how personal experiences affect artistic choices in a theatrical work. 	
Visual and Performing Art Practices	

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Visual and Performing Art

- Creating
- Performing
- Responding
- Connecting

NJ: 2016 SLS: English Language Arts

RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal/academic style, approach, and form.

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9.4.8.IML.10 Examine the consequences of the uses of media.

9.4.8.IML.11 Predict the personal and community impact of online and social media activities.

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Unit Title	Theatre History & Literature
Unit Duration	9 Weeks
Unit Summary & Rationale	Students will examine, interpret, and critique major theatrical works from several time periods and how they are relevant to today's audiences. Students will analyze the cyclical relationship between society, culture, and theatre.
Unit Goals	
Essential Questions	How do theatre artists comprehend the essence of drama processes and theatre experiences? How can the same work of art communicate different messages to different people? How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Enduring Understandings	<p>Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p>
Learning Outcomes	<p>Students will be able to identify and explain the significant achievements and differences of the following:</p> <p>Greek Theatre Shakespeare Musical Theatre American Contemporary Reboot Project (students will choose one of the historical selections and rewrite it to fit in a modern medium such as television, film, stage, social media, etc.)</p>
Assessment Evidence	
Formative	<p>Informal Observation</p> <p>Oral Question/Answer Responses</p> <p>Class Discussion</p> <p>Written Class Work</p> <p>Group Performance</p> <p>Individual Performance</p>
Summative	Tests, Quizzes, Projects, Formal Performances, Unit 2 Composition
Alternative and Benchmark	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment	Scripts, Computers, Internet, SmartBoard, YouTube, Sound and Video Equipment as needed. Approved Class Resource List

Content & Interdisciplinary Standards

NJ 2020 SLS: Visual & Performing Art

- 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
- 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.
- 1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.
- 1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
- 1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.
- 1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.
- 1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
- 1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
- 1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.
- 1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
- 1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

Visual and Performing Art Practices

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual and Performing Art

- Creating
- Performing
- Responding
- Connecting

NJ: 2016 SLS: English Language Arts

- RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL.6.10 **By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

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SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. **By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

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SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.6.10 , Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal/academic style, approach, and form.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations

9.2.8.CAP.1 Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.3 Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4 Explain how an individual's online behavior (e.g. social networking, photo exchanges, video postings) may impact opportunities for employment and advancement.

9.2.8.CAP.5 Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.CAP.9 Analyze how a variety of activities related to career preparation (e.g. volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.CT.3 Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.1 Analyze the resource citations in online materials for proper use.

9.4.8.DC.2 Provide appropriate citation and attribution elements when creating media products.

9.4.8.DC.3 Describe tradeoffs between allowing information to be public (e.g. within online games) versus keeping information private and secure.

9.4.8.DC.4 Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5 Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4.8.DC.6 Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.IML.9 Distinguish between ethical and unethical uses of information and media.

9.4.8.IML.10 Examine the consequences of the uses of media.

9.4.8.IML.11 Predict the personal and community impact of online and social media activities.

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
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Unit Title	Tech Theatre
Unit Duration	9 Weeks
Unit Summary & Rationale	Students will acquire the vocabulary and fundamental techniques necessary to design elements for theatrical works. This unit will allow students to synthesize their personal aesthetic preferences with the requirements of a given script while problem solving for real-world applications.
Unit Goals	
Essential Questions	<p>What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p> <p>How do theatre artists fully prepare a performance or design?</p>
Enduring Understandings	<p>Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Theatre artists develop personal processes and skills for a performance or design.</p>
Learning Outcomes	Design Project - students choose a scene from a pre-determined list and create a portfolio of two design elements of their choosing

Assessment Evidence	
Formative	<p>Informal Observation</p> <p>Oral Question/Answer Responses</p> <p>Class Discussion</p> <p>Written Class Work</p> <p>Group Performance</p> <p>Individual Performance</p>

Summative	Tests, Quizzes, Projects, Formal Performances
Alternative and Benchmark	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment	Scripts, Computers, Internet, SmartBoard, YouTube, Sound and Video Equipment as needed. Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: Visual & Performing Art	
<ul style="list-style-type: none"> ● 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work. ● 1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. ● 1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work. ● 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production. 	
Visual and Performing Art Practices	
The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.	
Visual and Performing Art	<ul style="list-style-type: none"> ● Creating ● Performing ● Responding ● Connecting
NJ: 2016 SLS: English Language Arts	
<p>RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	

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Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

Time/General	Processing	Comprehension
<ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
Tests/Quizzes/Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.

- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers

- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials

- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.