



**MIDLAND PARK PUBLIC SCHOOLS**  
*Midland Park, New Jersey*  
**CURRICULUM**

# **Dramatics**

**Prepared by:**  
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Marie C. Cirasella, Ed.D.

*Director of Curriculum, Instruction, & Assessment:*  
Melissa Quackenbush

*Approved by the Midland Park Board of Education on*  
*August 15, 2017*

CCCS born on 9/2012  
Revised on 9/2014  
Addenda 5/2016  
NJSLS born on 8/2017

## ***Dramatics***

### ***Course Description:***

Dramatics is designed to help high school students develop an in-depth understanding of the theater. Students will participate in various activities involving performing, writing, and backstage responsibilities. The predominant goals of this course of study are: first, to appreciate the breadth of roles and contributors involved in theatrical productions; second, to understand the rules of performance art, as well as the expectations of those involved; and third, to create original content to be performed by and with peers. Students will participate in a variety of collaborative learning activities designed to develop critical thinking and problem solving skills, cultural understanding, appreciation and respect for diversity, and an ability to incorporate this learning to other courses and scenarios.

### ***Suggested Course Sequence:***

Unit 1: The Theater Calls - The basics of theatre and performing. 5 weeks, and as needed throughout

Unit 2: Putting on a Show - & Creating Content for the Stage. 5 Weeks and continuous throughout

Unit 3: Acting for Television and Film - From stage to screen. 2 Weeks and continuous throughout

Unit 4: Summative - Portfolio and Journal review. 1 week, and continuous throughout.

<b>Content Area: Dramatics</b>	
<b>Unit Title: The Theatre Calls - Theatre and Performance Basics</b>	
<b>Grade Level: High School 9-12</b>	
<p><b>Unit Summary:</b> An overview of the theater, the stage, and performance art. An analysis of the various formats of performing, and the most famous performers of the past and present.</p> <p><b>Interdisciplinary Connections:</b> The historical connections made throughout this unit can be further discussed.</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology &amp; Communications Career Cluster.</p> <p>NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology &amp; Communications Career Cluster.</p> <p>NJSLS.9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>NJSLS.9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>NJSLS.9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p> <p>NJSLS.9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>NJSLS.9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.</p>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
NJSLS.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
NJSLS.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.



NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
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NJSLS.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
<div><div><b>Unit Essential Question(s):</b><ul style="list-style-type: none"><li>What techniques can I use to overcome my fear of speaking in front of a group?</li><li>How can I warm up my voice and my body so that I am ready for a performance?</li><li>What did the theater and performing arts look like throughout various time periods?</li><li>How and why did theater arts change over time?</li><li>What does it mean to analyze a piece of writing to be performed?</li><li>How does one effectively learn from others' performances?</li></ul></div><div><b>Unit Enduring Understandings:</b><ul style="list-style-type: none"><li>How and why the theater and performing arts underwent dramatic changes over time</li><li>The necessity of an analytical approach to reading performance pieces</li><li>The capability to learn from viewing and critiquing others' ability to engage with audiences in a performance</li></ul></div></div>		
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"><li>Research/Discuss the evolution of staged performance</li><li>Participate and lead improv and warm up exercises and games</li><li>Learn and practice the vocabulary of theatre</li><li>Discover the elements of a staged show</li><li>Learn and practice the basic elements of performance</li></ul>		
<b>Formative Assessments:</b> <b>Performance, Participation, Quizzes, Tests</b> <b>Summative/Benchmark Assessment(s):</b> <b>Resources/Materials</b> (copy hyperlinks for digital resources): <b>Stage access, Computers, Internet access, student Google accounts, Google Classroom, printing capability</b>		
<div><div><b>Modifications:</b><ul style="list-style-type: none"><li><b>Special Education Students</b> alternative pacing of unit, reduce amount of work required, provide written and oral instruction</li><li><b>English Language Learners</b></li></ul></div><div><ul style="list-style-type: none"><li><b>At-Risk Students</b> allow extended time for project completion, provide hands-on activities, accept participation at any level</li><li><b>Gifted and Talented Students</b></li></ul></div></div>		

allow errors in writing, accept writing in first language, allow extended time for project completion.

allow for peer-to-peer instruction, provide leadership positions in group context.

