

Regular BoE Meeting

Wednesday, March 2, 2022 7:00 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

I. **CALL TO ORDER/PLEDGE OF ALLEGIANCE**

II. **VOTE TO CONVENE INTO EXECUTIVE SESSION**

III. **VOTE TO RECONVENE INTO PUBLIC SESSION**

IV. **STAFF and STUDENT RECOGNITION**

V. **APPROVAL OF MINUTES**

VI. **COMMITTEE REPORTS**

VII. **STUDENT REPRESENTATIVE REPORTS**

VIII. **CHAIR REPORT**

IX. **SUPERINTENDENT REPORT**

X. **CONSENT AGENDA**

X.A. PERSONNEL

X.A.1. Administrator Resignation **

X.A.2. Teacher Resignations

X.A.3. New Teacher Hires

X.A.4. A-2 Resignation

X.A.5. A-2 Hire

X.A.6. Teacher Request for Unpaid Leave of
Absence

X.B. GRANTS

X.B.1. Consolidated Federal Grant Title I and
Title II

XI. **PUBLIC COMMENT**

XII. **DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM
REPORTS**

XII.A. Approval of the Superintendent's
Recommended Budget for the 2022-23 School Year

XII.B. Bioswales Project at Edgewood School

XII.C. Feminine Hygiene Product Dispensers

XII.D. Healthy Foods Certification for the 2022-
23 School Year

XII.E. Special Services Leadership Team Report

XIII. CURRICULUM REVISIONS

XIII.A. Dramatic Theater - Second Reading

XIII.B. Middle School Theater (Grades 6-8) -
First Reading

XIV. TEXTBOOK ADOPTION

XIV.A. Textbook Selection: AP/ECE Chemistry
(Second Reading)

XV. NEW BUSINESS

XVI. BUILDING REPORTS

XVII. INFORMATION/LIAISON REPORTS

XVIII. ADJOURNMENT

The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please go to: [February 2, 2022 Recorded Meeting](#) Passcode: S%H2pLY3

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, February 2, 2022 – 7:00 p.m.
Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, February 2, 2022, at 7:00 p.m. at the Board of Education auditorium and via the Zoom Meeting Platform.

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Shelby Pons, John Sklenka, Todd Sturgeon, Dante Tagariello, Karen Vibert, and Christopher Wilson (virtual); **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Jill Browne, Business Director, and Jolene Lusitani, Council Liaison

CALL TO ORDER/PLEDGE OF ALLEGIANCE/ MOMENT OF SILENCE

Chair Dube called the meeting to order at 7:00 p.m. and asked attendees to stand for the Pledge of Allegiance.

A moment of silence was observed for Lynda F. Kanenberg a Teacher at Ivy Drive, South Side, Westwood, Callen and Bingham School with 35 years of service, and Loretta Teevan a Latin Teacher at Bristol Central High School with 43 years of service.

Chair Dube read the meeting norms into the record.

- All participants will actively participate, engage in the work of the meeting, and have an equal voice and airtime.
- Assume positive intentions by respecting and honoring the diversity of opinions, beliefs, and perspectives.
- Cultivate trust by being honest and focusing on ideas, practices, and the work...not people.
- Norms will be upheld during all meetings and in all interactions outside of formal meetings.

STAFF & STUDENT RECOGNITION

The Board of Education recognized Kara Jones a math teacher at Bristol Eastern High School Teacher for being selected as a fellow in the Noyce Math Teacher Leaders Program and Julia Darcy a teacher at Greene-Hills School for being invited to the State Board of Education monthly meeting to share some of the work of Bristol Public Schools. Mrs. Jones and Mrs. Darcy were both present to be recognized and share their experiences with the Board.

APPROVAL OF MINUTES

January 5, 2022- Regular Meeting

Following a motion by Todd Sturgeon and a second by Kristen Giantonio

The Board of Education unanimously approved the January 5, 2022, Regular Meeting Minutes as written.

January 12, 2022 - Special Meeting

Following a motion by Kristen Giantonio and a second by Dante Tagariello

The Board of Education unanimously approved the January 12, 2022, Special Meeting Minutes as written.

January 18, 2022 - Budget Workshop

Following a motion by Dante Tagariello and a second by Kristen Giantonio

The Board of Education unanimously approved the January 18, 2022, Budget Workshop Minutes as written.

January 25, 2022 - Budget Workshop

Following a motion by Dante Tagariello and a second by Kristen Giantonio

The Board of Education unanimously approved **to APPROVE** the January 25, 2022, Budget Workshop Minutes as written.

January 25, 2022 - Special Meeting

Following a motion by Dante Tagariello and a second by Kristen Giantonio

The Board of Education unanimously approved the January 25, 2022, Special Meeting Minutes as written.

COMMITTEE REPORTS

Finance – Commissioner Tagariello reported that the committee met on January 12th. There is not a lot to report. We remain on budget for most items and our current fund balance is in excess of 2 million dollars. The cafeteria budget performance continues to improve over the last month with the participation rate around 70%. The school system was notified that our reimbursement rates for breakfast and lunch have increased for the current year. The Finance Committee received back bid proposals for Transportation contracts. We had three bids First Student, Dattco, and W&E Transportation, and after consideration of all items which include but are not limited to the number of buses, staffing, proximity, district similarity, and cost the committee made the unanimous recommendation to forward First Student for full Board approval of the contract and the full board subsequently adopted that recommendation. Finally, at the next committee meeting on February 9, the committee will review the proposed budget that was presented at the workshops held on January 18th and 25th. Anyone interested in those deliberations can join the meeting in person or on Zoom.

Operations

Commissioner Carlson reported that the committee did not hold a regular meeting, but did have two special meetings. One for the underground storage tank at Chippens Hill Middle School where Alfred Benesch & Company was chosen for \$40,400. The other special meeting was concerning the Edgewood roof project where Friar Associates was chosen for \$35,000.

Policy – Commissioner Giantonio reported that the Policy Committee met on January 26th and discussed a new policy that will appear later on the agenda – Policy 6163.33 – Live Animals in the classroom. The committee also discussed Policy 3520.13 – Database Information and Management Systems part of that discussion concerned the possibility of encryption in emails and sensitive document communication between parents and the district and the district does have the capability should a parent request it.

Student Achievement – Commissioner Sturgeon reported that the committee on January 19th. The only items discussed were new curricula for BAIMS all of which were approved for forwarding to the full board for approval.

STUDENT REPRESENTATIVE REPORTS

Bristol Central – Sydney Rodriguez, Senior Representative from Bristol Central reported on recent activities from BC, highlights from the report included: the first snow day of the year where students did not log into a zoom meeting and instead took the day to themselves The boys' basketball team was invited to play in the Spalding Hoop Hall of Fame Classic vs the number one team in Massachusetts, Springfield

STUDENT REPRESENTATIVE REPORTS – cont'd

Bristol Central

Central. The boys brought home a hard-fought 53 - 44 victory and remain the number one team in Connecticut. The girls' basketball team is currently riding a six-game win streak and finally beat Bristol Eastern for the first time since 2004 with a 55- 42 Victory last Tuesday. The Center Stage crew continues to prepare for their production of The Lion King in the Spring. Most recently they have been working with Anne Cubberly; the artist-in-residence through our 21st Century Grant; she is a puppet maker from Hartford and an expert in large puppetry and helped the students create the wild beasts in the headpiece props for the show using Broadway models and recycled materials. Midterms are complete and Second Semester is underway. Course selection for 2022-203 is ongoing. Seniors are four months away from graduation. Graduation cap and gown orders are already being taken. BCHS kicked off Black History Month yesterday by introducing students to Bristol's own Johnnie Floyd a former track and cross-country coach at Bristol Eastern who influenced so many athletes. The cross-country course at Page Park was dedicated in his memory the past fall.

