

Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Course Overview	2 Days
Unit II:	Classical Student Monologue	24 Days
Unit III:	Career Opportunities	21 Days
Unit IV:	Review/Midterm	3 Days
Unit V:	Exit Portfolio	14 Days
Unit VI:	Student Written Scene	14 Days
Unit VII:	Advanced Acting II	9 Days
Unit VIII:	Review/Final Exam	3 Days
Total Number of Days		90 Days

**BRIDGETON PUBLIC SCHOOLS
THEATRE
PACING CHART/CURRICULUM MAP**

Course: Theatre VIII

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 completing the 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 VIII

Unit II: Classical 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
4 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

Days	1.2.12.A.1 1.2.12.A.2	Lesson 2: Monologue Selection Objective(s): SWBAT: <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. • 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 Selection
18 Days	1.1.12.C.1 1.1.12.C.2 1.1.12.C.3	Lesson 3: Monologue Performance Objective(s): SWBAT: <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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Unit III: Career Opportunities

Essential Question: What are some of the work force jobs related to theatre?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
7 Days	9.4.12.C(4).8	<p>Lesson 1: Directing Career</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Identify jobs that involve Directing by using information learned to gain employment as a Director. • Researching employment opportunities to utilize directing skills by researching Directing jobs. • Identify an award winning director by writing a biography on Directors such as Lloyd Richards. 	<ul style="list-style-type: none"> • <i>Theatre Art in Action</i> pg 571-572 	<ul style="list-style-type: none"> • Director Biography
7 Days	9.4.12.C(4).8	<p>Lesson 2: Stage Manger Career</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Identify jobs that involve Stage Manager by using information learned to gain employment as a Stage Manager • Research employment opportunities to utilize Stage Manager skills by researching Stage Manager jobs. 	<ul style="list-style-type: none"> • <i>Theatre Art in Action</i> pg 527 	<ul style="list-style-type: none"> • Stage Manager Biography

7 Days	9.4.12.C(4).8	<ul style="list-style-type: none"> Identify an award winner; Stage Manager by researching stage managers such as Sarah Jane Allison. <p>Lesson 3 Acting Career</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> Identify jobs that involve acting by using information learned to gain employment as a actor. Research employment opportunities to utilize acting skills by researching acting jobs. Identify an award winning actress by writing a biography such as Mary-Louise Parker 	<ul style="list-style-type: none"> <i>Theatre Art in Action</i> pg 573 	<ul style="list-style-type: none"> Actor Biography
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Course: Theatre VIII

Unit IV: 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 "Lighting Round" 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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Unit V: Exit Portfolio

Essential Question: What is the importance of a Portfolio?

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 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	<p>Lesson 1: Resume Building</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Attain a professional acting resume by creating a resume for college auditions. • Attain a professional acting resume for professional acting auditions by researching proper acting resume writing techniques. 	<ul style="list-style-type: none"> • Theatre Art In Action • Portfolios Folders. 	<ul style="list-style-type: none"> • Resume Worksheet • Resume
5 Days	1.2.12.A.1 1.2.12.A.2	<p>Lesson 2: Headshots</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Obtain a professional headshot by utilizing current headshots of other working actors. • Understand the basics of editing headshots by working with yearbook coordinator. 	<ul style="list-style-type: none"> • Technology Lab • Photoshop 	<ul style="list-style-type: none"> • Headshot Completion

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	Lesson 3: Audition Techniques Objective(s): SWBAT: <ul style="list-style-type: none"> • Develop proper introduction of an audition piece by rehearsing with class. • Build confidence as an actor by repeating introduction information. 	<ul style="list-style-type: none"> • Audition Evaluation Form • Audition Form • Résumé Form 	<ul style="list-style-type: none"> • Audition Evaluation Form • Audition Form • Audition Form • Resume Form
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Unit VI: Student Written Scenes

Essential Question: What are the benefits of being able to write a good theatre scene?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.C.1	<p>Lesson 1: Planning the Scene</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Review components of a play by taking a pre assessment on play structure. • Discuss and explain the difference between comedy and dramatic scenes by teacher lead discussion. • Utilize different theatre genre's in their written scene by recalling past knowledge. 	<ul style="list-style-type: none"> • Play Poster Model • <i>Theatre Art in Action</i> pg 162-180 	<ul style="list-style-type: none"> • Play Structure Quiz • Play Poster Model • Rehearsal Schedule
12 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: Writing the Scene</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Create a dialogue between three characters by utilizing the creative process. • Use all play structure components in a scene by identifying them in a student written scene. 	<ul style="list-style-type: none"> • Play Poster Model • <i>Theatre Art in Action</i> pg 162-180 	<ul style="list-style-type: none"> • Student Written Scene

<p>Days</p>	<p>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>	<p>Lesson 3: Scene Perform</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Present the rehearsed scene in front of the class. • Provide feedback to student performers. 	<ul style="list-style-type: none"> • Play Poster Model • <i>Theatre Art in Action</i> pg 162-180 	<ul style="list-style-type: none"> • Scene Rubi
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Unit VII: Advanced Acting II

Essential Question: What could be improved upon as an actor?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
14 Days	1.1.12.C.1 1.1.12.C.2 1.1.12.C.3	<p>Lesson 1: Emotional Recall</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Create characters by recalling past experiences from their lives. • Determine the difference between a beat and a moment by reviewing with the teacher. • Understand the importance of the five senses by recalling event using the five senses for emotional recall. • Review past acting techniques by reviewing with teacher. • Utilize different methods of memorization by reading from the theatre textbook. • Use terminology in a rehearsal setting by rehearsing in front of the class. 	<ul style="list-style-type: none"> • <i>Acting the First Six Lessons</i> • <i>An Actor Prepares</i> 	<ul style="list-style-type: none"> • Performance Rubric

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Course: Theatre VIII

Unit VIII: 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	<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 "Lighting Round" 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.1 1.2.12.C.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p>Lesson 2: Final Exam(written)</p> <p>Objective(s): SWBAT</p> <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

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 3: Final Exam (Performance) Objective(s): SWBAT <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 Rubric