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction	Introduce students to Improvisational - Games and Warm-Up Exercises. Create a safe space where students can be creative.	1 Week and continuous
History of the Theatre	Introduce a brief history of theatre. Theatre Then & Now - Compare and Contrast. Discuss/Research/Presentations etiquette, superstitions, legends and "curses".	2 Weeks and reviewed as needed
Theatre Vocabulary & The Elements of Drama – The Stage	Introduce and discuss drama vocabulary. Students will tour the stage in Memorial Hall as we review a diagram of the stage and discuss the space.	3 Class Periods and reviewed as needed
The Basics of Performing	Analyze Professional examples. Students will explore how to train their voice through the announcer's test. Students will act without words, use props and try other techniques. Summative Evaluation: Mimic the best then make it your own.	2 Weeks and continuous

**Teacher Notes:**

**Additional Resources** Click links below to access additional resources used to design this unit:

<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=cui>

[http://www.glencoe.com/theatre/Timeline/timeline\\_content.html](http://www.glencoe.com/theatre/Timeline/timeline_content.html)

<http://www.biography.com/people/groups/actors-and-actresses-theater-actor-and-theateractress-male>

<http://www.biography.com/people/groups/actors-and-actresses-theater-actor-and-theateractress-female>

<http://www.imdb.com/list/ls050274118/>



**Content Area: Dramatics****Unit Title: Putting on a Show - The Rules & Roles****Grade Level: High School 9-12**

**Unit Summary:** An overview of the rules and terminology involved in various performance formats. An overview and student sampling of the different roles necessary for a successful production. A consideration of emulating such a network within this course.

**Interdisciplinary Connections:** The content that students create during this unit can be connected to any other discipline, as per their choosing.

**21<sup>st</sup> Century Themes and Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.

NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.

NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

NJSLS.9.3.12.ART<sup>TPRF</sup>.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

NJSLS.9.3.12.ART<sup>TPRF</sup>.5 Explain key issues affecting the creation of characters, acting skills and roles.

NJSLS.9.3.12.ART<sup>TPRF</sup>.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

NJSLS.9.3.12.ART<sup>TPRF</sup>.7 Describe how technology and technical support enhance performing arts productions.

NJSLS.9.3.12.ART<sup>TPRF</sup>.8 Analyze all facets of stage and performing arts production management.

**Standards (Content and Technology):**

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NJSLS.A.R2.	relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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NJSLS.A.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLS.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• What are the different types of performers and the characters they can play?</li> <li>• What are the different roles behind the scenes of a production and what are their responsibilities?</li> <li>• How do all of the people involved in a performance collaborate, coexist, and succeed?</li> <li>• What are the expectations of everyone involved in a performance and why?</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Performers have unique specialties and stock characters to employ in their work</li> <li>• There exists a hierarchy and chain of command within every production to ensure efficiency and communication</li> <li>• Each contributor has an essential role to play in a successful production.</li> </ul>	
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Research the different types of performers and develop unique performance specialties</li> <li>• Create an ongoing portfolio of original stock characters to be performed by and with peers</li> <li>• Research the different roles of behind the scenes contributors</li> <li>• Understand the hierarchy of a production and be able to employ each of the necessary roles as expected</li> <li>• Write original pieces to be performed by and with peers with each piece requiring a number of behind the scenes roles to be performed as well</li> <li>• Create original content to be performed for peers</li> <li>• Review and revise peers' work</li> </ul>	
<b>Formative Assessments:</b> Performance, Participation, Quizzes, Tests, Scene/Monologue/Scriptwriting <b>Summative/Benchmark Assessment(s):</b> Resources/Materials (copy hyperlinks for digital resources): Stage access, Computers, Internet access, student Google accounts, Google Classroom, printing capability	
<b>Modifications:</b> <ul style="list-style-type: none"> <li>• Special Education Students alternative pacing of unit, reduce amount of work required, provide written and oral instruction</li> <li>• English Language Learners allow errors in writing, accept writing in first language, allow</li> </ul>	
<ul style="list-style-type: none"> <li>• At-Risk Students allow extended time for project completion, provide hands-on activities, accept participation at any level</li> <li>• Gifted and Talented Students allow for peer-to-peer instruction, provide leadership</li> </ul>	