Bristol Eastern – Max Stavens, Junior Student Representative from Bristol Eastern reported on recent activities from BE, highlights from his report included congratulating Mr. Gervais on his first month of being a part of the Bristol Eastern Community. Midterms have ended and the second semester has begun. Course selection has started and students are happy about the course selections such as Personal Finance II and Black and Latino Studies. Looking ahead into the spring some activities include SAT Day, March 23rd, Junior Prom on May 21st at the Doubletree, and Senior Prom on May 28th. Looking at Winter Sports, Max congratulated fellow Lancer Alexander Marshall on his 200th win and both basketball teams are still in contention to make the state tournaments. The Model UN club is preparing for its New York conference from March 19th to the 21st; which will include a series of debates and meetings that span over three days and will close on Sunday night. The drama club will be producing Shrek the Musical with performances on May 6th and 7th. Max congratulated his teacher, Miss Jones, on her recognition from earlier this evening.

SUPERINTENDENT REPORT - Dr. Carbone presented the monthly Superintendent Report.

FY23 Budget Review- Budget Workshops - January 18, 2022, and January 25, 2022

Dr. Carbone shared highlights of the budget workshops where the administration respectfully submitted the Superintendent's recommendations to the Board of Education for their consideration and approval. A summary of the major drivers to the budget was presented here as a review for our greater Bristol Community as well.

- our bargaining unit obligations for staff currently in place yields a 2.24% increase,
- General fund savings in the cost of employee benefits, lowered by 1.59%,
- Projected increases in Utilities, Supplies, and Equipment supporting our new facility, and increased transportation costs reflective of a new transportation contract account for a .1 and .64 % increase respectfully.
- Decreases in out-of-district tuitions are offset by the increase in Professional Services, allowing an opportunity for reimbursement for service covered by Medicaid.
- School Supplies & Materials district-wide show a modest decrease and we anticipate \$282K more in revenue over last year; lastly,
- new positions in the budget to staff BAIMS, move two On-Track Coordinators to the general fund, and add 1.5 Special Education teachers as a result of a 0.78% increase to the budget.

Overall, our budget request total is a 2.14% increase over the prior year. As reviewed, the materials, resources, and personnel impact on the general fund across within the FY 23 budget include; additional

staffing of 1.5 Special Education teachers, 2 On-Track Coordinators, additional instructors at Bristol AIMS; and the increase in year 1 of our 4-year bus contract. The total of these additions and innovations is \$1,908,631 within the general fund. We also discussed and reviewed the use of Alliance, Title I, IDEA,

SUPERINTENDENT REPORT – cont'd

ESSER II, and ESSER ARP funds. With regard to grants, innovations funded by our Alliance grant and the proposed increase in the grant allocation include the addition of a Social Worker at Bristol Arts and Innovation Magnet School; 2 Behavior Interventionists at the high schools; 5 Campus Climate & Safety Supervisors; one (1) Dean of Special Services. Utilizing ESSER ARP funding, staffing levels at Edgewood will be maintained, staff allocated to the grant include, a school Psych, Social Worker, Instructional Coach, and Instruction Support Teacher, 0.75 SPL services, two (2) Special Education Teachers, one (1) Head Secretary and four (4) Paras. Additionally, HVAC projects at CHMS and Hubbell, site work at various schools and maintenance equipment, AC for data rooms, and increased security. In total, budget offsets and grant projections total, \$12, 330, 919 Dollars. Costs to the general fund would be significantly higher if we did not strategically and thoughtfully plan for: 1) the closing of Edgewood as an elementary school; 2) shifted a number of staff within the middle grades, to best utilize staff across all middle-grade programs, 3) and maximize grant sources to best meet the needs of our scholars and district. Our budget demonstrates alignment to our district priorities, responsiveness to the requests of our administrators, and shows a commitment to improving academic programming, climate initiatives - additionally, it demonstrates the purposefulness of the use of federal relief funds to meet our district's current and future needs. The total recommended general fund budget for FY 2023 reflects a 2.14% increase from the current budget of \$121,650,000. The next step in the process is for the BoE Finance Committee to review the FY 2023 Superintendents Recommended Budget, approve and move it to the full board. The Board of Education has been asked to present the FY23 budget to the Bristol Board of Finance in March.

BAIMS Update – There is progress both with the building project and with the programming at BAIMS continues during this past month we have completed the second lottery round - to date 203 middle-level students in grades 6-8 for the 2022-23 school year have accepted their seat and have chosen their arts pathways.

BAIMS Staff Welcome - January 26, 2022 - On Jan 26, Dr. Dietter, Dr. Sarli, Mrs. McCabe, Mrs. Fortin and I met with the staff that will be teaching at BAIMS next year to begin their onboarding - in the coming months they will begin to meet as staff, tour the facilities, and create the processes for open houses, school tours, and students' activities for the coming school year.

HS Parent Information Session - January 27, 2022 – A well-attended, high school parent information session was held to review the programming at BAIMS and the course selection process for a student considering pathways at BIAMS or their traditional high school.

Elevate and Innovate Continuation Plan - Revised January 2022 – The revised Elevate Innovate Continuation plan is on the district website. Revised in January, the continuation plan included resources for families and students, the CIAC winter sports update as well as updating guidance regarding quarantine, isolation, testing, contact tracing information for our families.

Kindergarten Registration - Born Jan 1, 2017 – Kindergarten registration began yesterday for any child born January 1, 2017, or after, to welcome our new kindergartners for next year.

CONSENT AGENDA

Chair Dube called for approval of the Consent Agenda which included Items VIII.A.1. through VIII.B.6.

Following a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education unanimously approved the Consent Agenda.

VIII.A. PERSONNEL

New Administrator Hires

Following a motion by Dante Tagariello and a second by Kristen Giantonio

The Board of Education unanimously approved the following New Administrator Hires as written.

Bagley, Kenneth - BOE - Supervisor of Fine Arts - TBD
Tierinni, Steven - CHMS - Dean of Students - February 7, 2022

Teacher Resignations

Following a motion by Dante Tagariello and a second by Kristen Giantonio

The Board of Education unanimously accepted the following Teacher Resignations as written.

Chesnes, Tricia - EPH - Grade 2 Teacher - January 18, 2022
Voisine, Stephanie - CHMS - Grade 8 Math Teacher - January 31, 2022

New Teacher Hires

Following a motion by Dante Tagariello and a second by Kristen Giantonio

The Board of Education unanimously approved the following New Teacher Hires as written.

