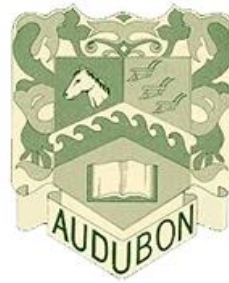


Audubon Public School District



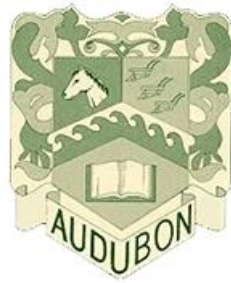
Theater 9-12
Curriculum Guide

Developed by:

August 19, 2020

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Course Description

Theater 9-12 Curriculum Guide

Overview / Progressions

Overview	Creating	Performing	Responding	Connecting
Unit 1 Developing Ideas	1.4.12prof.Cr1a 1.4.12acc.Cr1a 1.4.12adv.Cr1a 1.4.12prof.Cr1b 1.4.12acc.Cr1b 1.4.12adv.Cr1b 1.4.12prof.Cr1c 1.4.12acc.Cr1c 1.4.12adv.Cr1c 1.4.12prof.Cr2a 1.4.12acc.Cr2a 1.4.12adv.Cr2a 1.4.12prof.Cr2b 1.4.12acc.Cr2b 1.4.12adv.Cr2b 1.4.12prof.Cr3a 1.4.12acc.Cr3a 1.4.12adv.Cr3a 1.4.12prof.Cr3b 1.4.12acc.Cr3b 1.4.12adv.Cr3b 1.4.12prof.Cr3c 1.4.12acc.Cr3c 1.4.12adv.Cr3c			
Unit 2		1.4.12prof.Pr4a 1.4.12acc.Pr4a		

Developing Technique		1.4.12adv.Pr4a 1.4.12prof.Pr4b 1.4.12acc.Pr4b 1.4.12adv.Pr4b 1.4.12prof.Pr5a 1.4.12acc.Pr5a 1.4.12adv.Pr5a 1.4.12prof.Pr5b 1.4.12acc.Pr5b 1.4.12adv.Pr5b 1.4.12prof.Pr6a 1.4.12acc.Pr6a 1.4.12adv.Pr6a		
Unit 3 Interpreting Drama			1.4.12prof.Re7a 1.4.12acc.Re7a 1.4.12adv.Re7a 1.4.12prof.Re8a 1.4.12adv.Re8a 1.4.12acc.Re8a 1.4.12prof.Re8b 1.4.12acc.Re8b 1.4.12adv.Re8b 1.4.12prof.Re8c 1.4.12acc.Re8c 1.4.12adv.Re8c 1.4.12prof.Re9a 1.4.12acc.Re9a 1.4.12adv.Re9a 1.4.12prof.Re9b 1.4.12acc.Re9b 1.4.12adv.Re9b	

			1.4.12prof.Re9c 1.4.12acc.Re9c 1.4.12adv.Re9c	
Unit 4 Connecting Drama to Self				1.4.12prof.Cn10a 1.4.12acc.Cn10a 1.4.12adv.Cn10a 1.4.12prof.Cn11a 1.4.12acc.Cn11a 1.4.12adv.Cn11a 1.4.12prof.Cn11b 1.4.12acc.Cn11b 1.4.12adv.Cn11b

Subject: Theater	Grade: 9-12	Unit 1: Developing Ideas	8 weeks
Focus Standards: Performance Expectations		Critical Knowledge and Skills	
<p>Proficient</p> <ul style="list-style-type: none"> ● 1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work. ● 1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work. ● 1.4.12prof.Cr1c: Use script analysis to generate ideas about a character that is believable and authentic. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work. ● 1.4.12acc.Cr1b: Understand and apply technology to design choices for devised or scripted theatre work. 		<ul style="list-style-type: none"> ● Imagine plots and characters ● Envision what it looks like ● Plan how to make it fit together ● Construct a product ● Evaluate the effect ● Clarify through revision ● Realize the product through performance 	

- 1.4.12acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.

Advanced

- 1.4.12adv.Cr1a: Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.
- 1.4.12adv.Cr1b: Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.
- 1.4.12adv.Cr1c: Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.

Proficient

- 1.4.12prof2.Cr2a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
- 1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

Accomplished

- 1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
- 1.4.12acc.Cr2b: Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.

