

Instructional Map

7th Grade Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<i>Concept from Pacing Guide (no verbs) State Student Performance Indicators</i>	<i>Measurable Verb paired with student activities and products.</i>	<i>Measured demonstration of student activity/outcome quality.</i>	<i>Books, websites, articles</i>
QUARTER 1			
PERFORM			
Demonstrate an Understanding of Storytelling CLEs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 SPIs 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2	Demonstrate understanding of the historical significance of storytelling Explain “round robin” storytelling using personal stories relating to family, events, or experiences Checks for Understanding Formative: 2.2, 2.3 Summative: 2.4	Write a report illustrating significance of storytelling Participate in round robin stories illustrating the understanding of improving listening, thinking and speaking skills while telling parts of a story that keeps the plot moving with action and believable characters Tell personal stories relating to family, events, or experiences.	
Demonstrate an Understanding of Theatre Games CLEs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 SPIs 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3, 2.5.1, 2.5.2, 2.5.3, 2.6.1, 2.6.2, 2.6.3	Direct theatre games aimed at overcoming stage fright Direct theatre games aimed at improving memory/recall Explain, instruct, and guide theatre games aimed at improving vocal skills and diction Checks for Understanding Formative: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Summative: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Participate in theatre games increasing performance self confidence, improving memory/recall, vocal skills and diction	
Demonstrate an Understanding of Pantomime/Mime CLEs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 SPIs 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3, 2.5.2, 2.6.1, 2.6.2,	Compare, contrast, and define the art of Pantomime/Mime Dramatize pantomime routine Explain and instruct in pantomime methods Checks for Understanding Formative: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.1 Summative: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.1	After reading textbook selections, compare and contrast mime/pantomime Participate in theater games using elements of pantomime/mime Pantomime a character and a specific situation both individually and with a group Prepare and perform pantomime/mime incorporating physical, emotional and social characters in scenes Self or group assess all performances	

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<p>Improvisation</p> <p>CLEs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.1</p> <p>SPIs 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3, 2.5.2, 2.6.1, 2.6.2, 7.1.3</p>	<p>Dramatize improvisational action and dialogue</p> <p>Explain and instruct methods for theatre script and production using appropriate techniques through group effort or improvisational skills for character creation and exploration, story line, development and spontaneity</p> <p>Checks for Understanding Formative: 1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.1 Summative: 1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.1</p>	<p>Use theatre games demonstrating improvisation</p> <p>Improvising individual actions/ scenes from a story</p> <p>Use duet/group improvisation to write scene/situations for writing and producing a short script/story to present to the class</p>	
CREATE			
<p>Critiquing Process</p> <p>CLEs 1.2, 1.4, 1.6, 5.2, 7.1, SPIs 1.4.1, 1.4.2, 1.4.3, 1.6.1, 1.6.2,</p>	<p>Discuss the components/elements of a drama</p> <p>Explain knowledge-based decisions</p> <p>Discuss personal preferences about dramatic works (aesthetic decisions)</p> <p>Use theatre language when interpreting/assessing drama</p> <p>Discuss personal decisions about the artistic merit of dramatic works (judgment about quality)</p>	<p>Read textbook selections, naming and discuss drama elements</p> <p>Critique selected works making knowledge-based decisions and explain one's interpretations using appropriate theatre language. .</p> <p>Express personal preferences and decisions about quality/artistic merit of the pieces</p>	
