

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Playwriting	Theater	9-12 BAIMS	0.5
Course Description:			
This course introduces students to dramatic writing for stage. Essential learning processes in the course include scene and dialogue craft exercises, developing strong characters and viable narrative structures, critical reading of plays, and responding constructively to other student work. Students may be required to perform from original scenes.			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
		<p>Meaningfully contribute to a global society COLLABORATION</p> <ul style="list-style-type: none"> • 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 <p>Successfully Employ Skills for Self-Sufficiency GOAL DIRECTED</p> <ul style="list-style-type: none"> • 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 <p>Effectively Communicate in a Global Society COMMUNICATION</p> <ul style="list-style-type: none"> • 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: <i>Knowledge/Skill Dependent courses/pre-requisites</i>		Link to Completed Equity Audit	
Standard Matrix			

District Learning Expectations and Standards	What is a Play?	One Acts	Young Playwrights Festival
Creating			
TH:Cr1.1 Generate and conceptualize artistic ideas and work.			x
TH:Cr2.1 Organize and develop artistic ideas and work.			x
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.			x
Performing			
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.			x
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.			x
TH:Pr6.1 Convey meaning through the presentation of artistic work.			x
Respond			
TH:Re7.1 Perceive and analyze artistic work.		x	
TH:Re8.1 Interpret intent and meaning in artistic work.	x	x	
TH:Re9.1 Apply criteria to evaluate artistic work.	x		
TH:Cn10.1 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		
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			

Unit Links

If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit

What is a Play?	2
One Acts	4
Young Playwrights Festival	6

Unit Title:	
What is a Play?	
Relevant Standards: Bold indicates priority	
<p>TH:Re8.1.HSI a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theater works.</p> <p>TH:Cn11.1.HSI a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theater work.</p> <p>TH:Re9.1.HSI b. Consider the aesthetics of the production elements in a drama/theater work.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>TH:Re8.1 How can the same work of art communicate different messages to different people?</p> <p>TH:Cn11.1 What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?</p> <p>TH:Re9.1 How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?</p>	<p>TH:Re9.1 Theater artists apply criteria to investigate, explore, and assess drama and theater work.</p> <p>TH:Cn11.1 Theater artists allow awareness of interrelationships between self and others to influence and inform their work.</p> <p>TH:Re8.1 Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.</p>
Demonstration of Learning:	Pacing for Unit

Students create original monologues, dialogues, and short plays	15 Classes
Family Overview (link below)	Integration of Technology:
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>CHARACTER: who the actor pretends to be. (Characters want things. They have goals and objectives.)</p> <p>DIALOGUE: a conversation between two or more characters.</p> <p>CONFLICT: obstacles that get in the way of a character achieving what he or she wants. What the characters struggle against.</p> <p>SCENE: a single situation or unit of dialogue in a play.</p> <p>STAGE DIRECTIONS: messages from the playwright to the actors, technicians, and others in the theater telling them what to do and how to do it.</p> <p>SETTING: time and place of a scene.</p> <p>BIOGRAPHY: a character's life story that a playwright creates.</p> <p>MONOLOGUE: a long speech one character gives on stage.</p> <p>DRAMATIC ACTION: an explanation of what the characters are trying to do.</p> <p>BEAT: a smaller section of a scene, divided where a shift in emotion or topic occurs.</p> <p>PLOT: the structure of a play, including exposition, rising action, climax, falling action, and denouement.</p> <p>EXPOSITION: the beginning part of a plot that provides important background information.</p> <p>RISING ACTION: the middle part of a plot, consisting of complications and discoveries that create conflict. CLIMAX: the turning point in a plot.</p> <p>FALLING ACTION: the series of events following the climax of a plot.</p> <p>DENOUEMENT: the final resolution of the conflict in a plot.</p>	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Students will write plays for acting class/ELA editing and revising etc	
Connections to Prior Units:	Connections to Future Units:
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Comprehension 3.3 Guide information processing and visualization.</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p>	<ul style="list-style-type: none"> - Provide alternative modalities for presenting written work

