



***Bristol Public Schools***  
**Office of Teaching & Learning**

<b>Department</b>	Fine Arts
<b>Department Philosophy</b>	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
<b>Course</b>	7th Grade Concentration Drama
<b>Course Description for Program of Studies</b>	N/A
<b>Grade Level</b>	7
<b>Pre-requisites</b>	none
<b>Credit (if applicable)</b>	N/A

**P** indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Ensemble Activities	Scene Study	Theater Foundations	Audition Skills	Technical Theater	Q3 Performance	Reflection on Q3 Performance	Fairy Tales	Compare and Contrast
<b>Creating</b>									
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S	S		S	S	S		P	
TH:Cr2.1 Organize and develop artistic ideas and work.	S	S		S	S	S		S	
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	P	P		S	P	S		P	
<b>Performing</b>									
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		S		P		S		S	

TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P		P	S	P			
TH:Pr6.1 Convey meaning through the presentation of artistic work.		S				P			
<b>Respond</b>									
TH:Re7.1 Perceive and analyze artistic work.	S						S	S	S
TH:Re8.1 Interpret intent and meaning in artistic work.			S				S		
TH:Re9.1 Apply criteria to evaluate artistic work.			P				P	S	P
<b>Connecting</b>									
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.						S		S	
TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			S						
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			S				S		

## UNIT ESSENTIAL QUESTIONS

- What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?
- How, when, and why do theater artists' choices change?
- How do theater artists transform and edit their initial ideas?
- Why are strong choices essential to interpreting a drama or theater piece?
- What can I do to fully prepare a performance or technical design?
- How do theater artists comprehend the essence of drama processes and theater experiences?
- How can the same work of art communicate different messages to different people?
- How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?
- What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?
- In what ways can research into theater histories, theories, literature, and performances alter the way a drama process or production is understood?
- What happens when theater artists and audiences share a creative experience?
- What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

## UNIT ENDURING UNDERSTANDING

- Theater artists rely on intuition, curiosity, and critical inquiry.
- Theater artists work to discover different ways of communicating meaning
- Theater artists refine their work and practice their craft through rehearsal.
- Theater artists make strong choices to effectively convey meaning.
- Theater artists develop personal processes and skills for a performance or design.
- Theater artists reflect to understand the impact of drama processes and theater experiences.
- Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.
- Theater artists apply criteria to investigate, explore, and assess drama and theater work.
- Theater artists understand and can communicate their creative process as they analyze the way the world may be understood.
- Theater artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.
- Theater artists share and present stories, ideas, and envisioned worlds to explore the human experience.
- Theater artists allow awareness of interrelationships between self and others to influence and inform their work.

## UNIT 1: Ensemble Activities

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	a. Investigate multiple perspectives and solutions to staging challenges in a drama/theater work.  c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.		Content Knowledge	Energy, connection, eye contact, association, acceptance, continuation, environment, format, gibberish, narration, trust
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.7	a. Examine and justify original ideas and artistic choices in a drama/theater work based on critical analysis, background knowledge, and historical and cultural context.  b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.		Content Knowledge	<b>Resources</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.7	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theater work.  b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr5.1.7	a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theater performance.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Re7.1.7	a. Compare recorded personal and peer reactions to artistic choices in a drama/ theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

## Learning Targets

### I CAN

- Participate in group activities using a scripted or improvised character and imagining the given circumstances in a drama/theater work.
- Respect my classmates by contributing ideas and accepting/ incorporating the ideas of others in preparing or devising drama/theater work.
- Demonstrate appropriate physical and vocal warmups
- Express thoughts, feelings, and actions to identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.
- Use basic theater vocabulary (Energy, connection, eye contact, association, acceptance, continuation) in connection with my performance.
- Improvise in a structured setting as a group.

