Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Theater - Behind the Scenes	Theater	**9-12 BAIMS**	0.5

Course Description:

Explore the "behind the scenes" elements of production in the following disciplines: set design, costume design, lighting/electrics, and sound design, among other subcategories. Learn and apply knowledge and skills to design your own work. Students may have the opportunity to be a stage manager, call a show; act as crew moving sets, props, etc. during shows; operate a spotlight, lighting console, and audio console; set up a PA system and cabling for audio set-ups; and participate in best safety practices, including handling electrics and using proper body mechanics. Academic study and hands-on application provide a practical approach to production. Students may be required to work on the semester performance course production.

Aligned Core Resources:	Connection to the **BPS Vision of the Graduate**
Access to construction tools and machines **Building materials** **Paint** **Highlighters** **Pens** **Access to light board** **Access to sound board** **Access to spotlights** **Access to stage** **Sewing machines and supplies**	**Meaningfully contribute to a global society** COLLABORATION • Demonstrates ability to work effectively and respectfully with diverse teams • Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work and value the individual contributions made by each team member **Successfully Employ Skills for Self-Sufficiency** GOAL DIRECTED • Set goals with tangible and intangible success criteria • Use time and financial resources wisely to meet goals, complete tasks, and manage projects • Balance tactical (short-term) goals • Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals **Effectively Communicate in a Global Society** COMMUNICATION • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact • Communicate effectively in diverse environments (including becoming multi-lingual)

Additional Course Information: *Knowledge/Skill Dependent courses/prerequisites*	Link to Completed Equity Audit
	Theater Behind the Scenes - Equity Curriculum Review

Standard Matrix							
District Learning Expectations and Standards	**Intro to Theater Production**	**Costume Design**	**Lighting Design**	**Scenic Design**	**Sound Design**	**Production Team Unifying Design Concept**	**Technical Theater Practicum**
Creating							
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	X	X	X	X	X	X	X
TH:Cr2.1 Organize and develop artistic ideas and work.	X					X	X
TH:Cr3.1 Refine and complete artistic work.							
Performing							
TH:Pr4.1 Select, analyze and interpret artistic work for presentation.							
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	X	X	X	X	X	X	X
TH:Pr6.1 Convey meaning through the presentation of artistic work.							
Responding							
TH:Re7.1 Perceive and analyze artistic work.							
TH:Re8.1 Interpret intent and meaning in artistic work.							
TH:Re9.1 Apply criteria to evaluate artistic work.	X	X	X	X	X	X	X
Connecting							
TH:Cn10.0 Synthesize and relate knowledge and							

personal experiences to make art.							
TH:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	X	X	X	X	X	X	X

Unit Links

[Intro to Theater Production](#)
[Costume Design](#)
[Lighting Design](#)
[Scenic Design](#)
[Sound Design](#)
[Production Team Unifying Design Concept](#)
[Technical Theater Practicum](#)

Unit Title:

Intro to Theater Production

Relevant Standards: Bold indicates priority

TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

TH:Cr2.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

 TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

TH:Cn11.2.IIa. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

Essential Question(s):	Enduring Understanding(s):
CR1: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? **CR2:** How, when, and why do theatre artists' choices	**CR1:** Theatre artists rely on intuition, curiosity, and critical inquiry. **CR2:** Theatre artists work to discover different ways of communicating meaning.

change?

PR5: What can I do to fully prepare a performance or technical design?

RE9: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

CN11: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

PR5: Theatre artists develop personal processes and skills for a performance or design.

RE9: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

CN11: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

Demonstration of Learning:	Pacing for Unit
Students will complete research and design projects to show competency in each of the design elements. Students will present an original unified concept of a production of a play to demonstrate understanding of theatrical design flow.	11 classes

Family Overview (link below)	Integration of Technology:
In this unit students will learn the fundamentals of technical theater design and will implement the skills of research, planning and design in a deep analysis of a play.	

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Scenic Design Light Design Sound Design Costume Design Unifying Production Concept	Video Playback A device (computer or cell phone) with the ability to access the internet and other designated online sites and the ability to capture digital images. Access to Google Composition book or journal, sketch pads, colored pencils, markers and art supplies, graph paper, black Costume designs will use paper and art supplies and then take a digital photograph Scene designs will use cardboard stock, paper and arts supplies and then take a digital photograph. Sound designs will use either Garage Band or an internet-based sound application. Light designs will need the ability to use the light board and/or a program like the Online Light Lab at https://scenicandlighting.com/lightlab/

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Theater design is often taken for granted and not understood as an art.