Advanced

- 1.4.12adv.Cr2a: Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.
- 1.4.12adv.Cr2b: Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.

Proficient

- 1.4.12prof.Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character.
- 1.4.12prof.Cr3b: Practice devised or scripted theatre work using theatrical staging conventions.

<ul style="list-style-type: none"> ● 1.4.12prof.Cr3c: Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.4.12acc.Cr3a: Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work. ● 1.4.12acc.Cr3b: Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions. ● 1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work. <p>Advanced</p> <ul style="list-style-type: none"> ● 1.4.12adv.Cr3a: Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work. ● 1.4.12adv.Cr3b: Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions. ● 1.4.12adv.Cr3c: Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work. 	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Creative Dramatics: An Art for Children 	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connmigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions

<ul style="list-style-type: none"> ● Theatre artists rely on intuition, curiosity, and critical inquiry. ● Theatre artists work to discover different ways of communicating meaning. ● Theatre artists refine their work and practice their craft through rehearsal. 	<ul style="list-style-type: none"> ● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? ● How, when, and why do theatre artists' choices change? ● How do theatre artists transform and edit their initial ideas?
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize "skeleton notes" where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in theaters ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Theater 	

Subject: Theater	Grade: 9-12	Unit 2: Developing Technique	8 weeks
Performance Expectations		Critical Knowledge and Skills	
<p>Proficient</p> <ul style="list-style-type: none"> ● 1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance. ● 1.4.12prof.Pr4b: Use technical elements to increase the impact of design for a theatre production. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.4.12acc.Pr4a: Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance. ● 1.4.12acc.Pr4b: Apply theatrical elements and research to create a design that communicates the concept of a theatre production. <p>Advanced</p> <ul style="list-style-type: none"> ● 1.4.12adv.Pr4a: Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance. ● 1.4.12adv.Pr4b: Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production. <p>Proficient</p> <ul style="list-style-type: none"> ● 1.4.12prof.Pr5a: Identify and explore different pacing options per character to better communicate the story in a theatre work. ● 1.4.12prof.Pr5b: Explore and discover character choices using given circumstances in devised or scripted theatre work. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.4.12acc.Pr5a: Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work. ● 1.4.12acc.Pr5b: Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work. 		<ul style="list-style-type: none"> ● Choose ● Rehearse ● Establish ● Analyze ● Share 	

<p>Advanced</p> <ul style="list-style-type: none"> ● 1.4.12adv.Pr5a: Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work. ● 1.4.12adv.Pr5b: Experiment with various acting techniques as an approach to character development in devised or scripted theatre work. <p>Proficient</p> <ul style="list-style-type: none"> ● 1.4.12prof.Pr6a: Perform devised or scripted theatre work for a specific audience. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.4.12acc.Pr6a: Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience. <p>Advanced</p> <ul style="list-style-type: none"> ● 1.4.12adv.Pr6a: Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg. 	
Ancillary Standards	
<p>1.4.12prof.Cr1a 1.4.12acc.Cr1a 1.4.12adv.Cr1a 1.4.12prof.Cr1b 1.4.12acc.Cr1b 1.4.12adv.Cr1b 1.4.12prof.Cr1c 1.4.12acc.Cr1c 1.4.12adv.Cr1c 1.4.12prof.Cr2a 1.4.12acc.Cr2a 1.4.12adv.Cr2a 1.4.12prof.Cr2b</p>	<p>1.4.12acc.Cr2b 1.4.12adv.Cr2b 1.4.12prof.Cr3a 1.4.12acc.Cr3a 1.4.12adv.Cr3a 1.4.12prof.Cr3b 1.4.12acc.Cr3b 1.4.12adv.Cr3b 1.4.12prof.Cr3c 1.4.12acc.Cr3c 1.4.12adv.Cr3c</p>
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation 	<ul style="list-style-type: none"> ● Assessments ● Projects

● Pre-tests	● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
Creative Dramatics: An Art for Children	● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Theatre artists develop personal processes and skills for a performance or design ● Theatre artists make choices to convey meaning. ● Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. 	<ul style="list-style-type: none"> ● How do theatre artists fully prepare a performance or design? ● How do theatre artists use tools and techniques to communicate ideas and feelings? ● What happens when theatre artists and audiences share creative experiences?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation 	<ul style="list-style-type: none"> ● Problem Solving ● Communication 	