<p>Demonstrate an Understanding of Interpretation</p> <p>CLEs 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 7.1</p> <p>SPIs 1.6.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.4.2, 2.6.3, 7.1.2, 7.1.3</p>	<p>Apply expression when reading a poem or speech</p> <p>Demonstrate vocal expression by participating in group reading/interpretation of a play</p> <p>Interpret a short speech/monologue from history using vocal expression Formative: 1.6, 2.2, 2.3, 7.1 Summative: 2.2, 2.3, 7.1</p>	<p>Interpret a selected poem or give a speech (teacher directed) and present to class using body and vocal expression.</p> <p>Self-assess performance</p> <p>Present a group reading with expression by interpreting a scene from a play</p> <p>Present, with vocal expression, an individualized interpretation of a short historical speech or teacherassigned speech topic</p>	
<p>Demonstrate an Understanding of Improvisation</p> <p>CLEs 1.2, SPIs 1.2.1, 1.2.2, 1.2.3, 2.1.1,</p>	<p>Explain the process of improvisation</p> <p>Checks for Understanding Formative: 1.2, 1.5, Summative: 1.2, 1.5</p>	<p>Read textbook selections identifying, discussing and writing in journal the process of improvisation</p>	
RESPOND			

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<p>Examining Historical/Cultural Aspects</p> <p>CLEs 8.1, 8.2 SPIs 8.2.1, 8.2.2, 8.2.3</p>	<p>Explain contributions of exemplary actors, playwrights, screenwriters, directors, etc.</p> <p>Explain how style, theme and dramatic elements vary</p>	<p>Read, at least, two classical theatrical works discussing artist's contributions to theatre</p>	<p>Interdisciplinary Connections: Language Arts: character development, verbal communication skills</p> <p>The Arts: design elements are similar throughout all arts disciplines</p> <p>TC: careers relating to theatre, film, TV, and technology</p> <p>Social Studies: story-lines in dramatic works relate to history and culture</p> <p>Science: use of body and vocal exercises relate to life science</p>
CONNECT			
<p>Examining Historical/Cultural Aspects</p> <p>CLEs 5.2, SPIs 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3</p>	<p>Explain how drama depicts life and authentic history/culture</p> <p>Explain how drama influences history and vice versa</p> <p>Checks for Understanding: Formative: 5.2, 8.1, 8.2 Summative: 5.2, 8.1, 8.2</p>	<p>Analyze selected historical dramatic works explaining how history/culture and drama are interchangeable, as well as how style, theme, and dramatic elements vary with the different playwrights and time periods</p>	<p>Interdisciplinary Connections: Language Arts: character development, verbal communication skills</p> <p>The Arts: design elements are similar throughout all arts disciplines</p> <p>TC: careers relating to theatre, film, TV, and technology</p> <p>Social Studies: story-lines in dramatic works relate to history and culture</p> <p>Science: use of body and vocal exercises relate to life science</p>

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<p>Demonstrate an Understanding of Artistic Discipline</p> <p>CLEs 6.2 SPIs 6.2.1, 6.2.2, 6.2.3</p>	<p>Demonstrate social discipline in dramatic activities working individually and collaboratively with others</p> <p>Explain appropriate respect for safety and maintenance of the work space and tools</p> <p>Explain the importance of organizational skills through practice</p> <p>Instruct students to participate in all activities with sincerity and enthusiasm</p> <p>Encourage development of student self-respect and student respect for others through self-awareness gained from observation and good partner feedback</p> <p>Explain and role model good audience etiquette</p> <p>Checks for Understanding Formative: 6.2 Summative: 6.2</p>	<p>Participate in theatre games using artistic discipline and audience etiquette while observing the participants</p>	
QUARTER 2			
PERFORM			