Connections to Prior Units:	Connections to Future Units:

Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Comprehension	

3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships	- Bridge concepts with relevant analogies and metaphors - Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Day 1 Introductions and Team-Building Activities	I can work collaboratively in a group and appreciate others' strengths and differences. I can understand that there are myriad elements to theater production.	● I can identify several aspects of a theatrical Production ● I can describe the duties and function of the various elements of a theatrical production ● I can identify the relationship between the different elements of a theatrical production ● I can analyze the roles of different jobs of a theatrical production **Assessment:** Student participation and journal exit prompt	Journal
Day 2 Introduction to Technical Theater	I can understand that there are myriad elements to theater production.	● I can identify several aspects of a theatrical Production ● I can describe the duties and function of the various elements of a theatrical production ● I can identify the relationship between the different elements of a theatrical production ● I can analyze the roles of different jobs of a theatrical production **Assessment:** Student participation and journal exit prompt	Technical Theater Documentary

Day 3 Introduction to Scenic Design	I can understand and appreciate scenic design choices and implementation.	• I can identify the elements of scenic design • I can describe the implementation of scenic design choices • I can compare the artistic and technical decisions in scenic design choices • I can suggest scenic design choices to support an artistic vision **Assessment:** Students will journal and discuss SCENIC DESIGN CHOICES	Video recording of anchor play
Day 4 Introduction to Sound Design	I can understand and appreciate sound design choices and implementation.	• I can identify the elements of sound design • I can describe the implementation of sound design choices • I can compare the artistic and technical decisions in sound design choices • I can suggest sound design choices to support an artistic vision **Assessment:** Students will journal and discuss SOUND DESIGN CHOICES	Video recording of anchor play
Day 5 Introduction to Costume Design	I can understand and appreciate costume design choices and implementation.	• I can identify the elements of costume design • I can describe the implementation of costume design choices • I can compare the artistic and technical decisions in costume design choices • I can suggest costume design choices to support an artistic vision **Assessment:** Students will journal and discuss COSTUME DESIGN CHOICES	Video recording of anchor play
Day 6 Introduction to Light Design	I can understand and appreciate light design choices and implementation.	• I can identify the elements of lighting design • I can describe the implementation of lighting design choices • I can compare the artistic and technical decisions in lighting design choices • I can suggest lighting design choices to support an artistic	Video recording of anchor play

		vision **Assessment:** Students will journal and discuss LIGHT DESIGN CHOICES	
Day 7 Introduction to RESEARCH - PLAN - DESIGN process of technical theater and unifying design concept	I can conduct the needed research to understand how to create my design.	● I can identify the aspects of a theatrical Production ● I can describe the duties and function of the various elements of a theatrical production ● I can identify the relationship between the different elements of a theatrical production ● I can analyze the roles of different jobs of a theatrical production to create my own design **Assessment:** Students will journal and discuss researched design choices used in the anchor play.	Comparative clips of two productions of anchor play.
Day 8 Scenic Design Research	I can conduct the needed research to understand how to create my design.	● I can identify the aspects of a theatrical Production ● I can describe the duties and function of the various elements of a theatrical production ● I can identify the relationship between the different elements of a theatrical production ● I can analyze the roles of different jobs of a theatrical production to create my own design **Assessment:** Students will research locations from the anchor play and create a GOOGLE SLIDE Research Rubric	Google Slides Images
Day 9 Sound Design Research	I can conduct the needed research to understand how to create my design.	● I can identify the aspects of a theatrical Production ● I can describe the duties and function of the various elements of a theatrical production ● I can identify the relationship between the different elements of a theatrical	Google Slides Sounds

		production • I can analyze the roles of different jobs of a theatrical production to create my own design **Assessment:** Students will research sound elements from the anchor play and will create a GOOGLE SLIDE with examples of sound Research Rubric	
Day 10 Costume Design Research	I can conduct the needed research to understand how to create my design.	• I can identify the aspects of a theatrical Production • I can describe the duties and function of the various elements of a theatrical production • I can identify the relationship between the different elements of a theatrical production • I can analyze the roles of different jobs of a theatrical production to create my own design **Assessment:** Students will research fashion from the era of the anchor play and will create a mood board in GOOGLE SLIDES Research Rubric	Google Slides Research sites Images
Day 11 Light Design Research	I can conduct the needed research to understand how to create my design.	• I can identify the aspects of a theatrical Production • I can describe the duties and function of the various elements of a theatrical production • I can identify the relationship between the different elements of a theatrical production • I can analyze the roles of different jobs of a theatrical production to create my own design **Assessment:** Students will analyze two scenes from the anchor play and will create a GOOGLE SLIDE	Google Slides Images

		using comparative images Research Rubric	

Unit Title:
 Costume Design

Relevant Standards: Bold indicates priority
 TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work. TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work. **TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.** TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.   TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods. **TH:Cn11.2.IIa. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.**

