

**Winslow Township School District**  
**9-12 Theatre**  
**Unit 1: History of the Arts and Culture**

**Overview:** In this unit, students will gain in-depth understanding of theatrical elements, principles, and conventions as well as develop their acting skills.

Overview	Standards for Theatre Content	Unit Focus	Essential Questions
<p><a href="#"><u>Unit 1</u></a></p> <p><b>History of the Arts and Culture</b></p>	<p>1.4.12prof.Cn11a            1.4.12prof.Cn11b            1.4.12adv.Cn11c            1.4.12prof.Cn11b            1.4.12prof.Re9b            1.4.12acc.Cn11b:</p>	<ul style="list-style-type: none"> <li>• Recognize the distinguishing characteristics of theatre from diverse cultures.</li> <li>• Trace the development of technical aspects of theatre throughout major points of history.</li> <li>• Differentiate cultural implications and theatre conventions of diverse theatrical works and apply these implications and conventions to period and/or contemporary plays staged in the style appropriate for which it was created.</li> <li>• Characterize how multicultural perspectives generate multiple responses and/or meanings to art individually, emotionally, intellectually, and kinesthetically.</li> <li>• Compare and contrast conventions of ancient and contemporary world theatrical forms.</li> <li>• Analyze theatrical styles that challenge the social mores/zeitgeist of various historical periods.</li> <li>• Analyze how dramatic literature and theatre is used to sway public opinion and question social norms.</li> <li>• Analyze how the theatre experience has or has not changed across a spectrum of historical period.</li> </ul>	<ul style="list-style-type: none"> <li>• How have innovations in theatre impacted societal norms?</li> <li>• How does theatre influence society?</li> <li>• How does society influence theatre?</li> <li>• How does exposure to various cultures influence our response to theatre?</li> </ul>
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• Dramatizations and scenes from a variety of historical periods and cultures stimulate understanding of the impact of society on theatre, and theatre’s impact on society.</li> <li>• Live and recorded resources from diverse periods in different genres can help identify theatrical conventions, compare and contrast treatments, and analyze the effectiveness of each in the designated time period.</li> <li>• The works of significant artists reflect the historical and aesthetic evolution of scenic design and technical theatre.</li> <li>• Theatrical conventions of specific periods, styles, and genres of theatrical literature inform student decisions.</li> </ul>		

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Curriculum Unit 1	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 1: History of the Arts and Culture</b>	1.4.12prof.Cn11a	Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work..	2	12
	1.4.12prof.Cn11b	Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.	2	
	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.	2	
	1.4.12prof.Cn11b	Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.	2	
	1.4.12prof.Re9b	Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.	2	
	1.4.12acc.Cn11b	Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.	1	
	Assessment, Re-teach and Extension		1	

**Unit 1 Grade 9-12**

<b>Content Statement</b>	<b>Indicator #</b>	<b>Indicator</b>
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.	1.4.12prof.Cn11a <b>Winslow Township School District</b> <b>9-12 Theatre</b> <b>Unit 1: History of the Arts and Culture</b>	Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre 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.	1.4.12prof.Cn11b	Use basic research methods to better understand the social and cultural background of devised or scripted theatre 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.	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.
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.	1.4.12prof.Cn11b	Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.
Theatre artists apply criteria to investigate, explore and assess drama and theatre work.	1.4.12prof.Re9b	Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre 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.	1.4.12acc.Cn11b:	Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.

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**Assessment Plan**

- Quarterly Assessment: Performance- Based

**Teacher Observation**

- Use a variety of vocal tones and breathe control to create a character's feelings and mood.
- Use basic analysis skills to perform a character within a scene.
- Performance rubrics
- Performance task checklist
- [Arts Achieve Performance Assessments](#)
- [Arts Assessment for Learning](#)

[Sample Assessment & Rubric 1:Gr9-12](#)

[Sample Assessment & Rubric 3:Gr9-12](#)

[Sample Assessment & Rubric 4:Gr9-12](#)

**Alternative Assessments:**

- Analyzing primary source documents on the history of theatre in various cultures.
- Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research.
- Use technology to create a presentation
- Evaluate informal in- class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