<p>Demonstrate an Understanding of Characterization</p> <p>CLEs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 SPIs 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3, 2.5.2, 2.6.2, 2.6.3</p>	<p>Explain the process of characterization</p> <p>Illustrate physical and vocal skills to create believable characters</p> <p>Perform improvisation of characters, dialogue, and actions which focus on the development and resolution of dramatic conflicts</p> <p>Explain the importance of observing people and their movements to develop original, stock, or stereotypical characters</p> <p>Checks for Understanding Formative: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Summative: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>	<p>Read textbook selections to understand the process of creating characterization. Create an improvisation of a character for a specific age, position, scene, etc.</p> <p>Create a character improvisation in a duet scene to show a particular action and resolution</p> <p>Observe people and their movements. Participate in <i>Charades</i> performing characters from films</p> <p>Participate in Theatre Games creating believable characters experimenting with physical and vocal skills</p>	<p>Interdisciplinary Connections: Social Studies: monologues of speeches in history reveal the history and culture of a specific time</p>
<p>Demonstrate an Understanding of Monologue</p> <p>CLEs 2.1, 2.2, 2.3, 2.4, 2.6 SPIs 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3, 2.6.2, 2.6.3</p>	<p>Explain monologues Read monologues with expression</p> <p>Demonstrate an understanding of how to perform a monologue using vocal and physical characterization</p> <p>Checks for Understanding Formative: 2.2, 2.3, Summative: 2.2, 2.3</p>	<p>Read to partner monologues with expressions</p> <p>Perform a short original monologue using vocal and movement characterization</p>	

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<p>Demonstrate an Understanding of Voice and Diction</p> <p>CLE 2.6 SPIs 2.2.3, 2.6.3, 2.6.2</p>	<p>Demonstrate the function and importance of quality, pitch, and flexibility Explain and instruct voice quality, pitch, flexibility, inflection, rhythm, and breath control by directing students in drills, exercises, and activities</p> <p>Demonstrate the function and importance of articulation, pronunciation, volume, and rate</p> <p>Checks for Understanding Formative: 2.6 Summative: 2.6</p>	<p>Create a digital recording of a selected reading or teacher directed speech demonstrating the function and importance of diction/articulation/voice control/breath control/rhythm</p> <p>Self-critique for improving and developing the voice for dramatic speaking</p> <p>Participate in vocal exercises demonstrating the function, importance, and improving articulation/pronunciation/volume/rate. Self-assess all performances</p>	<p>Interdisciplinary Connections: Science/Health: how the body functions</p>
<p>Demonstrate an Understanding of Physical Movement</p> <p>CLEs 2.4, 2.6 SPIs 2.2.2, 2.2.3, 2.4.1, 2.4.3, 2.6.2</p>	<p>Demonstrate physical acting skills such as body alignment, isolation, control of body parts, and rhythms to develop characterizations</p> <p>Demonstrate movement through ensemble work</p> <p>Demonstrate entrances and exits for full characterization, as well as for maintaining and creating a reality on stage</p> <p>Explain the necessity for physical energy to produce sparkle, freshness, and spontaneity in various roles</p> <p>Checks for Understanding Formative: 2.4, 2.6 Summative: 2.4, 2.6</p>	<p>understanding of techniques used for improving body alignment, control, timing, and physical energy in developing characters</p> <p>Participate in Theatre Games utilizing physical movement for characters</p> <p>Participate in ensemble groups using knowledge of physical movement including the use of entering and exiting staging area while maintaining characterization</p>	
<p>Demonstrate an Understanding of Costuming</p> <p>CLEs 2.3, 3.2 SPIs 2.3.1, 2.3.2, 2.3.3, 3.4.2</p>	<p>Demonstrate creating a costume for character</p> <p>Present pictures of costumes for a script scene</p> <p>Select a specific script for student produced costumes</p> <p>Checks for Understanding Formative: 2.3, 3.2 Summative: 2.3</p>	<p>Create costume sketches for a character in a specific play/scene</p> <p>Create costume sketches which include accessories for a scripted scene</p> <p>Explain the importance of the character costume in a scripted scene</p>	<p>Interdisciplinary Connections: Visual Art: costuming and makeup for stage/camera demonstrate understanding of visual art design elements and principles; costume sketches demonstrate understanding of shape-to-form and drawing techniques</p>