Chesnes, Tricia - EPH - Grade 2 Teacher - January 18, 2022
Voisine, Stephanie - CHMS - Grade 8 Math Teacher - January 31, 2022
Capozzi, Tracy - EDGE/NEMS - Speech and Language Pathologist - TBD
Fabrizio, Michael - WB - School Psychologist - February 14, 2022
Goncalves, Vanessa - BEHS - On-Track Coordinator - TBD
Lewis, Sarah - EPH/STAF - Library Media Specialist - January 13, 2022
Moore, Sarah - STAF - Interim Social Worker - February 23, 2022
Rossi, Mitchell - CHMS - Special Education Teacher - January 19, 2022
Russman, Amanda - WB - Grade 1 Teacher - January 13, 2022
Zhuta, Ardita - CHMS - Interim Grade 6/7 Math Teacher – TBD

A-1 Teacher Hires

Following a motion by Dante Tagariello and a second by Kristen Giantonio

The Board of Education unanimously approved the following A-1 Teacher Hires as written.

Petrillo, Amy - CHMS - Green Team Leader - January 26, 2022

A-3 Teacher Hire

Following a motion by Dante Tagariello and a second by Kristen Giantonio

The Board of Education unanimously approved the following A-3 Teacher Hires as written.

Pratt, Stacey - WB - K-8 Math Coordinator - January 3, 2022

GRANTS

Following a motion by Dante Tagariello and a second by Kristen Giantonio

The Board of Education unanimously approved the following Grants as written

GRANTS – cont'd

VIII.B.1. FRC Grant: CBDG, FAST Grant

VIII.B.2. FRC Grant: United Way for Sparkler program expansion, training, and Support

VIII.B.3. FRC Grant: Pet Partners P.A.C.K Grant

VIII.B.4 FRC: United Way, SEARCH Grant for developmental screens of children entering PreK and K

VIII.B.5. FRC "WORKS" Grant

VIII.B.6. Stocker Foundation - Raising Readers Grant

New Administrator Hires – Dr. Carbone introduced the New Administrative Hires that were just approved by the Board. Mr. Bagley and Mr. Tierinni were both present and addressed the Board regarding their appointments.

PUBLIC COMMENT

Chair Dube read in the record five (5) public comments that were received prior to this evening's meeting.

Andrea Emmert – 458 Marcia Drive - addressed the Board regarding masks mandates and choice.

Theresa Cirillo-Vernagli – 79 Beechwood Lane – addressed the Board regarding masks mandates Theresa Motel – 222 Tyler Way – addressed the Board regarding unmasking our children.

Jason DeConti – 111 Old Turnpike Road – addressed the Board regarding unmasking our children.

Buenna Neaupaver – 93 Haviland Street – addressed the Board regarding unmasking our children.

The following community members were present and addressed the Board.

Patrick Mills – 294 Lake Avenue – addressed the Board regarding no masks in school.

Michael Witham – 294 Lake Avenue – addressed the Board regarding no masks in school.

Caleb Mills - 294 Lake Avenue – addressed the Board regarding no masks in school.

Emily Bailey – 21 Tiffany Lane – addressed the Board regarding parent choice.

Paul Cambell – 183 Sims Road – addressed the Board regarding masks.

Lauren Vernagli – 79 Beechwood Lane – addressed the Board regarding Parent Choice

Susan Zabohonski – 28 Boardman Street – addressed the Board regarding mandates.

Mayra Sampson – 371 Emmett Street Unit52 – addressed the Board regarding masks.

Annabelle Miner – 26 Terry Road – addressed the Board regarding abuse in school from masks.

Carrie DeNino – 20 Woodside Way – addressed the Board regarding masks.

Cindy LaMarre – 301 Old Orchard Road – addressed the Board regarding no masks in school.

Nickie LaPort – 180 Lake Avenue – addressed the Board regarding masks and CRT.

Tom Baril – 498 East Road – addressed the Board regarding CRT.

Jen Vangorder – 272 Candlewood – addressed the Board regarding mandates and resolution.

Kristen Bevins – 41 Leon – addressed the Board regarding no masks.

Briana Tirado – 41 Leon – addressed the Board regarding

Kristen Bergergon – 295 Redstone Hill Road – addressed the Board regarding mandates and resolution.

Jazmyn and Mary Hicking – 25 Kelley Street – addressed the Board regarding bus issues.

Emily Michaud – 19 Driftwood Road – addressed the Board regarding unmasking our children.

Alison Adams – 35 George Street – addressed the Board regarding unmasking our children.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

Appoint BoE Commissioner to the ESSER/ARP Building Committee

Jill Browne, Business Director explained the Appoint BoE Commissioner to the ESSER/ARP Building Committee item. At last month's City Council meeting this building committee was formed. The first order of business is to appoint three (3) members to the committee; one (1) from the Board of Education, one (1) from the Board of Finance, and one (1) from the City Council. Once the three core members are established per the City Charter six more members will be appointed through our three members and the remaining members will be two (2) citizen taxpayers that must be from the school area to be served one (1) citizen taxpayer from the district community as a whole, one (1) representative from the professional education staff here at the Bristol School district and then two (2) members from the professional and or commercial or industrial Community of the city. Tonight, you are going to appoint a member from the

Appoint BoE Commissioner to the ESSER/ARP Building Committee – cont'd

Board of Education. Chair Dube wished to appoint Commissioner Dante Tagariello to the ESSER/ARP Building Committee.

Following a motion by Eric Carlson and a second by Todd Sturgeon

The Board of Education unanimously approved the appointment of Commissioner Dante Tagariello to the ESSER/ARP Building Committee.

January 1 Enrollment Count for the 2021-2022 School Year

Dr. Samuel Galloway, Director of Talent Management present the January 1 Enrollment Count for the 2021-2022 School Year. Enrollment numbers are reported out three (3) times a year; at the beginning of the year, in October, and in January. The numbers presented tonight are a comparison of this January to last January. Dr. Galloway summarized his report, by giving the overall numbers rather than school by school. From last January to this January the K-5 numbers increased by four (4). The average class size in K-5 is 20.5. In our schools with 6 7 and 8 (Greene Hills, Northeast, Chippens Hill, West Bristol) there is a decrease of 44 students from last year at this time. In the high schools (Bristol Central and Bristol Eastern) there is an increase of 27 students. Overall, district-wide there has been an increase of 17 students from last January to this January, and 19 students have returned to the district from magnet schools.

Questions followed regarding what the class size would be for K-5 with the reimaging plan and a request was made to provide the number of homeless students in the district as well as the number of students that have chosen homeschool, but the LEA is still responsible for advising.

CURRICULUM REVISIONS

Dramatic Theater (First Reading)

Dr. Samantha Sarli presented the Dramatic Theater Curriculum. Dr. Sarli recognized teachers Theresa MacDonald, Lisa Carroll, and Lindsey DiPietro for creating the entire theater curriculum. Dramatic theater is a half-credit course with no pre-requisite and will be offered in the fall semester only. Students will study contemporary and classic plays while learning performance skills and basic theater elements. The class will culminate in a performance of either a play or scenes from various plays. There is a total of 7 units that are designed to scaffold off of each other to prepare them for the performance. This is the first reading of the curriculum and questions in the subsequent month can be directed to Dr. Sarli.

New Curriculum: Instrumental Ensemble (Second Reading)

On a motion by Kristen Giantonio and a second by John Sklenka

The Board of Education unanimously approved the Instrumental Ensemble Curriculum.

New Curriculum: Intermediate Acting (Second Reading)

On a motion by Todd Sturgeon and a second by Dante Tagariello

The Board of Education unanimously approved the Intermediate Acting Curriculum.