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Resources	Activities
<ul style="list-style-type: none"> <li>• <i>American Theatre Magazine</i></li> <li>• <i>Playing Period Plays</i> by Lyn Oxenford</li> <li>• <i>Drama of Color: Improvisation with Multi Ethnic Folklore</i> by Johnny Saldana</li> <li>• Digital Shakespeare Texts:               <ul style="list-style-type: none"> <li>○ <a href="http://www.folgerdigitalttexts.org/?chapter=4">http://www.folgerdigit alttexts.org/?chapter=4</a></li> <li>○ <a href="http://globalshakespear es.mit.edu/#">http://globalshakespear es.mit.edu/#</a></li> </ul> </li> <li>• <a href="#">Glossary of Terms</a></li> </ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b>  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ul style="list-style-type: none"> <li>• Read at least one play from the following eras:               <ul style="list-style-type: none"> <li>• Ancient Greece</li> <li>• Medieval Europe</li> <li>• 17th Century France</li> <li>• 18th Century Germany</li> </ul> </li> <li>• Create a chronological chart that displays the seven eras of Western theatre.</li> <li>• Experience at least three of the cultural forms through videos:               <ul style="list-style-type: none"> <li>• Japanese Theatre</li> <li>• Latino Theatre</li> <li>• Opera</li> <li>• American Musical Theatre</li> </ul> </li> <li>• Using online and video resources, research one of the selected eras of theatrical innovations or cultural forms to complete a project:               <ul style="list-style-type: none"> <li>• Designing a set model</li> <li>• Performing scenes</li> <li>• Write a historical overview essay of a time period.</li> </ul> </li> <li>• Identify the distinguishing characteristics of a major period in Western theatrical innovation.</li> <li>• Examine applications and influences of technology in theatrical works and their impact on the performance, audience perception, and experiences around the world.</li> </ul>

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**Instructional Best Practices and Exemplars**

- |   |  |
|---|--|
| 1. Identifying similarities and differences     | 6. Cooperative learning                      |
| 2. Summarizing and note taking                  | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses         |
| 4. Homework and practice                        | 9. Cues, questions, and advance organizers   |
| 5. Nonlinguistic representations                | 10. Manage response rates                    |

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, And Preparation and Training**  
**9.4 Life Literacies and Key Skills**

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
- 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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**Modifications for Special Education/504**

***Students with special needs:*** The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

- Use sentence/paragraph frames to assist with writing reports.
  - Create a world wall with cultural theatre names/vocabulary.
  - Utilize graphic responses in journals.
- Provide extended time for written responses and reports.

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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Invite parents/guardians to participate in sharing cultural plays.
- Provide an outline for journal entries and study guides.
- Provide extended time for written responses and reports.



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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>This particular unit has limited language barriers due to the physical nature of the curriculum. The following can be utilized: Review previously learned theatre terminology. Include terms for human emotions. Students will use their bodies to express a series of emotions. Give a secret cue card to each student with an emotion written on it. Use a variety of cues from strong to subtle, e.g., fear or shyness. Instruct students to mime their word and have the class guess the emotion. When expressed, write the name of the emotion on the board. Write a brief scene on the board.</p> <ul style="list-style-type: none"> <li>• Use sentence/paragraph frames to assist with writing reports.</li> <li>• Create a world wall with cultural theatre names/vocabulary.</li> <li>• Work with a partner to develop written reports and journal entries.</li> <li>• Provide extended time for written responses and reports.</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Theatre requirements. This will include allowing more opportunities to demonstrate creativity and the design of original pieces. In addition, the following can be utilized:</p> <ul style="list-style-type: none"> <li>• Create an original play based on the cultural themes and theatre elements of a particular style.</li> <li>• Incorporate multiple types of resources, including text, video, interviews, etc., into a report on an actor or playwright from specific time period or culture.</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>

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**Interdisciplinary Connections**

**ELA**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

**Integration of Computer Science and Design Thinking**

**8.1.12.CS.1** Describe ways in which integrated systems hide underlying implementation details to simplify user experiences

**8.1.12.IC.1** Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

**8.1.12.IC.3** Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources

**8.2.12.ED.1** Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.