<ul style="list-style-type: none"> ● Critical Thinking 	<ul style="list-style-type: none"> ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in theaters ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Theater

Subject: Theater	Grade: 9-12	Unit 3: Interpreting Drama	8 Weeks
Performance Expectations		Critical Knowledge and Skills	
<p>Proficient</p> <ul style="list-style-type: none"> ● 1.4.12prof.Re7a: Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique. ● 1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.4.12acc.Re7a: Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices. ● 1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work. <p>Advanced</p> <ul style="list-style-type: none"> ● 1.4.12adv.Re7a: Demonstrate an understanding of multiple interpretations of 		<ul style="list-style-type: none"> ● Examine ● Discern ● Interpret ● Critique 	

artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.

- 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.

Proficient

- 1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
- 1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of devised or scripted theatre work by considering its specific purpose or intended audience.

Accomplished

- 1.4.12acc.Re8a: Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- 1.4.12acc.Re8b: Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
- 1.4.12acc.Re8c: Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.

Advanced

- 1.4.12adv.Re8a: Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
- 1.4.12adv.Re8b: Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
- 1.4.12adv.Re8c: Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.

Proficient

- 1.4.12prof.Re9a: Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
- 1.4.12prof.Re9b: Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.

<ul style="list-style-type: none"> ● 1.4.12prof.Re9c: Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work. ● 1.4.12acc.Re9b: Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding. ● 1.4.12acc.Re9c: Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. <p>Advanced</p> <ul style="list-style-type: none"> ● 1.4.12adv.Re9a: Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work. ● 1.4.12adv.Re9b: Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work. ● 1.4.12adv.Re9c: Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work. 	
Ancillary Standards	
1.4.12prof.Pr4a 1.4.12acc.Pr4a 1.4.12adv.Pr4a 1.4.12prof.Pr4b 1.4.12acc.Pr4b 1.4.12adv.Pr4b 1.4.12prof.Pr5a	1.4.12acc.Pr5a 1.4.12adv.Pr5a 1.4.12prof.Pr5b 1.4.12acc.Pr5b 1.4.12adv.Pr5b 1.4.12prof.Pr6a 1.4.12acc.Pr6a 1.4.12adv.Pr6a
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources

Creative Dramatics: An Art for Children	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. ● Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. ● Theatre artists reflect to understand the impact of drama processes and theatre experiences. 	<ul style="list-style-type: none"> ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? ● How can the same work of art communicate different messages to different people? ● How do theatre artists comprehend the essence of drama processes and theatre experiences?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in theaters ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Theater

Subject: Theater	Grade: 9-12	Unit 4: Connecting Art to Self	8 Weeks
Performance Expectations		Critical Knowledge and Skills	
<p>Proficient</p> <ul style="list-style-type: none"> ● 1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.4.12acc.Cn10a: Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs. <p>Advanced</p> <ul style="list-style-type: none"> ● 1.4.12adv.Cn10a: Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives. <p>Proficient</p> <ul style="list-style-type: none"> ● 1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work. ● 1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work. 		<ul style="list-style-type: none"> ● Incorporate ● Affect ● Expand 	

<p>Accomplished</p> <ul style="list-style-type: none"> ● 1.4.12acc.Cn11a: Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works. ● 1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work. <p>Advanced</p> <ul style="list-style-type: none"> ● 1.4.12adv.Cn11a: Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems. ● 1.4.12adv.Cn11c: Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research. 	
Ancillary Standards	
<p>1.4.12prof.Re7a 1.4.12acc.Re7a 1.4.12adv.Re7a 1.4.12prof.Re8a 1.4.12adv.Re8a 1.4.12acc.Re8a 1.4.12prof.Re8b 1.4.12acc.Re8b 1.4.12adv.Re8b 1.4.12prof.Re8c 1.4.12acc.Re8c</p>	<p>1.4.12adv.Re8c 1.4.12prof.Re9a 1.4.12acc.Re9a 1.4.12adv.Re9a 1.4.12prof.Re9b 1.4.12acc.Re9b 1.4.12adv.Re9b 1.4.12prof.Re9c 1.4.12acc.Re9c 1.4.12adv.Re9c</p>
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Creative Dramatics: An Art for Children 	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	

<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Theatre artists allow awareness of interrelationships between self and others to inform their work. ● As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. 	<ul style="list-style-type: none"> ● What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? ● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
<p>Career education</p>	
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in theaters ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Theater