New Curriculum: Musical Theater (Second Reading)

On a motion by Todd Sturgeon and a second by Eric Carlson

The Board of Education unanimously approved the Musical Theater Curriculum.

New Curriculum: Physical Theater and Movement (Second Reading)

On a motion by Todd Sturgeon and a second by John Sklenka

The Board of Education unanimously approved the Physical Theater and Movement Curriculum.

TEXTBOOK ADOPTION

Textbook Selection: AP/ECE Chemistry (First Reading)

Dr. Jaime Rechenberg presented the AP/ECE Chemistry Textbook Selection for a first reading. Early in the fall, the AP and ECE chemistry teachers reviewed three textbooks. The goal was to identify a text that contained the contents that best matched the recently adopted AP and ECE Chemistry curricula. During the textbook review process, the team analyzed the various textbooks in a variety of ways, some of which included:

- Alignment of content to ECE/AP curriculum
- Alignment to BPS curricular objectives
- Accurate presentation of content
- Promotes higher-order thinking
- Includes authentic activities aimed at building students' understanding.
- Addresses skills and practices identified in AP/ECE curriculum
- Utilizes a variety of modalities to meet the needs of diverse learners
- Facilitates differentiated instruction for students with varying abilities, interests, and learning styles.

Upon review, Chemistry-The Central Science and Chemistry-A Molecular Approach scored the same in the review. Chemistry-The Central Science (11th edition) is our current textbook. Teachers were comfortable with both the text and the online component, making it the final choice. This updated version (+4 editions), was better aligned to the AP curricular layout, but also contained all of the necessary content for the ECE course. As this is the first reading, Dr. Rechenberg will have copies of the textbook available to any commissioner that wishes to preview. Please reach out as needed.

POLICY REVISION

Policy 6163.33 - Live Animals in Classroom

Dr. Dietter presented Policy 6163.33 - Live Animals in Classroom. This policy has been reviewed by the policy subcommittee and we are asking for your approval. We have expanded the frequency of inviting these highly trained therapy animals into our buildings. Based on the increase, we determined that we needed to move to a place to codify uniform procedures and policies across the board; this would include credentialing, insurance, proper training, etc. For a point of clarification, these are therapy animals which are different than service animals; service animals would be covered under the ADA. The Policy Committee has reviewed the documents that are shared in the agenda and recommended it be moved to the full board for approval.

On a motion by Dante Tagariello and a second by Todd Sturgeon;

The Board of Education unanimously approved Policy 6163.33 - Live Animals in Classroom.

NEW BUSINESS

There was no New Business to come before the Board.

BUILDING REPORTS

MBIAMS Update

Dr. Dietter provided the Memorial Boulevard Intradistrict Arts Magnet School Update. Photos of the building's progress were shown during Dr. Dietter's presentation. As reported previously the lottery is underway the final round will be completed this coming weekend, there has been tremendous interest in

MBIAMS Update – cont’d

the program. OTL continues to impress with the quality and rigor of course offerings for pathways at BAIMS as well as in our existing schools and programs. The project continues with substantial completion of the third floor and finishes emerging on all levels. As we discussed at a previous meeting FF&E schedule has been submitted to OPM for their approval. Mrs. Landon and Mr. Callahan are working through this multi-day task. The project continues on time and within budget. Two weeks ago, we did take delivery of our theater light. It was returned to the building and was installed without incident. Dr. Dietter shared photos of the restoration process and installation. The restoration took place at a local shop, Melnick’s which is adjacent to the Board of Education building. The light is an important artifact for the city, many features were made here locally at the Sessions factory over 100 years ago. Dr. Dietter once again thanked the generous donations are both D’Amato Construction and QA&M Architecture, their combined donation of \$50,000 is being applied to restoration efforts within the theater space and we are very grateful and fortunate for that donation.

South Side School HVAC Project

Tim Callahan provided an update on the South Side HVAC Project. South Side is moving along. We still have an issue with one of the Dakin units that is on the roof, it has been leaking. It leaked on January 20th with the driving rain and winds that day. We are working through some more water tests. We are hoping to get that solved. Dakin is stepping to the plate and continuing to help us with that and we plan on doing one more water test this Friday to check to make sure that we have that last problem solved. We are working through punch list issues and everything is on schedule.

Discussion and Possible Action Concerning A Proposed Resolution Re: The Governor's Executive Powers

Chair Dube shared that a copy of the resolution had been forwarded to commissioners. The resolution would be sent to Governor Ned Lamont, Matt Ritter, Speaker of the House, CT State Legislature, Martin Looney, President Pro Tempore of the Senate, CT State Legislature, Charlene M. Russell-Tucker, CT State Board of Education Commissioner and Manisha Juthani, MD, Commissioner of the State of CT Department of Public Health. Commissioners were asked to speak on the issue once and only after all commissioners have had an opportunity to speak could they speak again. Commissioner Giantonio called for a motion to adopt the following resolution regarding returning full decision-making back to the local Boards of Education in lieu of operating under an emergency executive authority or legislative mandate. The resolution reads as follows:

Whereas the State of Connecticut has been operating under a State of Public Health Emergency declared by Governor Lamont for nearly two full years; and

Whereas the impact of the COVID-19 pandemic has ebbed and flowed while our understanding of the virus and the ability of our healthcare system and local government to manage it have steadily increased; and

Whereas there is no current emergency which prevents or prohibits state or local government from meeting to make policy for their constituencies; and

Whereas our system of laws and justice in Connecticut and throughout the United States of America relies on a recognition that individual citizens are the highest authority when it comes to their personal choices, including but not limited to decisions affecting their health, travel, employment, association, and customary lawful behavior; and

Whereas local town governments, including our own Board of Education and City Council, is the proper body to determine policy affecting the citizens of our town; and

Discussion and possible action concerning a proposed resolution re: the Governor's Executive Powers – cont'd

Whereas our local government has been restricted in making policy for our town and our school system by the actions of Governor Lamont and state government agencies under his control, including but not limited to the State Department of Public Health, and the State Department of Education; and

Whereas state government and the Governor of the State of Connecticut are poised in the next several weeks to adopt legislation extending the authority of the governor unilaterally to override the proper power of local government and to diminish the right of the free citizens to exercise their own liberty and judgment; and

Whereas the Constitution calls on three (3) co-equal branches of government and the legislative branch debates and passes laws and the executive branch enforces those laws and administers state government; and

Whereas the people of our town have spoken and expect us to act on their behalf, to defend their constitutional freedoms and to set policies for our town,

Now, therefore, be it resolved that the Bristol Board of Education in regular session assembled calls upon the Governor of the State of Connecticut and the Connecticut General Assembly to rescind any executive or legislative authority created in response to the COVID-19 pandemic that overrides the proper local control of the Board of Education of the city of Bristol and to halt any further similar actions by the Executive or Legislative Branch.

Be it further resolved that the Board of Education shall be restored as the policy making body for their local school district, as it was prior to the COVID-19 pandemic, and that it shall make policy in keeping with the state and federal Constitutions and the consent of the people who elected them to office.

Following the motion by Kristen Giantonio and a second by Dante Tagariello; the motion was open for discussion and questions.

Commissioner Pons posed questions to the adoption of the resolution.

Commissioner Pons called for a motion to postpone the adoption of the resolution to the next Board of Education meeting.

Following the motion by Shelby Pons and a second by Christopher Wilson; the motion was open for discussion and questions.