Essential Question(s):	**Enduring Understanding(s):**
CR1: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? **PR5**: What can I do to fully prepare a performance or technical design? **RE9**: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? **CN11**: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	**CR1:** Theatre artists rely on intuition, curiosity, and critical inquiry. **PR5**: Theatre artists develop personal processes and skills for a performance or design. **RE9:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. **CN11:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Demonstration of Learning:	**Pacing for Unit**
Students will complete a research and design project to show competency in costume design. Students will present a unified concept of a production of the anchor play..	4 classes
Family Overview (link below)	**Integration of Technology:**
Students will implement the fundamentals of costume design in a costume design challenge that includes research, planning and design.	

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Costume Design	Video playback of anchor play A device (computer or cell phone) with the ability to access the internet and other designated online sites and the ability to capture digital images. Access to Google Composition book or journal, sketch pads, colored pencils, markers and art supplies, graph paper, black Costume designs will use paper and art supplies and then take a digital photograph
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Theater design is often taken for granted and not understood as an art.
Connections to Prior Units:	Connections to Future Units:

UDL Indicator	Teacher Actions:
Perception 1.1 - Offer ways of customizing the display of information **Expression and Communication** 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition **Recruiting Interest** 7.1 Optimize individual choice and autonomy	- Display information in a flexible format so that the following perceptual features can be varied - Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video - Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) - Use web applications (e.g., wikis, animation, presentation) - Provide learners with as much discretion and autonomy as possible - Allow learners to participate in the design of classroom activities and academic tasks - Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Day 12 Costume Design Challenge	I can conduct the needed research to understand how to create my design.	• I can identify the elements of costume design • I can describe the implementation of costume design choices • I can compare the artistic and technical decisions in costume design choices • I can suggest costume design choices to support an artistic vision **Assessment:** Students will research and create a mood board for a character in the anchor play. Costume Design Rubric	Google Slides Research sites Images
Day 13 Costume Design Challenge	I can conduct the needed research to understand how to create my design.	• I can identify the elements of costume design • I can describe the implementation of costume design choices • I can compare the artistic and technical decisions in costume design choices • I can suggest costume design choices to support an artistic vision **Assessment:** Students will research and create a mood board for a character in the anchor play. Costume Design Rubric	Google Slides Research sites Images
Day 14 Costume Design Challenge	I can conduct the needed research to understand how to create my design.	• I can identify the elements of costume design • I can describe the implementation of costume design choices • I can compare the artistic and technical decisions in costume design choices	Google Slides Research sites Images

		• I can suggest costume design choices to support an artistic vision **Assessment:** Students will research and create a mood board for a character in the anchor play. Costume Design Rubric	
Day 15 Costume Design Challenge	I can conduct the needed research to understand how to create my design.	• I can identify the elements of costume design • I can describe the implementation of costume design choices • I can compare the artistic and technical decisions in costume design choices • I can suggest costume design choices to support an artistic vision **Assessment:** Students will research and create a mood board for a character in the anchor play. Costume Design Rubric	Google Slides Research sites Images

Unit Title:
Lighting Design
Relevant Standards: Bold indicates priority
TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work. TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work. **TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.** TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