## UNIT 2: Scene Study

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	a. Investigate multiple perspectives and solutions to staging challenges in a drama/theater work.  c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.		Content Knowledge	Action, objective, tactic, intention, scene, character, memorize, blocking, choices, physical, vocal, upstage, downstage, stage right, stage left
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.7	a. Examine and justify original ideas and artistic choices in a drama/theater work based on critical analysis, background knowledge, and historical and cultural context.  b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.		Content Knowledge	<b>Resources</b>  Monologue/Scene script Plays magazine
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.7	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theater work.  b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr4.1.7	a. Consider various staging choices to enhance the story in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

	b. Use various character objectives in a drama/theater work.	X	Product Development	
			Learning Behavior	
TH:Pr5.1.7	a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theater performance.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr6.1.7	a. Participate in rehearsals for a drama/theater work that will be shared with an audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

## Learning Targets

### I CAN

- Understand and identify objectives and actions/tactics within my monologue or scene, and apply it to my performance
- Memorize, refine, and perform my monologue and scene for an audience
- Analyze my given character and their relationship to others and the story.
- Collaborate with the director, actors, and the playwright to implement stage blocking
- Use memorization techniques to memorize my lines for the performance
- Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.
- Practice and refine my performance
- Finalize and perform the play for an audience.



## UNIT 3: Theater Foundations

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re8.1.7	b. Describe how cultural perspectives can influence the evaluation of drama/theater work.  c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theater work.	X	Content Knowledge	Theatron, orchestra, skene, proskenion, Deus ex Machina, Comedy, Tragedy, masks, improvisation, innamorati (the lovers), il Capitano, I Dottore, Graziano (the professor), Pantalone, Tartaglia, Harlequin, Pierrette, Pedrolino, Pedro, Brighella, Pulcinella, trope, character type
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1.7	c. Identify how the intended purpose of a drama/theater work appeals to a specific audience.	X	Content Knowledge	<b>Resources</b>  <a href="#">Dr J's Illustrated Greek Theater</a> <a href="#">Commedia dell'arte</a>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
TH:Cn11.1.7	a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theater work with a particular cultural, global, or historic context.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

TH:Cn11.2.7	a. Research and discuss how a playwright might have intended a drama/theater work to be produced.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
	b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theater work.	X	Learning Behavior	

### Learning Targets

I CAN

- Explain important aspects of greek theater
- Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theater work.
- Explain important aspects of commedia dell'arte
- Compare and contrast historical theater to contemporary art/media.
- Describe how cultural perspectives can influence the evaluation of drama/theater work.
- Identify how the intended purpose of a drama/theater work appeals to a specific audience.

## UNIT 4: Audition Skills

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.		Content Knowledge	Monologue, song cut, action, intention, tactic, objective
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.7	a. Examine and justify original ideas and artistic choices in a drama/theater work based on critical analysis, background knowledge, and historical and cultural context.  b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.		Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Cuts of scenes and songs from Q3 production.
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.7	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	

	b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work		Learning Behavior	
TH:Pr4.1.7	b. Use various character objectives in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

## Learning Targets

### Lesson Targets: I CAN

- Select a musical theater song and monologue that is appropriate for my voice and character type
- Understand and identify objectives and actions/tactics within my chosen monologue and song, and apply it to my performance
- Understand and identify musical elements and vocal choices to further my character development and apply it to performance
- Refine and perform my song and monologue for an audience

## UNIT 5: Technical Theater

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	b. Explain and present solutions to design challenges in a drama/theater work.		Content Knowledge	Painting, sweeping, spiking, spike tape, props, set pieces, flats, platforms, railings, spotlights, microphones, cables, wires, batteries, packs
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.7	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.7	c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.7	b. Choose a variety of technical elements that can		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	be applied to a design in a drama/theater work.	X	Physical Skill	
		X	Product Development	
			Learning Behavior	

## Learning Targets

I CAN

- Demonstrate effective set painting techniques, and be responsible for cleaning up after my work is finished.
- Sweep the stage so that it is safe for barefoot performers
- Demonstrate the ability to spike the stage for correct placement of set pieces and props
- Create, maintain and store props in an organized manner
- Safely move set pieces and props in the stage space
- Demonstrate the appropriate and safe use of a spotlight
- Assist in maintaining microphones (cables, batteries, muting, waterproofing)
- Correctly wrap a cable for storage
- Responsibly assist in the technical responsibilities during the Q3 performance, and beyond.