Commissioner Wilson spoke to the motion of postponement.

Chair Dube shared that in the event the vote is along party lines, the Republican caucus or the Democratic caucus can send a similar communication/resolution and they can sign it. Commissioners that are dissenting do not have to be a part of it. You would never be put in the position where anything is put out that does not have your approval.

Commissioners Tagariello, Vibert, and Sturgeon spoke to the motion of postponement.

Chair Dube called for a roll call vote.

The motion **FAILED**, following a roll call vote of three (3) commissioners (Pons, Vibert, and Wilson) **IN FAVOR** of the motion; and six (6) commissioners (Carlson, Giantonio, Sklenka, Sturgeon, Tagariello, and Dube) **OPPOSED**.

Discussion continued on the original motion to adopt the resolution.

Commissioners Carlson, Tagariello, Vibert, Wilson, Giantonio, and Pons spoke to the motion of adopting the resolution.

Commissioner Vibert and Pons asked that it be noted on the resolution that they cast a dissenting vote.

Chair Dube called for a roll call vote.

The motion **PASSED**, following a roll call vote of six (6) commissioners (Carlson, Giantonio, Sklenka, Sturgeon, Tagariello, and Dube) **IN FAVOR** of the motion and three (3) commissioners (Pons, Vibert, and Wilson) **OPPOSED**.

Special Services Leadership Report

Dr. Culkin presented the monthly Special Services Leadership Report. As of the January 3rd, student count, 1,678 of the 8,099 Bristol students were eligible and identified as students requiring Special Education programming. As of January 3rd, we have a 20.72% identification rate in Bristol Public Schools. During the month of December, 45 of our newly registered students identified as students with special needs at the time of registration also during the month of December, two (2) students newly enrolled in Bristol Public Schools arrived already receiving their programs and services through out-of-district special education programs. As of January 1st, 118 of our 1,678 students are requiring out-of-district placements at special education private school programs and 69 students required their special education programming while they attend other public out-of-district schools such as magnet schools. That number reflects seven (7) additional private out-of-district placements and two (2) fewer public school placements as compared to last month. Dr. Culkin also presented an update regarding planning for the ESY program.

Questions and discussion followed regarding the interest in working for the ESY program and when notifications regarding the program are sent to parents and ensuring enrichment opportunities for all students.

INFORMATION/LIAISON REPORTS

Commissioner Carlson reported that QA&M will be the architect for the Northeast Middle School building project.

Commissioner Giantonio shared a report from Dr. LeVasseur at West Bristol School.

VOTE TO CONVENE EXECUTIVE SESSION *for the purpose of discussing:*
Superintendent's Annual Evaluation and 21 - 22 Goals (9:40 p.m.)

EXECUTIVE SESSION

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Shelby Pons, John Sklenka, Todd Sturgeon, Dante Tagariello, Karen Vibert, and Christopher Wilson (virtual); **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent of Schools

Called to Order: 9:50 p.m.

Superintendent’s Annual Evaluation and 21 - 22 Goals

Dr. Carbone presented the 21-22 goals and shared the annual evaluation process.

Reconvene Into Public Session *to take any votes on items discussed in Executive Session.*

ADJOURNMENT

With no other business to come before the board, the Board of Education meeting was adjourned. (10:30 p.m.)

Respectfully Submitted,



Susan Everett, Recording Secretary
Bristol Board of Education

DRAFT

BRISTOL BOARD OF EDUCATION
BUDGET WORKSHOP
Thursday, February 17, 2022

A Board of Education workshop was held on Thursday, February 17, 2022, from 6:00 to 9:00 p.m. in the Board of Education Auditorium and via the Zoom meeting platform.

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Shelby Pons, John Sklenka (arrived 7:05), Todd Sturgeon, Dante Tagariello, Karen Vibert and Christopher Wilson(virtual); **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Jill Browne, Business Director, Carly Fortin, Director of Teaching and Learning, Jessica Ritter, Attorney, Shipman & Goodwin,

Call to Order:

Chair Dube called the workshop to order at 6:00 p.m. and asked those in attendance to rise for the Pledge of Allegiance.

Board of Education Roles & Responsibilities – Jessica Ritter, Partner, Shipman & Goodwin, LLP
Attorney Jessica Ritter shared a PowerPoint presentation outlining the Roles and Responsibilities of Board members. Attorney Ritter discussed topics that the Board has been presented with recently as well as methods of handling topics that the Board may or may experience. Commissioners were able to pose questions and responded to scenarios that were presented.

Attorney Ritter concluded her presentation at 7:27 p.m. and commissioners took a short recess. The second half of the workshop began at 7:34 p.m.

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Shelby Pons, John Sklenka, Todd Sturgeon, Dante Tagariello and Karen Vibert; **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Jill Browne, Business Director, Carly Fortin, Director of Teaching and Learning, Dr. Joshua Medeiros, Superintendent, Bristol Parks, Recreation, Youth and Community Services, and Lauren Imholte, MPA, Supervisor, Arts & Culture, Bristol Parks, Recreation, Youth and Community Services

Bristol Arts & Innovation Magnet School and Bristol Park and Recreation and Youth Services Mutual Agreement Discussion

Commissioners were provided with a description of the school configuration for grades 6-8; high school pathways, course schedules, and a virtual tour of the building. Dr. Joshua Medeiros, Superintendent, Bristol Parks, Recreation, Youth and Community Services, introduced himself and Lauren Imholte, Supervisor, Arts & Culture, Bristol Parks, Recreation, Youth and Community Services. Lauren shared her job description and what she envisions for the City in regards to BAIMS.

Dr. Dietter discussed the purpose of the Joint Use Agreement. Commissioners worked in groups to establish and share their wonderings about the process of establishing the agreement.

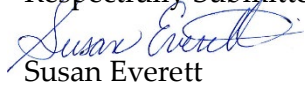
Some of the questions presented by Commissioners were in regards to theater capacity, parking, rental procedures, alcohol sales, usage costs, subsidized fees, turf rentals, and liability insurance.

The next steps in the process are to turn the Joint Use Agreement into a Rental Agreement and establish a renewal process.

Adjournment

With no other business, the workshop was adjourned. (8:44 p.m.)

Respectfully Submitted:



Susan Everett

Recording Secretary

Board of Education

DRAFT

Joseph Carosella

Professional Summary

Highly motivated physical education/health teacher adept at working with students to improve their overall growth in health and physical education. Committed to providing students with the necessary tools to achieve academic goals, instilling love of learning and cooperative teamwork. Devoted to improving student performance and understanding of health concepts. Teaching future students to be competent in lifelong health and physical literacy through activity.

Education/Certification

Bachelor of Science – Health & Physical Education
Central Connecticut State University, New Britain, CT
Physical Education Certificate - 044
Health Education Certificate - 043
Connecticut Coaching Certificate

May 2021

Experience

Long Term Substitute PE & Health

8/25/21 - Present

Vinal Technical High School, Middletown, CT

- Provide health and physical fitness education in the classroom and gym setting daily.
- Enhance student learning by optimizing a wide range of instructional and innovative approaches and activities.
- Helping create senior health curriculum, create and revise lesson plans, moderate classroom discussions, and facilitate student-centered learning daily.
- Track class attendance and submit documentation daily.
- Actively engaged in parent/guardian contact via phone and email daily.
- Provide student grading and consistent feedback daily.
- Part of School Wellness Committee

Student Teacher

1/19/2021 - 6/15/2021

Vinal Technical High School, Middletown, CT

- Provided health and physical fitness education both virtually and in-person classroom setting daily.
- Enhanced student learning by optimizing a wide range of instructional and innovative approaches and activities.
- Created and revised lesson plans/course content to facilitate/moderate classroom discussions and track student-centered learning.
- Tracked class attendance and submitted documentation.
- Engaged in parent/guardian contact via phone and email.
- Provided student grading and feedback the last four months of experience.