<p>Demonstrate an Understanding of Makeup</p> <p>CLEs 2.3, 3.2 SPIs 2.3.3, 3.4.2,</p>	<p>Demonstrate the significance and understanding of applying makeup when creating a specific character for a skit</p> <p>Discuss the use of makeup for film roles vs. stage roles</p> <p>Checks for Understanding Formative: 2.3, 3.2 Summative: 2.3</p>	<p>Create a makeup design and present the significance of the design for a specific character</p> <p>Apply make-up on a partner for a particular skit Using class discussions, compare and contrast makeup for film vs. stage roles</p>	

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<p>Demonstrate an Understanding of Props and Accessories</p> <p>CLEs 2.3, SPIs 2.31, 2.3.2, 2.3.3,</p>	<p>Demonstrate the use of props and accessories when creating a character for a specific role</p> <p>Display sketches of costumes which include props and accessories</p> <p>Checks for Understanding Formative: 2.3 Summative: 2.3</p>	<p>Create sketches of costumes and select necessary props/accessories for a specific character from play/drama.</p> <p>Present and discuss the sketches to the class defining the necessity of these items in relationship to the role of the character</p>	
<p>Demonstrate the Understanding of Staging the Play</p> <p>CLEs 4.1, 4.3 SPIs 4.1.1, 4.1.2, 4.3.1, 4.3.2</p>	<p>Demonstrate the rules and responsibilities of stage cast, crew, and management Explain the roles of cast and crew, director, auditions, casting, and rehearsals</p> <p>Demonstrate knowledge of copyright and royalties</p> <p>Demonstrate script marking and demonstrate blocking</p> <p>Checks for Understanding Formative: 4.1, 4.4, 4.5 Summative: 4.1</p>	<p>Participate in a performance task outline showing individual roles and responsibilities for director, cast, crew, and management. Read textbook selections and discuss auditioning process and rehearsals</p> <p>Examine copyright and determine royalties for 2 different plays</p> <p>Mark the blocking from one scene of a play script</p>	
<p>Demonstrate an Understanding of Play Performance</p> <p>CLEs 4.1, 4.2, 4.4, 4.5 SPIs 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.3, 4.4.1, 4.4.2, 4.4.3, 4.5.3</p>	<p>Guide/instruct student created, development, performance, and execution of a play for informal presentations by collaboration with a team Instruct and guide cooperation with directors, the making of staging choices (blocking, movement, choreography) to convey the meaning of scripted scenes</p> <p>Checks for Understanding Formative: 4.1, 4.2, 4.3, 4.4, 4.5 Summative: 4.2</p>	<p>In collaboration with a team, create, and perform an original play in an informal setting demonstrating knowledge of executing play performance and cooperation with the cast/crew</p>	
CREATE			
<p>Demonstrate an Understanding of Props and Accessories</p> <p>CLEs 3.2 SPIs 3.4.2</p>	<p>Exhibit props and accessories for a specific character portrayal</p> <p>Checks for Understanding Formative: 3.2 Summative: 3.2</p>	<p>Model a completed costume for a specific character role</p>	

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<p>Demonstrate an Understanding of the Key Elements of a Play</p> <p>CLEs 1.1, 1.2, 1.3, 1.4, 1.6</p> <p>SPIs 1.3.2, 1.4.1, 1.4.2, 1.4.3, 1.5.2, 1.6.1, 1.6.2</p>	<p>Explain the key elements of a play:</p> <ul style="list-style-type: none"> • spectacle (the visible part of a play) • sound (the audible part of a play) • diction (language) • character (person in a play) • reasoning (emotions and speech essentials) • plot (action and events) <p>Direct research of essential elements in original performances</p> <p>Checks for Understanding Formative: 1.1, 1.2, 1.3, 1.4, 1.6 Summative: 1.1, 1.4, 1.6</p>	<p>Read specific textbook selections to understand the application of play elements in dramatic works</p> <p>Participate in a group analysis of a play to identify key elements</p> <p>Create and perform in a short skit demonstrating the understanding of play elements</p>	<p>Interdisciplinary Connections: Language Arts: dramatic literary elements relate to all literary elements of oral and written communication</p> <p>Social Studies: themes and styles revealed in dramatic literature relates to real life, history, and culture</p> <p>Science: Problem solving skills used in technical theatre demonstrate understanding of physical science</p>