## UNIT 6: Q3 Performance

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	a. Investigate multiple perspectives and solutions to staging challenges in a drama/theater work.		Content Knowledge	On Stage, off stage, blocking, choreography, spikes, lines, memorize, spacing, cheating out, topography, lines, songs, ensemble singing
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.	X	Product Development	
			Learning Behavior	
TH:Cr2.1.7	a. Examine and justify original ideas and artistic choices in a drama/theater work based on critical analysis, background knowledge, and historical and cultural context.		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic blocking and choreography cues, memorization techniques, stage vocabulary
			Physical Skill	
		X	Product Development	
	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.		Learning Behavior	
TH:Cr3.1.7	a. Demonstrate focus and concentration in the rehearsal process to analyze		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Script and score for Q3 Performance

	and refine choices in a devised or scripted drama/theater work.  b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work	X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr4.1.7	a. Consider various staging choices to enhance the story in a drama/theater work.  b. Use various character objectives in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.7	a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theater performance.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr6.1.7	a. Participate in rehearsals for a drama/theater work that will be shared with an audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
TH:Cn10.1.7	a. Incorporate multiple perspectives and diverse		Content Knowledge	



	community ideas in a drama/theater work.	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

## Learning Targets

I CAN

- Analyze my given character and their relationship to others and the story.
- Collaborate with the director, actors, and the playwright to implement stage blocking
- Use memorization techniques to memorize my lines and music for the performance
- Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.
- Practice and refine my performance
- Finalize and perform the play for an audience.

## UNIT 7: Reflection on EOY performance

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1.7	a. Compare recorded personal and peer reactions to artistic choices in a drama/theater work.	X	Content Knowledge	Critique, analyze, energy, space, enthusiasm
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re8.1.7	a. Identify the artistic choices made based on personal experience in a drama/theater work.  c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theater work.	X	Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1.7	a. Explain preferences, using supporting evidence and criteria to evaluate drama/theater work.  b. Consider the aesthetics of the production elements in a drama/theater work	X	Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Recording of Q3 performance
			Physical Skill	
			Product Development	
		X	Learning Behavior	

	c. Identify how the intended purpose of a drama/theater work appeals to a specific audience.			
TH:Cn11.2.7	a. Research and discuss how a playwright might have intended a drama/theater work to be produced.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

### Learning Targets

#### Lesson Targets: I CAN

- Describe and record personal reactions to a performance of a drama/theater work using a rubric
- Respond to our performance using our success criteria
- Apply the production elements used in our performance to assess aesthetic choices.

## UNIT 8: Fairy Tales

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.		Content Knowledge	Character, traits, history, background, objective, tactics, action, beginning, middle, end, conflict, resolution
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.7	a. Examine and justify original ideas and artistic choices in a drama/theater work based on critical analysis, background knowledge, and historical and cultural context.  b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills, research ability on fairy tale characters
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.7	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	

	<p>devised or scripted drama/theater work.</p> <p>b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work</p>		Learning Behavior	
TH:Pr4.1.7	b. Use various character objectives in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Re7.1.7	a. Compare recorded personal and peer reactions to artistic choices in a drama/ theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1.7	a. Explain preferences, using supporting evidence and criteria to evaluate drama/theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
TH:Cn10.1.7	a. Incorporate multiple perspectives and diverse		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	community ideas in a drama/theater work.		Physical Skill	
		X	Product Development	
			Learning Behavior	

## Learning Targets

I CAN

- Describe a detailed character based on a fairy tale
- Write and perform a monologue from the point of view of the character I've chosen
- Collaborate with my classmates to create scenes that have a beginning, middle and end using the characters we created.
- Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work
- Perform the scenes my classmates and I have created.
- Examine and justify my ideas and artistic choices based on critical analysis, background knowledge, and historical and cultural context.

## UNIT 9: Compare and Contrast

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1.7	a. Compare recorded personal and peer reactions to artistic choices in a drama/theater work.	X	Content Knowledge	Plot, character, relationship, costumes, themes, time period, setting
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1.7	b. Consider the aesthetics of the production elements in a drama/theater work.	X	Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
	c. Identify how the intended purpose of a drama/theater work appeals to a specific audience.		Product Development	Resources
		X	Learning Behavior	Romeo and Juliet video recording, West Side Story video recording.

### Learning Targets

I CAN

- Discuss my understanding of the story of Romeo and Juliet with my peers and teacher.
- Compare and contrast my previous understanding of the R&J story with a movie version.
- Compare and contrast the original R&J story to West Side Story (character names, plot points, etc)
- Compare and contrast settings
- Express my opinions in writing giving specific evidence to support my views.