**Practicum/Adaptive Physical Education Coach
New Britain High School, New Britain, CT**

10/1/2019 - 5/5/2020

- Provided physical fitness in education classroom setting weekly.
- Created both a Soccer and Lacrosse unit plan for adaptive students.
- Enhanced student learning by optimizing a wide range of instructional and innovative approaches and activities suited for each individual student.
- Assisted in planning/coaching the NBHS Adaptive Soccer Tournament at New Britain High School

Coaching/Volunteer Work

- Vinal Technical High School Boys Basketball Head Coach 2021-Present
- Vinal Technical High School Boys Football Coach 2021-Present
- Vinal Technical High School Boys Lacrosse Coach 2021-Present
- Private Lacrosse Goalie Lessons 2015-Present
- Private Lacrosse Face-off Lessons 2015-Present
- Volunteer Assistant Coach Morgan High School Boys Lacrosse 2018-2020
- Dog Days Lacrosse Camp Supervisor 2016-2018
- Volunteer Assistant Coach Clinton Youth Football 2013-2018
- Volunteer Head Basketball Coach U-13 Branford Boys Basketball 2013-2018
- Volunteer Head Coach U-13 Branford Boys Lacrosse 2013-2015
- Bushy Hill Camp Counselor 2014
- Bushy Hill Basketball Clinic Supervisor 2014
- Volunteer Goalie Coach Mountain Pointe Pride High School Lacrosse (AZ) 2012

Core Qualifications

- Teamwork
- Confidence building
- Personable nature
- Wellness focus
- Self-motivation
- Conflict Resolution
- Decision Making
- Leadership
- Student-Centered Learning
- Understands the value of patience
- Ability to work under pressure
- Individualized Instruction
- Google Classroom
- PowerTeacher
- CPR/First Aid Certified
- Concussion Module 15 Certified

CHAMPAGNE D. MARSH

EDUCATION

Hunter College School of Education, New York, New York **May 2019**
Master of Science in Education; Focus: *Blind and Visually Impaired, K-12; General Education, 1-6*
Grade Point Average: 4.0, *Summa Cum Laude*.
Honor: Golden Key International Honour Society

Fordham University, Bronx, New York **May 2008**
Bachelor of Arts; Major: *Political Science*; Minor: *Business Administration*
Honors:

- Certificate for Fordham University's Emerging Leaders (FUEL); nominated for the Fordham University Leadership Award
- Society for Human Resource Management (SHRM) through the Office of Career Services 2004—2008

CERTIFICATION

Connecticut State Initial Educator **Valid Sept. 2019- Sept. 2022**
Blind, Pre-K-12 and Partially Sighted, Pre-K-12

New York State Initial Certificate **Valid Aug. 2019- Aug. 2024**
Blind and Visually Impaired, K-12

New York State Teaching Assistant **Valid July 2016**

RELEVANT EXPERIENCE

Education Consultant/ Teacher of Students with Visual Impairments **June 2020- Present**
DEPARTMENT OF AGING AND DISABILITY SERVICES, BUREAU OF EDUCATION AND SERVICES FOR THE BLIND (ADS-BESB)- Windsor, Connecticut

- Manages a caseload of at least 24 students at any given time and consults with various educational teams on an array of students with a wide range of different impairments.
- Acts as a liaison between and works collaboratively with educators and the students' primary guardians Adheres to the state's policies and standards regarding students with visual impairments.
- Collaborates with different agencies to acquire information regarding resources to assist students with their specific visual impairment.
- Arranges for diagnostic evaluations if not available locally through the local districts.
- Plans, arranges, and procures purchases of specialized and appropriate materials and equipment, such as braille-writers and large print textbooks, used to assist students with visual impairments to access the educational curriculum.
- Reads and interprets cyc reports in order to translate them into terms and information that are easily understandable to general education teachers and guardians.
- Designs and facilitates in-services for all staff that work with students who are visually impaired
- Provides specialized and basic skills instruction in the reading and writing of the Unified English Braille (UEB) and Nemeth Braille codes.
- Provides instruction in the Expanded Core Curriculum (ECC) and have the ability to consult and provide instruction in these areas, including career education.
- Trains educational personnel on implementing accommodations/ modifications/adaptations specific to students who are visually impaired, including children with other health impairments.
- Recommends and assists educators and students with implementation on assistive technology designed to support access to the curriculum.
- Administers Functional Vision/ Learning Media Assessments and reports on findings.
- Attends educational plan meetings and provides professional advice to determine educational needs of the student.
- Creates/ contributes to the writing of educational plans, including writing SMART goals.
- Establishes professional goals for the year and serves on division committees.
- Attends professional in-service trainings and development meetings.
- Published article (Elevating Success: Using Multiple Electronic Devices to Present Information During Microsoft Teams Meetings) on Paths to Literacy in Spring 2021

Teacher of Students with Visual Impairments **Sept. 2019- June 2020**
GREENWICH BOARD OF EDUCATION- Greenwich, Connecticut

- Managed a caseload of at least 22 students at any given time and consults with various educational teams on an array of students with a wide range of different impairments.
- Acted as a liaison between educators and the students' primary guardians.
- Worked collaboratively with the general education teachers and parents.
- Adhered to district policies and standards regarding students with visual impairments.
- Collaborated with different agencies to acquire information regarding resources to assist students with their specific visual impairment.
- Planned, arranged, and procured purchases of specialized and appropriate materials and equipment, such as braille-writers and large print textbooks, used to assist students with visual impairments to access the educational curriculum.

- Read and interpreted eye reports in order to translate them into terms and information that are easily understandable to general education teachers and parents.
- Designed and facilitated in-services for all staff that work with students who are visually impaired
- Provided specialized and basic skills instruction in the reading and writing of the Unified English Braille (UEB) and Nemeth Braille codes.
- Provided instruction in the Expanded Core Curriculum (ECC) and have the ability to consult and provide instruction in these areas, including career education.
- Implemented accommodations/ modifications/adaptations specific to students who are visually impaired, including children with other health impairments.
- Recommended and assists educators and students with implementation on assistive technology designed to support access to the curriculum.
- Administered Functional Vision/ Learning Media Assessments and reports on findings.
- Attended educational plan meetings and provides professional advice to determine educational needs of the student.
- Created/ contributed to the writing of educational plans, including writing SMART goals.
- Attended professional in-service trainings and development meetings.