<p>Demonstrate an Understanding of Plot Structure</p> <p>CLEs 1.1, 1.2, 1.3, 1.4, 1.6</p> <p>SPIs 1.4.1, 1.4.2, 1.4.3</p>	<p>Explain the differences among several types of plays including tragedy, comedy, and melodramas</p> <p>Discuss a play from a specific time period to determine character analysis, costuming, set design, and social relationships</p> <p>Explain the narrative essentials for a play such as the 5 Ws, atmosphere, and mood</p> <p>Guide students in analyzing a story, literature, or play to explain plot structure including preliminary situation, initial incident, rising action, climax, falling action, conclusion, and recognize the structure of the play in a dramatic script</p> <p>Checks for Understanding Formative: 1.1, 1.2 Summative: 1.1, 1.2</p>	<p>Compare and contrast types of selected plays also determining character analysis, costuming, set design, and social relationships</p> <p>Present to the class a written paper on a historical play determining character analysis and relationships, costumes, set design, atmosphere, mood, and 5 W's</p>	<p>Interdisciplinary Connections: The Arts: Parts-to-whole understandings, interdisciplinary aspects, and use of creative thinking skills are universal in all creative endeavors</p>
<p>Demonstrate an Understanding of Story Development</p> <p>CLEs 1.1, 1.2, 1.3, 1.4, 1.6</p> <p>SPIs 1.1.1, 1.1.2, 1.1.3, 1.3.1, 1.3.2, 1.4.1, 1.4.2, 1.4.3, 1.6.1, 1.6.2</p>	<p>Discuss a short story that has a definite beginning, middle, and ending</p> <p>Demonstrate understanding of story elements:</p> <ul style="list-style-type: none"> • introduction of characters • rising action • climax/turning point • falling action • resolution <p>Direct rewrites based on critique</p> <p>Checks for Understanding Formative: 1.1, 1.2, 1.3, 1.4, 1.6 Summative: 1.1</p>	<p>Diagram a children's story, such as <i>Little Red Riding Hood</i>, showing actions of story divided into a beginning, middle, and end</p> <p>Participate in Theatre Games that illustrate developing a beginning, middle, end to complete stories</p> <p>Write and present a short story which demonstrates story elements.</p> <p>Use rewrites based on critiquing to compose a final version</p>	

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<p>Demonstrate an Understanding of Playwriting</p> <p>CLEs 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, SPIs 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.3 1.4.3, 1.5.1, 1.5.2, 1.5.3, 1.6.1, 1.6.2</p>	<p>Explain the use of original story as beginning of a three-scene, one-act play Outline each scene by descriptions of each action, i.e., John enters door on stage left, John speaks to Mary about the events of Saturday night, Mary made excuses for her decisions, etc.</p> <p>Demonstrate the development of dialogue by acting out scenarios</p> <p>Critique student written dialogue as student performs in front of peers and supervise student revisions based on previously given criteria</p> <p>Checks for Understanding: Formative: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 , 4.2, 4.4, 4.5, 7.1 Summative: 1.3, 1.4, 7.1</p>	<p>Develop an original story illustrating understanding of beginning, middle and end and use of story elements by outlining character scenarios for each scene of an original one-act play</p> <p>Develop original dialogue through improvising the character scenarios with classmates, integrating the final marking of the script</p> <p>Perform written dialogue for peers and revise based on group critiquing</p>	