TH:Cn11.2.IIa. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

Essential Question(s):	Enduring Understanding(s):
CR1: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? **PR5**: What can I do to fully prepare a performance or technical design? **RE9**: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? **CN11**: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	**CR1:** Theatre artists rely on intuition, curiosity, and critical inquiry. **PR5**: Theatre artists develop personal processes and skills for a performance or design. **RE9:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. **CN11:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Demonstration of Learning:	**Pacing for Unit**
Students will complete research and design projects to show competency in each of the design elements. Students will present a unified concept of a production of the anchor play to demonstrate understanding of theatrical design flow.	3 classes
Family Overview (link below)	**Integration of Technology:**
Students will implement the fundamental skills of lighting design in a lighting design challenge that will include research, planning and design.	
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Light Design Focus Light plot Light cues Intensity Color	A video playback of anchor play A device (computer or cell phone) with the ability to access the internet and other designated online sites and the ability to capture digital images. Access to Google Composition book or journal, sketch pads, colored pencils, markers and art supplies, graph paper, black Light designs will need the ability to use the light board and/or a program like the Online Light Lab at https://scenicandlighting.com/lightlab/
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
	Theater design is often taken for granted and not understood as an art.
Connections to Prior Units:	**Connections to Future Units:**

UDL Indicator	Teacher Actions:
Perception 1.1 - Offer ways of customizing the display of information **Expression and Communication** 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition **Recruiting Interest** 7.1 Optimize individual choice and autonomy	• Display information in a flexible format so that the following perceptual features can be varied • Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video • Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) • Use web applications (e.g., wikis, animation, presentation) • Provide learners with as much discretion and autonomy as possible • Allow learners to participate in the design of classroom activities and academic tasks • Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Day 16 Light Design Challenge	I can conduct the needed research to understand how to create my design.	• I can identify the elements of lighting design • I can describe the implementation of lighting design choices • I can compare the artistic and technical decisions in lighting design choices • I can suggest lighting design choices to support an artistic vision **Assessment:** Students will research	Google Slides Research Sites Light Board Images

		color and intensity and create a light plot for a scene in the anchor play. Light Design Rubric	
Day 17 Light Design Challenge	I can conduct the needed research to understand how to create my design.	• I can identify the elements of lighting design • I can describe the implementation of lighting design choices • I can compare the artistic and technical decisions in lighting design choices • I can suggest lighting design choices to support an artistic vision **Assessment:** Students will research color and intensity and create a light plot for a scene in the anchor play. Light Design Rubric	Google Slides Research Sites Light Board Images
Day 18 Light Design Challenge	I can conduct the needed research to understand how to create my design.	• I can identify the elements of lighting design • I can describe the implementation of lighting design choices • I can compare the artistic and technical decisions in lighting design choices • I can suggest lighting design choices to support an artistic vision **Assessment:** Students will research color and intensity and create a light plot for a scene in the anchor play. Light Design Rubric	Google Slides Research Sites Light Board Images

Unit Title:

Scenic Design

Relevant Standards: Bold indicates priority

TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

 TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

TH:Cn11.2.IIa. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

Essential Question(s):	Enduring Understanding(s):
CR1: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? **PR5**: What can I do to fully prepare a performance or technical design? **RE9**: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? **CN11**: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	**CR1:** Theatre artists rely on intuition, curiosity, and critical inquiry. **PR5**: Theatre artists develop personal processes and skills for a performance or design. **RE9:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. **CN11:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Demonstration of Learning:	**Pacing for Unit**
Students will implement the fundamental skills of scenic design in a scenic design challenge that will include research, planning and design.	4 classes
Family Overview (link below)	**Integration of Technology:**
Students will implement the skills of scenic design in a design challenge based on the anchor play. Students will research, plan and design a set for a specific scene from the play.	
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Scenic Design Light Design Sound Design Costume Design Unifying Production Concept	Access to video playback A device (computer or cell phone) with the ability to access the internet and other designated online sites and the ability to capture digital images.

	Access to Google Composition book or journal, sketch pads, colored pencils, markers and art supplies, graph paper, black Costume designs will use paper and art supplies and then take a digital photograph Scene designs will use cardboard stock, paper and arts supplies and then take a digital photograph. Sound designs will use either Garage Band or an internet-based sound application. Light designs will need the ability to use the light board and/or a program like the Online Light Lab at https://scenicandlighting.com/lightlab/
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
	Theater design is often taken for granted and not understood as an art.
Connections to Prior Units:	**Connections to Future Units:**

Differentiation through Universal Design for Learning

UDL Indicator	Teacher Actions:
Perception 1.1 - Offer ways of customizing the display of information **Expression and Communication** 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition **Recruiting Interest** 7.1 Optimize individual choice and autonomy	• Display information in a flexible format so that the following perceptual features can be varied • Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video • Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) • Use web applications (e.g., wikis, animation, presentation) • Provide learners with as much discretion and autonomy as possible • Allow learners to participate in the design of classroom activities and academic tasks • Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts

Lesson	Learning Target	Success Criteria/	Resources

Sequence			Assessment	
Day 19 Scenic Design Challenge	I can conduct the needed research to understand how to create my design.	• I can identify the elements of scenic design • I can describe the implementation of scenic design choices • I can compare the artistic and technical decisions in scenic design choices • I can suggest scenic design choices to support an artistic vision **Assessment:** Students will design a set for the anchor play using research of its era. Students will design and then add a digital image of the design to Google Slides Scenic Design Rubric	Google Slides Research Sites Images
Day 20 Scenic Design Challenge	I can conduct the needed research to understand how to create my design.	• I can identify the elements of scenic design • I can describe the implementation of scenic design choices • I can compare the artistic and technical decisions in scenic design choices • I can suggest scenic design choices to support an artistic vision **Assessment:** Students will design a set for the anchor play using research of its era. Students will design and then add a digital image of the design to Google Slides Scenic Design Rubric	Google Slides Research Sites Images
Day 21 Scenic Design Challenge	I can conduct the needed research to understand how to create my design.	• I can identify the elements of scenic design • I can describe the implementation of scenic design choices	Google Slides Research Sites Images

		● I can compare the artistic and technical decisions in scenic design choices ● I can suggest scenic design choices to support an artistic vision **Assessment:** Students will design a set for the anchor play using research of its era. Students will design and then add a digital image of the design to Google Slides Scenic Design Rubric	
Day 22 Scenic Design Challenge	I can conduct the needed research to understand how to create my design.	● I can identify the elements of scenic design ● I can describe the implementation of scenic design choices ● I can compare the artistic and technical decisions in scenic design choices ● I can suggest scenic design choices to support an artistic vision **Assessment:** Students will design a set for the anchor play using research of its era. Students will design and then add a digital image of the design to Google Slides Scenic Design Rubric	Google Slides Research Sites Images

Unit Title:
Sound Design
Relevant Standards: Bold indicates priority
TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

 TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

TH:Cn11.2.IIa. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

Essential Question(s):	Enduring Understanding(s):
CR1: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? **PR5**: What can I do to fully prepare a performance or technical design? **RE9**: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? **CN11**: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	**CR1:** Theatre artists rely on intuition, curiosity, and critical inquiry. **PR5**: Theatre artists develop personal processes and skills for a performance or design. **RE9:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. **CN11:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Demonstration of Learning:	**Pacing for Unit**
Students will complete research and design projects to show competency in each of the design elements. Students will present a unified concept of a production to demonstrate understanding of theatrical design flow.	3 classes
Family Overview (link below)	**Integration of Technology:**
Students will implement the fundamental skills of sound design in a soundscape design challenge that will include research, planning and design.	
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Sound cue Sound plot Environmental music Sound effects Foley	Video playback of anchor play A device (computer or cell phone) with the ability to access the internet and other designated online sites and the ability to capture digital images. Access to Google Composition book or journal, sketch pads, colored pencils, markers and art supplies, graph paper, black Sound designs will use either Garage Band or an internet-based sound application.
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
	Theater design is often taken for granted and not

	understood as an art.
Connections to Prior Units:	**Connections to Future Units:**

Differentiation through Universal Design for Learning	
UDL Indicator	**Teacher Actions:**
Perception 1.1 - Offer ways of customizing the display of information **Expression and Communication** 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition **Recruiting Interest** 7.1 Optimize individual choice and autonomy	• Display information in a flexible format so that the following perceptual features can be varied • Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video • Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) • Use web applications (e.g., wikis, animation, presentation) • Provide learners with as much discretion and autonomy as possible • Allow learners to participate in the design of classroom activities and academic tasks • Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

Supporting Multilingual/English Learners	
Related CELP standards:	**Learning Targets:**
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
Day 23 Sound Design Challenge	I can conduct the needed research to understand how to create my design.	• I can identify the elements of sound design • I can describe the implementation of sound design choices • I can compare the artistic and technical decisions in sound design choices • I can suggest sound design choices to support an artistic vision	Google Slides Digital Sounds