Student Teacher: Focus- Blind and Visual Impairments

Sept. 2018- May 2019

HUNTER COLLEGE/ NYC DEPARTMENT OF EDUCATION – Bronx/ Brooklyn, New York

- Fall Semester 2018: Classroom vision teacher for grades K-5; Spring Semester 2019: Itinerant vision teacher for students in grades 4-12.
- Collaborated with co-teachers to develop lesson plans and strategies to independently run the classroom on a daily basis.
- Strategized and implemented academic and behavioral supports conjointly with other related service providers.
- Individualized lessons according to students' interests, strengths, and needs.
- Implemented lesson plans for all academic areas based on the Common Core curriculum and/or the Expanded Core Curriculum (ECC) for students with visual impairments.
- Motivated students with innovative lesson plans, teaching a variety of core content subjects or skills needed determined by the ECC (i.e.- technology such as JAWS, Voice Over, ZoomText).
- Participated in Orientation and Mobility lessons and continued to implement taught techniques with the students.
- Assigned tasks and homework and evaluated students' understanding and progress and modified lesson plans and tasks based on those results.
- Participated in parent-teacher conferences and communicated with families in person and with students via e-mail.
- Conducted Functional Vision/ Learning Media Assessments and generated reports based on findings.
- Participated in IEP team meetings and helped to implement individualized special education interventions.
- Utilized technology including an iPad (with applications such as *EPIC!*) and accessible typing applications into lessons.
- Developed curriculum adaptations such as tactile graphics and large print materials.
- Adapted instructional materials and tasks into accessible formats such as Unified English Braille for literacy and Nemeth Code for Mathematics and Science utilizing a variety of tools (i.e. Duxbury, Perky Duck, Kurzweil Reader, Perkins Braille Writer).

PROFESSIONAL EXPERIENCE

Substitute Teacher

Nov. 2018- Present

NYC DEPARTMENT OF EDUCATION - Bronx, New York

- Manage classes of 15-35 students ranging from grades Kindergarten through 12th grade.
- Adhere to the curriculum, lesson plans, and classroom rhythm and activities assigned by the permanent instructor.
- Follow classroom procedures and achieve lesson goals by applying advanced teaching capabilities in all subject areas while ensuring the cleanliness and functionality of the classroom.
- Assign and explain homework.
- Supervise students outside of the classroom including in the hallways and cafeteria.
- Comply with all school regulations and policies at all times, including taking attendance and writing anecdotal notes.
- Compile comprehensive reports of the daily classroom activities for the instructor for when he/she returns.
- Apply appropriate teaching strategies for students with various skill levels.
- Maintain order in the classroom by following lesson plans left by the teacher.
- Apply appropriate teaching strategies in the classroom with various skill levels.
- Guide students through planned activities and tend to their physical needs.

References Furnished Upon Request

- Maintain effective classroom management strategies (i.e.- classroom behavioral chart) and determined appropriate consequences for inappropriate student behavior.

Administrative Assistant

Aug. 2018- Present

BRAUN BUSINESS MANAGEMENT- Manhattan, New York City, New York

- Manage financial database for accuracy of records and finances, keeping all files updated and in order.
- Perform Data Entry tasks and created ledger reports.
- Monitor daily bank account/ credit card activity using the internet and QuickBooks.
- Update and maintain account records by calculating expenditures/revenues and profit/loss.
- Classify clients' prior years' returns and address correspondence from federal, state and local fiscal authorities.
- Process incoming and outgoing mail.
- Scanned and electronically organized client and organization records.
- Write business letters to clients in Microsoft Word and e-mails.

Assistant Teacher (Paraprofessional)

Sept. 2016- Sept. 2018

NYC DEPARTMENT OF EDUCATION- HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS - Bronx, New York

- Assisted a visually impaired teacher with the clerical aspects of his teaching.
- Directed students in performing a daily routine consisting of completing do-now's, reviewing homework and the previous day's lesson, editing work, and conferencing with them about their progress with their independent reading.
- Provided one-to-one/ small group instruction as outlined by lead teacher.
- Graded tests as well as assessing and critiquing students' critical thinking/academic abilities through their writing.
- Provided analysis/assessment of the students' academic progress.
- Organized class materials and provide group/independent tutoring.
- Maintained structural guidelines consistent with state mandated educational agenda.
- Collected data (anecdotal) documenting student academic performance and behavior used for instructional purposes.
- Wrote anecdotal information concerning student behavior.
- Provided language assistance for bilingual students.
- Implemented specialized programming and curriculum such as EngageNY and the Common Core.
- Used Skedula online grade book to enter grades.
- Prepared lesson plans/logs and journals.

Assistant Teacher

Oct. 2012- Sept. 2016

FAMILY LIFE ACADEMY CHARTER SCHOOL - Bronx, New York

- Implemented specialized programming and curriculum such as EngageNY and the Common Core.
- Trained in administering the Fountas and Pinnell Reading Level Assessment.
- Trained in using Engrade and Skedula online grade books.
- Prepared lesson plans/logs and journals.
- Directed students in performing a daily routine consisting of completing do-now's, reviewing homework and the previous day's lesson, editing work, and conferencing with them about their progress with their independent reading.
- Taught classes as well as provide one-to-one/ small group instruction as outlined by lead teacher.
- Aided occupational and physical therapists, speech and adaptive physical education teachers during instruction.
- Supervised children during meals/recreational activities/ special program events.
- Graded tests as well as assessing and critiquing students' critical thinking/academic abilities through their writing.
- Provided analysis/assessment of the students' academic progress.
- Organized class materials and provide group/independent tutoring.
- Maintained structural guidelines consistent with state mandated educational agenda.
- Collected data documenting student academic performance and behavior used for instructional purposes.

Teacher's Aide/ Reader

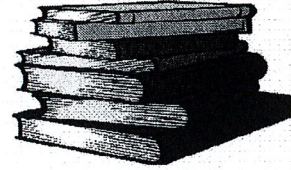
Sept. 2009- Present

NICHOLAS ESPOSITO, ENGLISH TEACHER - THE HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS- Bronx, New York

- Provide comprehensive support to a high school English teacher who is visually impaired.
- Maintain spreadsheets of student performance: class work, homework, assessments, and grade sheets.
- Proofread assignments for content accuracy, while addressing the conventions, organization, meaning, and development of the assignments/ writing pieces.
- Compile and organize student assignments and assist with formulating rubrics and scoring charts for assignments/projects.
- Create and maintain a filing system of student records for over 150 students.
- Record grades, produce student record spreadsheet, and organize performance data/ evaluation outcomes and conclusions.

References Furnished Upon Request

JESSICA PINEDA



ELEMENTARY CERTIFIED TEACHER

STRENGTHS

- ❖ Positive attitude and communications skills to foster meaningful relationships with students, staff and parents
- ❖ Resourceful, dedicated and flexible educator, ensuring that every child's need is addressed
- ❖ Committed to the academic growth and development of every child
- ❖ Fluent in Spanish (read, write & speak)

Educational Skills:

- | | |
|--|--|
| ▪ Fluent in Spanish | ▪ Lesson planning |
| ▪ Effective parent-Teacher Communication | ▪ Technology Integration |
| ▪ Differentiated instruction | ▪ Cultural sensitivity |
| ▪ Special needs students | ▪ Whole class/ small group instruction |

EDUCATION & QUALIFICATIONS

- ❖ **Mercy College- Dobbs Ferry, NY**
Master of Science- Early Childhood Ed. (birth thru 2nd grade), Childhood Ed. (1-6th grade) & students with disabilities, 5/2015
- ❖ **Phi Delta Kappa**
Mercy College Honor society
- ❖ **Pace University- NY, NY**
Bachelor of Arts- Communications, Science & Disorders, 8/2008
- ❖ **Connecticut Certified Teacher- Elementary grades 1-6**