Sustaining Effort and Persistence 8.3 Foster collaboration and community		- Provide opportunity for collaboration	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.3 <ul style="list-style-type: none"> Compose written narratives or informational texts. 9-12.4 <ul style="list-style-type: none"> Use academic and domain specific vocabulary 9-12.7 <ul style="list-style-type: none"> Adapt language choices to task and audience with emerging control 9-12.9 <ul style="list-style-type: none"> Explain a brief sequence of events, process, description, or compare and contrast. 9-12.10 <ul style="list-style-type: none"> Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and preposition phrases 			
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1 - Monologue	I can use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	-Students choose a monologue to memorize/perform. -Students then write their own monologue to memorize/perform.	www.monologueblogger.com
2 - Dialogue	I can apply basic research to construct ideas about the visual composition of a drama/theatre work.	Dialogue thoroughly reveals character, traits, personalities, conflict, and mood, and is consistent with style and period. The dialogue feels authentic, and character voice is consistent and cohesive throughout the dramatic action	https://www.palmbeachdramaworks.org/images/PDFs/2019_young_playwrights_rubric.pdf
3 - Plays	I can cooperate as a creative team to make interpretive choices for a drama/theatre work.	Original presentation of a story, with strong creativity and vision apparent. Research into the story's topics, themes, or period is clear. Setting supports character, theme, and story.	
4 - Table Reads/Read-Thrus	I can practice and revise a devised or scripted drama/theatre work using theatrical staging conventions	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	

5 - Staged Readings	I can use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	
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Unit Title:

One Acts

Relevant Standards: Bold indicates priority

TH:Re7.1.HSI.a - Respond to what is seen, felt, and heard in a drama/theater work to develop criteria for artistic choices.
TH:Re8.1.HSI.c - Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theater work.
TH:Re8.1.HSII.a - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theater work.

Essential Question(s):	Enduring Understanding(s):
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TH:Re7.1 How do theater artists comprehend the essence of drama processes and theater experiences?
 TH:Re8.1 How can the same work of art communicate different messages to different people?
 TH:Re9.1 How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?

Re7.1 theater artists reflect to understand the impact of drama processes and theater
 Re8.1 theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics
 TH:Re9.1 theater artists apply criteria to investigate, explore, and assess drama and theater work.

Demonstration of Learning:	Pacing for Unit
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13 classes

Family Overview (link below)	Integration of Technology:
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Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
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CHARACTER: who the actor pretends to be. (Characters want things. They have goals and objectives.) DIALOGUE: a conversation between two or more characters.
 CONFLICT: obstacles that get in the way of a character achieving what he or she wants. What the characters struggle against.
 SCENE: a single situation or unit of dialogue in a play. STAGE DIRECTIONS: messages from the playwright to the actors, technicians, and others in the theater telling them what to do and how to do it.
 SETTING: time and place of a scene.

<p>BIOGRAPHY: a character's life story that a playwright creates. MONOLOGUE: a long speech one character gives on stage. DRAMATIC ACTION: an explanation of what the characters are trying to do. BEAT: a smaller section of a scene, divided where a shift in emotion or topic occurs. PLOT: the structure of a play, including exposition, rising action, climax, falling action, and denouement. EXPOSITION: the beginning part of a plot that provides important background information. RISING ACTION: the middle part of a plot, consisting of complications and discoveries that create conflict. CLIMAX: the turning point in a plot. FALLING ACTION: the series of events following the climax of a plot. DENOUEMENT: the final resolution of the conflict in a plot.</p>	
	Anticipated misconceptions:
Connections to Prior Units:	Connections to Future Units:
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Comprehension 3.3 Guide information processing and visualization.</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p>Sustaining Effort and Persistence 8.3 Foster collaboration and community</p>	<ul style="list-style-type: none"> - Provide alternative modalities for presenting written work - Provide opportunity for collaboration
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
<p>9-12.3</p> <ul style="list-style-type: none"> • Compose written narratives or informational texts. <p>9-12.4</p> <ul style="list-style-type: none"> • Use academic and domain specific vocabulary <p>9-12.7</p> <ul style="list-style-type: none"> • Adapt language choices to task and audience with emerging control <p>9-12.9</p> <ul style="list-style-type: none"> • Explain a brief sequence of events, process, description, or compare and contrast. <p>9-12.10</p> <ul style="list-style-type: none"> • Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, 	

conjunctions, and preposition phrases			
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1 - One Act Writing	I can cooperate as a creative team to make interpretive choices for a drama/theatre work.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	https://www.palmbeachdr amaworks.org/images/PDFs/2019_young_playwrights_rubric.pdf
2 - Table Reads/Read Thrus	I can practice and revise a devised or scripted drama/theatre work using theatrical staging conventions	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	
3-Revising	I can refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	
4- Staged Reading/ Submissions	I can refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	

Unit Title:

Young Playwrights Festival

Relevant Standards: Bold indicates priority

TH:Cr1.1.HSII.c - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theater work.