extended time for project completion.		positions in group context.
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction & Pre-Assessment	What roles and rules are involved in theater arts?	1 Class Period
Applying the Rules - How to Put on a Show	Introduce Stagecraft, Terminology Review previous vocab	4 Class Periods and ongoing
Learning the Roles: Behind the Scenes of a Production	Introduce Hierarchy, Equipment Understanding Theatre through Script and Structure	1 Week and ongoing
Summative Evaluation	Contribution to the Fall Play	2 Weeks and throughout marking period 1
Character Development	Stock Characters Learning the Roles: Types of Performers and their Characters Research/Performance	2 Weeks and ongoing
Original Monologues	Research/Write/Direct Monologues/Scenes Performance	2 Weeks and ongoing
Teacher Notes:		
<b>Additional Resources</b> Click links below to access additional resources used to design this unit: <a href="https://en.wikipedia.org/wiki/Theatre_technique">https://en.wikipedia.org/wiki/Theatre_technique</a> <a href="http://campuses.fortbendisd.com/campuses/documents/teacher/2010/teacher_20100525_1349.pdf">http://campuses.fortbendisd.com/campuses/documents/teacher/2010/teacher_20100525_1349.pdf</a> <a href="http://www.savoyhill.co.uk/technique/directingtheactor.html">http://www.savoyhill.co.uk/technique/directingtheactor.html</a> <a href="http://www.theatreheroes.com/#lacting-tips/c1lp0">http://www.theatreheroes.com/#lacting-tips/c1lp0</a> <a href="http://www.fictionfactor.com/guests/common.html">http://www.fictionfactor.com/guests/common.html</a> <a href="https://en.wikipedia.org/wiki/List_of_stock_characters">https://en.wikipedia.org/wiki/List_of_stock_characters</a>		



<b>Content Area: Dramatics</b>	
<b>Unit Title: Acting for Television and Film</b>	
<b>Grade Level: High School 9-12</b>	
<p><b>Unit Summary:</b> Students will apply their knowledge of stage acting, performance and behind the scenes roles to the film set.</p> <p><b>Interdisciplinary Connections:</b> The content that students create during this unit can be connected to any other discipline, as per their choosing.</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology &amp; Communications Career Cluster.</p> <p>NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology &amp; Communications Career Cluster.</p> <p>NJSLS.9.3.12.ART<sup>T</sup>PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>NJSLS.9.3.12.ART<sup>T</sup>PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>NJSLS.9.3.12.ART<sup>T</sup>PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p> <p>NJSLS.9.3.12.ART<sup>T</sup>PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>NJSLS.9.3.12.ART<sup>T</sup>PRF.8 Analyze all facets of stage and performing arts production management.</p>	
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NJSLS.A.R2.	relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
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NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
NJSLS.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>How is acting for television and film different from the stage?</li> <li>How can you create tension and suspense on screen?</li> <li>Why is listening and reacting so important when acting in front of the camera?</li> <li>What is the inner monologue and how do you use it?</li> </ul>		<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>On camera performers need different techniques to convey their message.</li> <li>There is a sense of intimacy with the audience that needs to be authentic.</li> <li>The camera doesn't lie.</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Research the different types of on-camera acting based on the target audience.</li> <li>Understand how to bring a consistent and quality performance to the screen take after take.</li> <li>Analyze how an actor can enhance his or her character beyond the page.</li> <li>Learn why different shots require different performance techniques.</li> </ul>		
<b>Formative Assessments:</b> Performance, Participation, Quizzes, Tests, Scene/Monologue/Scriptwriting <b>Summative/Benchmark Assessment(s):</b> Resources/Materials (copy hyperlinks for digital resources): Stage access, Computers, Internet access, student Google accounts, Google Classroom, printing capability		
<b>Modifications:</b> <ul style="list-style-type: none"> <li><b>Special Education Students</b> alternative pacing of unit, reduce amount of work required, provide written and oral instruction</li> <li><b>English Language Learners</b> allow errors in writing, accept writing in first language, allow extended time for project completion.</li> </ul>		<ul style="list-style-type: none"> <li><b>At-Risk Students</b> allow extended time for project completion, provide hands-on activities, accept participation at any level</li> <li><b>Gifted and Talented Students</b> allow for peer-to-peer instruction, provide leadership positions in group context.</li> </ul>
Lesson	Lesson Objective(s)	Time frame (day(s) to complete)