		Assessment: Students will create a soundscape for anchor play. Students will research and add sounds/links to a Google Slide Sound Design Rubric	
Day 24	I can conduct the needed research to understand how to create my design.	● I can identify the elements of sound design ● I can describe the implementation of sound design choices ● I can compare the artistic and technical decisions in sound design choices ● I can suggest sound design choices to support an artistic vision **Assessment:** Students will create a soundscape for anchor play. Students will research and add sounds/links to a Google Slide Sound Design Rubric	Google Slides Digital Sounds
Day 25	I can conduct the needed research to understand how to create my design.	● I can identify the elements of sound design ● I can describe the implementation of sound design choices ● I can compare the artistic and technical decisions in sound design choices ● I can suggest sound design choices to support an artistic vision **Assessment:** Students will create a soundscape for anchor play. Students will research and add sounds/links to a Google Slide Sound Design Rubric	Google Slides Digital Sounds

Unit Title:

Production Team Unifying Design Concept

Relevant Standards: Bold indicates priority

TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

TH:Cr2.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

 TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

TH:Cn11.2.IIa. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

Essential Question(s):	Enduring Understanding(s):
CR1: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? **CR2:** How, when, and why do theatre artists' choices change? **PR5**: What can I do to fully prepare a performance or technical design? **RE9**: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? **CN11**: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	**CR1:** Theatre artists rely on intuition, curiosity, and critical inquiry. **CR2:** Theatre artists work to discover different ways of communicating meaning. **PR5**: Theatre artists develop personal processes and skills for a performance or design. **RE9:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. **CN11:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Demonstration of Learning:	**Pacing for Unit**
Students will complete research and design projects to show competency in each of the design elements. Students will present a unified concept of a production to demonstrate understanding of theatrical design flow.	8 classes
Family Overview (link below)	**Integration of Technology:**
Students will create teams of four designers who will each focus on one element of design: costumes, set design, light design or sound design.	

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Scenic Design Light Design Sound Design Costume Design Unifying Production Concept	Video playback of anchor play. A device (computer or cell phone) with the ability to access the internet and other designated online sites and the ability to capture digital images. Access to Google Composition book or journal, sketch pads, colored pencils, markers and art supplies, graph paper, black Costume designs will use paper and art supplies and then take a digital photograph Scene designs will use cardboard stock, paper and arts supplies and then take a digital photograph. Sound designs will use either Garage Band or an internet-based sound application. Light designs will need the ability to use the light board and/or a program like the Online Light Lab at https://scenicandlighting.com/lightlab/
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Theater design is often taken for granted and not understood as an art.
Connections to Prior Units:	Connections to Future Units:

Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Comprehension 3.2 Highlight patterns, critical features, big ideas, and relationships **Expression & Communication** 5.3 Build fluencies with graduated levels of support for practice and performance **Executive Function** 6.1 Guide appropriate Goal Setting 6.2 Support planning and strategy development. 6.3 Facilitate managing information and resources **Sustaining Effort and Persistence** 8.3 - Foster collaboration and community	- Use multiple examples and non-examples to emphasize critical features - Highlight previously learned skills that can be used to solve unfamiliar problems - Provide differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners) - Provide multiple examples of novel solutions to authentic problems - Provide prompts and scaffolds to estimate effort, resources, and difficulty - Provide models or examples of the process and product of goal-setting - Provide guides and checklists for scaffolding goal-setting - Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps - Provide guides for breaking long-term goals into reachable short-term objectives - Provide graphic organizers and templates for data collection and organizing information - Create cooperative learning groups with clear goals, roles, and responsibilities

		● Construct communities of learners engaged in common interests or activities ● Create expectations for group work (e.g., rubrics, norms, etc.)

Related CELP standards:	Learning Targets:
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Day 26 Creating Production Teams What is a Dramaturg?	I can contribute to the work of a production team. I can work collaboratively and share leadership. I can contribute and accept ideas, take responsibilities and meet deadlines. I can present my ideas visually using technical drawings and models. I can conduct the needed research to understand how to create my design.	● I can define a Dramaturg. ● I can contribute ideas to the design of a theatrical production ● I can present my ideas in multiple ways. ● I can be part of a collaborative team to design the elements of a theatrical production **Assessment:** Students will journal and discuss the role of a Dramaturg Students will research a topic from the era of the anchor play to understand world connections Students will create a brief summary with links and images in a Google Slide	Google Slides Research Sites Video resources
Day 27 Creating Production Teams Dramaturg research	I can contribute to the work of a production team. I can work collaboratively and share leadership. I can contribute and accept ideas, take responsibilities and meet deadlines. I can present my ideas visually using technical drawings and models. I can conduct the needed research to understand how to create my design.	● I can define a Dramaturg. ● I can contribute ideas to the design of a theatrical production ● I can present my ideas in multiple ways. ● I can be part of a collaborative team to design the elements of a theatrical production **Assessment:** Students will share their research with the class via	Google Slides