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

TH:Cr3.HSII.c - Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theater work.

TH:Pr4.1.HSI.a - Examine how character relationships assist in telling the story of a drama/theater work.

TH:Pr5.1.HSII.a - Refine a range of acting skills to build a believable and sustainable drama/theater work.

TH:Pr6.1.HSII.a - Present a drama/theater work using creative processes that shape the production for a specific audience.

Essential Question(s):	Enduring Understanding(s):
<p>TH:Cr1 What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?</p> <p>TH:Cr2 How, when, and why do theater artists' choices change?</p> <p>TH:Cr3 How do theater artists transform and edit their initial ideas?</p> <p>TH:Pr4 Why are strong choices essential to interpreting a drama or theater piece?</p> <p>TH:Pr5 What can I do to fully prepare a performance?</p> <p>TH:Pr6 What happens when theater artists and audiences share a creative experience?</p>	<p>TH:Cr1 Theater artists rely on intuition, curiosity, and critical inquiry.</p> <p>TH:Cr2 theater artists work to discover different ways of communicating meaning.</p> <p>TH:Cr3 Theater artists refine their work and practice their craft through rehearsal.</p> <p>TH:Pr4 Theater artists make strong choices to effectively convey meaning.</p> <p>TH:Pr5 Theater artists develop personal processes and skills for a performance.</p> <p>TH:Pr6 Theater artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students submit a final piece to the Young Playwrights Festival competition</p>	<p>17 classes</p>
Family Overview (link below)	Integration of Technology:
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Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>CHARACTER: who the actor pretends to be. (Characters want things. They have goals and objectives.) DIALOGUE: a conversation between two or more characters.</p> <p>CONFLICT: obstacles that get in the way of a character achieving what he or she wants. What the characters struggle against.</p> <p>SCENE: a single situation or unit of dialogue in a play. STAGE DIRECTIONS: messages from the playwright to the actors, technicians, and others in the theater telling them what to do and how to do it.</p> <p>SETTING: time and place of a scene.</p> <p>BIOGRAPHY: a character's life story that a playwright creates.</p> <p>MONOLOGUE: a long speech one character gives on stage.</p> <p>DRAMATIC ACTION: an explanation of what the characters are trying to do.</p> <p>BEAT: a smaller section of a scene, divided where a shift in emotion or topic occurs.</p> <p>PLOT: the structure of a play, including exposition, rising action, climax, falling action, and denouement.</p> <p>EXPOSITION: the beginning part of a plot that provides important background information.</p> <p>RISING ACTION: the middle part of a plot, consisting of complications and discoveries that create conflict. CLIMAX: the turning point in a plot.</p> <p>FALLING ACTION: the series of events following the climax of a plot.</p> <p>DENOUEMENT: the final resolution of the conflict in a plot.</p>	

Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Students will write plays for The Young Playwrights Festival @ The Eugene O'Neill Theater Center			
Connections to Prior Units:		Connections to Future Units:	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Comprehension 3.3 Guide information processing and visualization. Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition Sustaining Effort and Persistence 8.3 Foster collaboration and community		<ul style="list-style-type: none"> - Provide alternative modalities for presenting written work - Provide opportunity for collaboration 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.3 <ul style="list-style-type: none"> • Compose written narratives or informational texts. 9-12.4 <ul style="list-style-type: none"> • Use academic and domain specific vocabulary 9-12.7 <ul style="list-style-type: none"> • Adapt language choices to task and audience with emerging control 9-12.9 <ul style="list-style-type: none"> • Explain a brief sequence of events, process, description, or compare and contrast. 9-12.10 <ul style="list-style-type: none"> • Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and preposition phrases 			
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1 - Intro to playwrights competition	I can synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.	Original presentation of a story, with strong creativity and vision apparent. Research into the story's topics, themes, or period is clear. Setting supports character, theme, and story.	https://www.palmbeachdr.amaworks.org/images/PDFs/2019_young_playwrights_rubric.pdf
2-Writing	I can use research and script analysis to revise physical, vocal, and physiological	Original presentation of a story, with strong creativity	

	choices impacting the believability and relevance of a drama/ theatre work.	and vision apparent. Research into the story's topics, themes, or period is clear. Setting supports character, theme, and story.	
3-Reading	I can present a drama/theatre work using creative processes that shape the production for a specific audience.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	
4-Revising	I can use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	
5-Final Readings/ Submission	I can use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.	Strong original presentation of a story, capturing the audience's attention. Research into the story's topic, themes or period is obvious. Setting supports character, theme, and story	