

Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Course Overview	2 Days
Unit II:	Play Structure	5 Days
Unit III:	Observation	7 Days
Unit IV:	Character Analysis	16 Days
Unit V:	Student Monologue Performance	24 Days
Unit VI:	Review/Mid-Term Exam	3 Days
Unit VII:	Greek Theatre	12 Days
Unit VIII:	Dramatic Scenes	12 Days
Unit IX:	Body Positions	6 Days
Unit X:	Review/Final Exam	3 Days
Total Number of Days		90 Days

BRIDGETON PUBLIC SCHOOLS
THEATRE
PACING CHART/CURRICULUM MAP

Course: Theatre III

Unit I: Course Overview

Essential Question: Why is structure important in a theatre class?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.C.1	<p>Lesson 1: Introduction to the Course</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Understand classroom procedures by discussion and review. • Understand teacher expectations by reviewing goals of the class. • Understand their own type of character by filling of character biography of themselves. • Understand group respect and self respect by discussion and review. 	<ul style="list-style-type: none"> • Character Biography • Policy and Procedures • Grading Expectations • Performance Rubric 	<ul style="list-style-type: none"> • Character Biography

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Course: Theatre III

Unit II: Play Structure

Essential Question: Why is it important to identify different parts of a play?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 Days	1.1.12.C.3	<p>Lesson 1: Modern Play Structure</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Identify an exposition in a play by reading and example in the Theatre Textbook. • Identify a conflict in a play by reading an example in the Theatre Textbook. • Identify the rising action in a play by reading an example in the Theater Textbook. • Identify the climax in a play by reading an example from the Theatre Textbook. • Identify the falling action in a play by reading an example in the Theatre Textbook. • Identify the dénouement of a play by reading an example from the Theatre Textbook. 	<ul style="list-style-type: none"> • <i>Theatre Art in Action</i> pg. 168-173 	<ul style="list-style-type: none"> • Play Structure Quiz

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Course: Theatre III

Unit III: Observation

Essential Question: What is the importance of learning observation as an acting technique?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
7 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	<p>Lesson 1: Observation</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Use the tool of observation to create characters by completing a worksheet. • Understand characteristics of someone else by observing someone in class or at home. • Identify defining characteristics of film stars by observing different clips from film. • Define different parts of character by teacher lead discussion. • Develop basic playwrighting skills by improvisation acting. 	<ul style="list-style-type: none"> • Observation Worksheet • <i>Theatre Art in Action</i> pg. 129-130 • <i>Theatre Art in Action</i> pg. 247-248 	<ul style="list-style-type: none"> • Observation Worksheet • Building Character Project

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Course: Theatre III

Unit IV: Character Analysis

Essential Question: Why is character analysis important to an actor?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
16 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	<p>Lesson 1: Character Analysis</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Explore and develop sensory and observation skills to heighten awareness of self, others and their environment by participating in theatre warm up games. • Execute basic stage movement by reading examples from the theatre textbook. • Demonstrate the use of analysis skills when creating characters by developing physical, emotional, and social dimensions of characters that are culturally and historical true by reading excerpts from various plays. • Present a character by using observation skills and rehearsal techniques. 	<ul style="list-style-type: none"> • Sense Memory Handout • Emotional Memory Handout • Action -Generated Emotion Handout • Motivation and Behavior Handout • <i>Theatre Art in Action</i> pg. 128-139 	<ul style="list-style-type: none"> • Sense Memory Handout • Emotional Memory Handout • Action -Generated Emotion Handout • Motivation and Behavior Handout • Monologue Performance Rubric • Background and Status Quo Handout

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Course: Theatre III

**Unit V: Student Monologue Performance
(One day a week throughout the semester)**

Essential Question: What is the importance of performing every week?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	<p>Lesson 1: Components of a Monologue</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Identify and discuss the importance of movement of a monologue by a class discussion. • Identify and discuss the importance of vocal clarity in a monologue by student and teacher examples. • Identify and discuss the importance of character development in a monologue by completing a character biography. • Identify and discuss the importance of emotion in a monologue by completing a character biography. 	<ul style="list-style-type: none"> • Monologue Rubric 	<ul style="list-style-type: none"> • Monologue Performance Grade

3	1.2.12.A.1 1.2.12.A.2	<p>Lesson 2: Monologue Select</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Research and identify different types of monologues by access to the media center. • Research historical theatre pieces and understand the historical importance by researching playwrights. • Students will gain confidence of performance skills by performing on a regular basis. 	<ul style="list-style-type: none"> • Media Center Class Time 	<ul style="list-style-type: none"> • Monologue Select
18 Days	1.1.12.C.1 1.1.12.C.2 1.1.12.C.3	<p>Lesson 2: Monologue Performance</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Perform a memorized monologue by daily rehearsal. • Understand the importance of a character biography by performing a memorized monologue. 	<ul style="list-style-type: none"> • Monologue Rubric 	<ul style="list-style-type: none"> • Monologue Rubric