		Google Slides Portfolio Checklist	
Day 28 Unifying Production Concept Research and Plan	I can contribute to the work of a production team. I can work collaboratively and share leadership. I can contribute and accept ideas, take responsibilities and meet deadlines. I can create a design to support a unifying concept that takes into account any given circumstances, available resources and functionality. I can present my ideas visually using technical drawings and models. I can conduct the needed research to understand how to create my design.	• I can define a Dramaturg. • I can contribute ideas to the design of a theatrical production • I can present my ideas in multiple ways. • I can be part of a collaborative team to design the elements of a theatrical production **Assessment:** Journal and discuss Unifying Concept as shown in the anchor play Group will brainstorm and start planning a design concept for each element	Video playback of a unifying concept of anchor play Images from unifying concept of anchor play
Day 29-33	I can contribute to the work of a production team. I can work collaboratively and share leadership. I can contribute and accept ideas, take responsibilities and meet deadlines. I can create a design to support a unifying concept that takes into account any given circumstances, available resources and functionality. I can present my ideas visually using technical drawings and models. I can conduct the needed research to understand how to create my design.	• I can define a Dramaturg. • I can contribute ideas to the design of a theatrical production • I can present my ideas in multiple ways. • I can be part of a collaborative team to design the elements of a theatrical production **Assessment:** Students will work independently on their element of production design and will meet once per period for a debrief and progress report Production Presentation Checklist	Google Slides Research Sites Images

Unit Title:
Technical Theater Practicum
Relevant Standards: Bold indicates priority

TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

TH:Cr2.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

TH:Cn11.2.IIa. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

Essential Question(s):	Enduring Understanding(s):
CR1: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? **CR2:** How, when, and why do theatre artists' choices change? **PR5**: What can I do to fully prepare a performance or technical design? **RE9**: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? **CN11**: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	**CR1:** Theatre artists rely on intuition, curiosity, and critical inquiry. **CR2:** Theatre artists work to discover different ways of communicating meaning. **PR5**: Theatre artists develop personal processes and skills for a performance or design. **RE9:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. **CN11:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Demonstration of Learning:	**Pacing for Unit**
Students will engage in technical theater through the musical theater production. Students will successfully manage an element of theater production - sound, lights, spotlight operation, stage management, house management, box office management, etc.	7-10 class periods
Family Overview (link below)	**Integration of Technology:**
Through the musical theater production, students will have an opportunity to actually "tech" a live show.	
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Set design Costumes Prop Master Light Design Spotlights Sound Design Sound Board	Materials to build and decorate required set pieces Access to costume pieces and/or fabric and supplies to augment pieces relevant to production Access to light board Access to spot lights Access to materials to create props required for production

Microphone
Accompaniment
Fly System
Crew
Strike

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Technical theater isn't as important as the performance.

Connections to Prior Units:	Connections to Future Units:

Differentiation through Universal Design for Learning

UDL Indicator	Teacher Actions:
Comprehension 3.2 Highlight patterns, critical features, big ideas, and relationships **Expression & Communication** 5.3 Build fluencies with graduated levels of support for practice and performance **Executive Function** 6.1 Guide appropriate Goal Setting 6.2 Support planning and strategy development. 6.3 Facilitate managing information and resources **Sustaining Effort and Persistence** 8.3 - Foster collaboration and community	• Use multiple examples and non-examples to emphasize critical features • Highlight previously learned skills that can be used to solve unfamiliar problems • Provide differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners) • Provide multiple examples of novel solutions to authentic problems • Provide prompts and scaffolds to estimate effort, resources, and difficulty • Provide models or examples of the process and product of goal-setting • Provide guides and checklists for scaffolding goal-setting • Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps • Provide guides for breaking long-term goals into reachable short-term objectives • Provide graphic organizers and templates for data collection and organizing information • Create cooperative learning groups with clear goals, roles, and responsibilities • Construct communities of learners engaged in common interests or activities • Create expectations for group work (e.g., rubrics, norms, etc.)

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Day 34-40	I can work with Musical Theater directors to create and implement technical theater needs for the final performance.	• I can define the duties of my assigned role in a production team. • I can contribute ideas to the design of a theatrical production • I can work with the different members of a production team . • I can be part of a collaborative team to design and implement the elements of a theatrical production **Assessment:** Attendance at all rehearsals and attendance at the final production. Successful implementation of chosen theater element.	