Midland Park Public Schools

Name/Topic		
Introduction to TV and Film	Favorite Television Shows and Movies. Students should consider memorable performances and analyze why those performance left such a lasting impression on them.	1 Class Period
Techniques to make the transition from stage to screen	Listening and reacting, the inner monologue, acting with the eyes, the dramatic need and the shot type.	2 Class Periods
Exemplars of Screen Performances	View and Discuss overall impact. Analyze techniques and character's overarching dramatic need and need within the scene.	2 Class Periods
Research	Research A Soap Opera Scene, A Commercial and a Film Scene/Monologue	3 Class Periods
Rehearse	Practice on camera techniques	3 Class Periods
Perform/Film	Record Performance	1 Week
Edit Scene	Add music/sound effects and special effects to enhance and/or change the meaning of the scene	1 Week
View and Critique	Watch and discuss the performances	2 Class Periods
<b>Teacher Notes:</b>		
<b>Additional Resources</b> Click links below to access additional resources used to design this unit: <a href="http://fresnoartscouncil.org/wp-content/uploads/2015/05/TV-Film-Acting-Class-Lesson-Plan.pdf">http://fresnoartscouncil.org/wp-content/uploads/2015/05/TV-Film-Acting-Class-Lesson-Plan.pdf</a> <a href="https://www.schooltheatre.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=4c7b4df4-d970-4b37-98c7-44c45eb4128a">https://www.schooltheatre.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=4c7b4df4-d970-4b37-98c7-44c45eb4128a</a> <a href="http://teachersinstitute.yale.edu/curriculum/units/1995/2/95.02.09.x.html">http://teachersinstitute.yale.edu/curriculum/units/1995/2/95.02.09.x.html</a>		



<b>Content Area: Dramatics</b>	
<b>Unit Title: Portfolio Contributions</b>	
<b>Grade Level: High School 9-12</b>	
<p><b>Unit Summary:</b> Students should be expected to reflect on their contributions to the class at various points throughout the course; their portfolio as a whole, each writing piece, and overall contributions should be considered.</p> <p><b>Interdisciplinary Connections:</b> Self-reflection is necessary throughout the disciplines.</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology &amp; Communications Career Cluster.</p> <p>NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology &amp; Communications Career Cluster.</p> <p>NJSLS.9.3.12.AR<sup>T</sup>PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>NJSLS.9.3.12.AR<sup>T</sup>PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>NJSLS.9.3.12.AR<sup>T</sup>PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p> <p>NJSLS.9.3.12.AR<sup>T</sup>PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>NJSLS.9.3.12.AR<sup>T</sup>PRF.8 Analyze all facets of stage and performing arts production management.</p>	
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NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
NJSLS.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>How did each student contribute to the overall vision of the class?</li> <li>How can each student improve his/her work?</li> <li>How can the class more effectively achieve its goals?</li> <li>How does the class improve upon what it is already effectively producing?</li> </ul>		<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Reflecting on one's work is essential for improvement</li> <li>The overall product and the methods to achieve such a product can always be improved upon</li> <li>The importance of contributing to the overall vision of a group is vital</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Re-visit each of their pieces and contributions to the class</li> <li>Examine how they have improved over a period of time regarding each writing format, as well as overall</li> <li>Respond to peer feedback and critique</li> <li>Adjust personal, as well as group, goals for moving forward in the course</li> </ul>		
<b>Formative Assessments:</b> Portfolio/Journal Entries - Self Reflection <b>Summative/Benchmark Assessment(s):</b> Resources/Materials (copy hyperlinks for digital resources): Stage access, Computers, Internet access, student Google accounts, Google Classroom, printing capability		
<b>Modifications:</b> <ul style="list-style-type: none"> <li>Special Education Students alternative pacing of unit, reduce amount of work required, provide written and oral instruction</li> <li>English Language Learners allow errors in writing, accept writing in first language, allow extended time for project completion.</li> </ul>		<ul style="list-style-type: none"> <li>At-Risk Students allow extended time for project completion, provide hands-on activities, accept participation at any level</li> <li>Gifted and Talented Students allow for peer-to-peer instruction, provide leadership positions in group context.</li> </ul>
<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
Introduction &	What is the purpose of keeping a	1 Class Period

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Pre-Assessment	portfolio?	
Portfolio Review	Set up Portfolio to include prompts, reflections and peer reviews.	1 Class Period
Entries	At the end of class students will be given to write in their journals and or will be asked to do this for homework. At the end of each marking period journals will be assessed.	Ongoing
Teacher Notes:		
<p>Additional Resources Click links below to access additional resources used to design this unit:  <a href="http://www.forbes.com/sites/ehrllichfu/2013/08/15/why-college-students-need-to-selfreflect/">http://www.forbes.com/sites/ehrllichfu/2013/08/15/why-college-students-need-to-selfreflect/</a></p>		