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Course: Theatre III

Unit VI: Review/Mid-Term Exam

Essential Question: Why is it important to reflect on what has been covered to this point in the course?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	<p>Lesson 1: Review</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> Recall information that they have learned previously by playing a game and asking or answering the teacher's questions. 	<ul style="list-style-type: none"> Previous Handouts and Materials 	<ul style="list-style-type: none"> Previous Handouts and Materials
1 Day	1.2.12.A.1 1.2.12.A.2	<p>Lesson 2: Mid Term Exam(Written)</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> Demonstrate their knowledge by taking a written exam. 	<ul style="list-style-type: none"> Mid-Term Exam 	<ul style="list-style-type: none"> Mid Term Exam
1 Day	1.3.12.C.1 1.3.12.C.2	<p>Lesson 3: Mid Term Exam (Performance)</p> <p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> Demonstrate their knowledge by performing a monologue. 	<ul style="list-style-type: none"> Mid Term Exam 	<ul style="list-style-type: none"> Mid Term Exam

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Course: Theatre III

Unit VII: Greek Theatre

Essential Question: Why is the knowledge of Theatre History important as an actor?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
12 Days	1.2.12.A.1 1.2.12.A.2	<p>Lesson 1: Greek Theatre</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Identify the components of the Greek Chorus by teacher lead lesson. • Identify Greek Theatre plays by teacher lead lesson. • Describe the physical appearance of ancient theatre spaces of ancient Greece. • Identify Greek Theatre playwrights by teacher lead lesson. • Describe the costumes worn by ancient Greek actors by researching period garments. • Describe the use of Greek masks and their importance by teacher lead lesson. 	<ul style="list-style-type: none"> • <i>Living Theatre, A History</i> pg. 25-56 • Mask making materials • Art supplies 	<ul style="list-style-type: none"> • Greek Theatre Test • Greek Mask Rubric

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Course: Theatre III

Unit VIII: Dramatic Scenes

Essential Question: Why are scene skills important to improve on as an actor?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2	<p>Lesson 1: Scene Selections</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> Identify published playwrights by researching different scenes. Identify significant contributions to the theatre community. 	<ul style="list-style-type: none"> Computer Access Scene Books Preliminary Script Analysis: Factual Questions Actors Analysis: Character 	<ul style="list-style-type: none"> Preliminary Script Analysis: Factual Questions Actors Analysis: Character
5 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	<p>Lesson 2: Scene Rehearsal</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> Understand the process of theatre rehearsals by participating in daily rehearsals. Understand and explore different ways to memorize selected scenes by teacher guided exercise. Utilize theatre terms by performing a cohesive student performance. 	<ul style="list-style-type: none"> Theatre Notebook Preliminary Script Analysis: Internal Question Body Positions Handout 	<ul style="list-style-type: none"> Preliminary Script Analysis: Internal Question

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Course: Theatre III

Unit IX: Body Positions

Essential Question: Why should an actor know body positions and stage movement?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
6 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2	Lesson 1: Body Positions Objective(s): SWBAT: <ul style="list-style-type: none"> • Understand how to properly speak to an audience while on stage by reviewing daily rehearsal techniques. • Understand vocabulary of body positions by reading from the theatre textbook. • Use theatre vocabulary by rehearsing performance pieces. 	<ul style="list-style-type: none"> • <i>Theatre Art in Action pg. 140-145</i> • Body Position Handout • Keeping Open Handout 	<ul style="list-style-type: none"> • Monologue Performance Rubric

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Course: Theatre III

Unit X: Review/Final Exam

Essential Question: Why do we need to prepare for this exam?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.C.1 1.1.12.C.2 1.1.12.C.3 1.2.12.A.1 1.2.12.A.2 1.3.12.C.1 1.2.12.C.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	Lesson 1: Review Objective(s): SWBAT: <ul style="list-style-type: none"> Recall information that they have learned previously by playing a game and review with teacher. 	<ul style="list-style-type: none"> Previous Handouts and Materials 	<ul style="list-style-type: none"> Previous Handouts and Materials
1 Day	1.1.12.C.1 1.1.12.C.2 1.1.12.C.3 1.2.12.A.1 1.2.12.A.2 1.3.12.C.1 1.2.12.C.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	Lesson 2: Final Exam(written) Objective(s): SWBAT <ul style="list-style-type: none"> Demonstrate their knowledge by taking a written based exam. 	<ul style="list-style-type: none"> Final Exam 	<ul style="list-style-type: none"> Final Exam

<p>1 v</p>	<p>1.1.12.C.1 1.1.12.C.2 1.1.12.C.3 1.2.12.A.1 1.2.12.A.2 1.3.12.C.1 1.2.12.C.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p>	<p>Lesson 3: Final Exam (Performance)</p> <p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> • Demonstrate their knowledge by taking a performance based exam. 	<ul style="list-style-type: none"> • Monologue Rubric 	<ul style="list-style-type: none"> • Monologue R c
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