Unit Title:
Technical Theater Jobs
Relevant Standards: Bold indicates priority

TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

 TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

TH:Cn11.2.IIa. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

Essential Question(s):	Enduring Understanding(s):

CR1: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? **PR5**: What can I do to fully prepare a performance or technical design? **RE9**: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? **CN11**: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	**CR1:** Theatre artists rely on intuition, curiosity, and critical inquiry. **PR5**: Theatre artists develop personal processes and skills for a performance or design. **RE9:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. **CN11:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Demonstration of Learning:	**Pacing for Unit**
Students will successfully research and present the intricacies of their selected theater production job. Students will understand the various jobs available "Behind the Scenes."	4-5 classes
Family Overview (link below)	**Integration of Technology:**
Students will research and share the job responsibilities of technical theater and production staff.	
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Stage Manager House Manager Box office Manager Publicity Hospitality Producer	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
	Acting is the only job available in theater.
Connections to Prior Units:	**Connections to Future Units:**
Differentiation through Universal Design for Learning	
UDL Indicator	**Teacher Actions:**
Comprehension 3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships	- Bridge concepts with relevant analogies and metaphors - Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)
Supporting Multilingual/English Learners	
Related CELP standards:	**Learning Targets:**

9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Day 41-45	I can research theater jobs and will present their findings to the class to understand the myriad staff that make up a theater production team beyond the actors, directors and designers.	• I can identify the different jobs of a theater production team. • I can prepare a presentation on a job of a production team • I can explain the role of that job and how it relates to the whole production team . • I can give an in class presentation on the job of a theatrical production team. **Assessment:** Students will create a Google Slide presentation about their chosen theater profession. Working in teams students will present their findings to the class.	

Unit Title:
Theater Immersion Experience

Relevant Standards: Bold indicates priority

TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

Essential Question(s):	Enduring Understanding(s):

CR1: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? **RE9**: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? **CN11**: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	**CR1:** Theatre artists rely on intuition, curiosity, and critical inquiry. **RE9:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. **CN11:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Demonstration of Learning:	**Pacing for Unit**
Students will write a reflection about the technical aspects of theater they witnessed through watching a live professional performance.	4-5 classes
Family Overview (link below)	**Integration of Technology:**
Students will attend a local theater production and study and reflect on the technical theater aspects. Students will get a first-hand look at a professional theater production in order to assess and critique the artistic choices made by the production team.	
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
	Acting is the only job available in theater.
Connections to Prior Units:	**Connections to Future Units:**

Differentiation through Universal Design for Learning	
UDL Indicator	**Teacher Actions:**
Executive Function 6.1 Guide appropriate Goal Setting 6.2 Support planning and strategy development. 6.3 Facilitate managing information and resources **Sustaining Effort and Persistence** 8.3 - Foster collaboration and community	• Provide prompts and scaffolds to estimate effort, resources, and difficulty • Provide models or examples of the process and product of goal-setting • Provide guides and checklists for scaffolding goal-setting • Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps • Provide guides for breaking long-term goals into reachable short-term objectives • Provide graphic organizers and templates for data collection and organizing information • Create cooperative learning groups with clear goals, roles, and responsibilities • Construct communities of learners engaged in common interests or activities

	● Create expectations for group work (e.g., rubrics, norms, etc.)

Related CELP standards:	Learning Targets:
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Day 1	I can understand design concepts and how artistic choices help with visualization and meaning	● I can identify several aspects of a live theatrical Production ● I can describe the artistic choices used in a live performance ● I can identify the relationship between the different elements of the live theatrical production ● I can analyze the reasons behind the artistic choices of a live theatrical production **Assessment:** Students will journal and reflect on the content of the play we will be seeing and the artistic choices made in staging a production.	Information on the play we will be seeing: images, video playback, research
Day 2	I can appreciate and analyze artistic choices made in a theater production	● I can identify several aspects of a live theatrical Production ● I can describe the artistic choices used in a live performance ● I can identify the relationship between the different elements of the live theatrical production ● I can analyze the reasons behind the artistic choices of a live theatrical production	Tickets and cost of bus to attend a local theater production

| | | **Assessment:**
Students will complete a feedback form regarding the artistic choices made by the production team
Discussion and reflection | |