<p>Demonstrate an Understanding of Technical Support</p> <p>CLEs 3.1, 3.2, 3.5 SPIs 3.1.1, 3.1.2, 3.1.3, 3.2.2, 3.2.3</p>	<p>Demonstrate visual art aspects of set design, costume design, and makeup</p> <p>Explain the significance of sound, lighting and theatre management to the success of productions</p> <p>Design a light and sound layout for original play</p> <p>Checks for Understanding Formative: 3.1, 3.2, 3.5 Summative: 3.1, 3.2</p>	<p>As part of a team, use a scene of a play to design the set, costumes, and character makeup.</p> <p>Mark the sound, lighting, and stage direction.</p> <p>Discuss the significance of these to the success of the production</p>	
RESPOND			
<p>Examining Historical/Cultural Aspects</p> <p>CLEs 7.1, 8.1, 8.2 SPIs 7.1.2, 7.1.3, 8.1.1, 8.1.3, 8.2.1, 8.2.2, 8.2.3</p>	<p>Explain contributions of exemplary actors and dramatic works</p> <p>Explain how style, theme and dramatic elements influence the development of characters</p> <p>Checks for Understanding Formative: 8.1, 8.2 Summative: 7.1, 8.2</p>	<p>Discuss TV shows that illustrate characters interchanging life and social opinions</p> <p>Critique selected samples of play scripts explaining the use of style, theme, literary elements that influence the development of characters</p>	<p>Interdisciplinary Connections: Social Studies: characters depict real people in a specific time period, and reflect culture</p> <p>Language Arts: elements in dramatic works are similar to those in all literary works</p> <p>Arts: parts-to-whole aspects in dramatic works relate to those in all of the arts</p>
<p>Demonstrate an Understanding of Artistic Discipline</p> <p>CLEs 7.1 SPIs 7.1.1, 7.1.2, 7.1.3</p>	<p>Instruct how to rewrite and refine work based on feedback collected through a variety of tools such as rehearsal, notes, video/audio tape, and scoring rubrics</p> <p>Checks for Understanding Formative: 7.1 Summative: 7.1</p>	<p>Use a variety of evaluation feedback from a performance in a dramatic presentation and rewrite to refine the work for final assessment</p>	

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<p>Demonstrate an Understanding of Technical Theatre</p> <p>CLEs 8.1 SPIs 7.2.1, 8.1.1, 8.1.3</p>	<p>Differentiate between electronic media presentations and live performances</p> <p>Discuss a wide range of occupations and careers associated with staged drama and film</p> <p>Checks for Understanding Formative: 8.1 Summative: 8.1</p>	<p>Read textbook selections and discuss drama and film occupations/careers, comparing and contrasting live performances to media presentations</p> <p>Write a report on a chosen career choice for theatre personnel</p>	<p>Interdisciplinary Connections: TC: careers associated with technical theatre</p>
CONNECT			
<p>Examining Historical/Cultural Aspects</p> <p>CLEs 5.1, 5.2, SPIs 5.1.2, 5.1.3, 5.2.2, 5.2.3,</p>	<p>Explain how characterization depicts real life</p> <p>Explain how characters can influence social opinions</p> <p>Formative: 5.1, 5.2 Summative: 5.1, 5.2</p>	<p>Critique selection samples of dramatic literature explaining characterizations depicting life and how characters can influence social opinions.</p>	<p>Interdisciplinary Connections: Social Studies: characters depict real people in a specific time period, and reflect culture</p> <p>Language Arts: elements in dramatic works are similar to those in all literary works</p> <p>Arts: parts-to-whole aspects in dramatic works relate to those in all of the arts</p>
<p>Critiquing Process</p> <p>CLEs 5.1, 5.2</p> <p>SPIs 5.1.2, 5.1.3, 5.2.2, 5.2.3</p>	<p>Demonstrate knowledge of the elements of characterization</p> <p>Discuss knowledge-based decisions about characters in specific dramatic works</p> <p>Express personal preferences about character portrayal in specific roles (aesthetic decisions)</p> <p>Use theatre language when interpreting/assessing characterization</p> <p>Discuss personal decisions about the artistic merit of character roles in film and stage (judgment about quality)</p> <p>Checks for Understanding Formative: 5.1, 5.2 Summative: 5.1, 5.2</p>	<p>Discuss and write in a journal the elements of characterization</p> <p>Use knowledge-based decisions to analyze a variety of selected scripts explaining character portrayals in appropriate theatre language. Express personal preferences about quality/artistic merit of character roles in film and stage dramatic work</p>	