PROFESSIONAL EXPERIENCE

- ❖ **1st grade bilingual teacher- Waterbury, CT**
Waterbury public schools district- August 2021- current
 - ✓ Teaching 1st grade students in Spanish and English
 - ✓ Differentiated instruction
 - ✓ Planning for upto 26 students
 - ✓ Assessing students using Mclass and I-ready
- ❖ **Long-term Substitute Teacher - Yonkers, NY**
Yonkers Public Schools District – October 2013 thru August 2021
 - ✓ Planning lessons on a daily basis

- ✓ Following classroom teacher's instruction/ planning
- ✓ Assessing students by using various assessments
- ✓ Working with general education, bi-lingual and special needs students
- ✓ Teaching in-person and remote students simultaneously (blended learning)
- ✓

❖ **3rd grade dual language teacher- Bronx, NY**

South Bronx charter school for International arts & culture- August 2020 thru November 2020

- ✓ Lesson planning for 25-30 students
- ✓ Teaching social studies and science in Spanish
- ✓ Assessing students by using various assessments
- ✓ Teaching in-person and remote students simultaneously (blended learning)
- ✓

❖ **ESOL Teacher- Yonkers, NY**

Yonkers Pathways to Success/ Vive School- September 2016 thru June 2018

- ✓ Adult education program
- ✓ Preparing adults for better job opportunities
- ✓ Teaching adults about various topics (current events, computers etc.)
- ✓ Teaching, grammar, conversation, spelling, writing in English

❖ **VIP KID -online teacher 2017-2018**

- ✓ Teaching English as a Second language to ages 4 to 12
- ✓ Immediate student and parent feedback
- ✓ Parent involvement and communication
- ✓ Online teaching, grammar, writing, listening & speaking

❖ **2nd Grade Teacher- Bronx, NY**

Hostos Community College -College for kids summer program July 2015 thru August 2017

- ✓ Developing pre and post assessments
- ✓ Providing parents with progress reports
- ✓ Planning lessons based on Common core standards
- ✓ Implementing differentiated instruction
- ✓ Teaching reading, writing & math concepts

❖ **Student Teacher- Yonkers, NY**

Yonkers Montessori Academy- January 2014 thru May 2014

- ✓ Planning/ preparing lessons to meet common core curriculum
- ✓ Selecting material appropriate to instructional objectives
- ✓ Learning to build a positive classroom environment
- ✓ Implementing differentiated strategies that align with standards
- ✓ Taught student with disabilities (grades 1-3) & Kindergarten general education

❖ **Literacy Tutor- Dobbs Ferry, NY**

Springhurst Elementary School- January 2014 thru May 2014

- ✓ Assessing literacy problems in Early childhood and childhood education
- ✓ Developing literacy abilities with struggling readers
- ✓ Demonstrate effective reading strategies and behaviors

SKILLS

- ❖ Proficiency in Microsoft Word, Excel, Power Point & Outlook, google classroom, zoom etc.
- ❖ Smart Board Knowledge & application

- ❖ Fluent in Spanish (Reading, writing and speaking)
 - ❖ Administration of assessments (MAP, WIAT-II, DRA, PPVT & state examinations)
-

PROFESSIONAL DEVELOPMENT

- ❖ EdTpa workshop
- ❖ Professional development workshops
- ❖ DASA workshop (Dignity for All Students Act)
- ❖ Child Abuse workshop
- ❖ Violence Prevention workshop

References attached

Rebecca Tracy

Elementary Education Teacher



Skills

Multi-tasking

Time Management

Classroom Management

Leadership

Computer Proficiency

Online Teaching Tools

Organization

Attention to Detail

Communication

Maintaining Positive Morale

Education

Bachelor of Art in

Communication

Florida Atlantic University

Boca Raton, FL

2015

Master of Education

University of Hartford

West Hartford, CT

2021

Professional Summary

I am seeking an elementary education teaching position, as I will be graduating with my Master's in Elementary Education in December of this year. Following graduation, I will be certified in grades 1-6 with a Connecticut certification in elementary education. I have experience in the education field, previously holding positions as a substitute teacher, paraprofessional, and currently, as a student teacher.

Professional Experience

Student Teacher, Noah Wallace Elementary, Farmington, CT, August 2021 – Present

- Gradually taking on teacher role of first grade students under supervision of Cooperating Teacher
- Planning and executing lessons in multiple subject areas including Reading, Writing, Phonics, Mathematics, and Social Studies
- Demonstrating classroom management
- Differentiating instruction for a variety of student needs including IEPs and BIPs
- Coordinating with first grade team for data meetings and team meetings
- Attending Professional Development sessions

SPED Paraprofessional, Bristol Board of Education, Bristol, CT, 2019 – 2021

- 1:1 Paraprofessional for SPED student in mainstream classroom
- Implemented IEP under direction of SPED teacher
- Communicated with classroom teacher, SPED teacher, psychologist, physical therapist, and occupational therapist regarding student
- Maintained safety of student at all times

Substitute Teacher, Kelly Educational Staffing, CT, January 2019-May 2019

- Responsible for safety and education of students ranging from Pre-K- 5th Grade
- Leave communication for classroom teacher, to keep him/her informed upon return
- Maintain organization of classroom

Office Manager, Sklar Furnishings, Boca Raton, FL, March 2018-December 2018

- Oversee and lead office staff and activities to ensure accuracy and efficiency
- Management of order entry, order acknowledgement, and reception teams
- Oversee cash flow and HR responsibilities
- Implementing client experience initiatives and enhancing brand awareness

Operations Manager, Live Nation, West Palm Beach, FL, April 2015-March 2018

- Manage daily operation and maintenance of 20,000 capacity venue
- Recruitment and management of all part-time staff and subcontractors
- Event planning and execution including advance with artist teams
- Payroll, AP, and AR

Certifications

CT State Certification

Elementary Education

Expected December 2021



Bristol Public Schools
Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	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.
Course	Dramatic Theater (semester 1 only)
Course Description for Program of Studies	Students will study contemporary and classic plays, while learning performance skills and basic theater elements. Class will culminate in a performance of either a play, or scenes from various plays.
Grade Level	9-12
Pre-requisites	none
Credit (if applicable)	.5

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

District Learning Expectations and Standards	Building Individual Creativity	Ensemble Activities	Technical skills	Audition Skills	Script Analysis	Respond & Reflect	Rehearsal/ Performance
Creating							
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S						
TH:Cr2.1 Organize and develop artistic ideas and work.		S					P
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	P	P					P
Performing							
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.			P	P			P
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P	P	P			P
TH:Pr6.1 Convey meaning through the presentation of artistic work.				P			P
Respond							

TH:Re7.1 Perceive and analyze artistic work.					P	P	
TH:Re8.1 Interpret intent and meaning in artistic work.					P		
TH:Re9.1 Apply criteria to evaluate artistic work.					P	P	
Connecting							
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.						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.					P		

UNIT ESSENTIAL QUESTIONS

- 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?
- What happens when theater artists and audiences share a creative experience?
- 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?
- In what ways can research into theater histories, theories, literature, and performances alter the way a drama process or production is understood?
- How, when, and why do theater artists' choices change?

UNIT ENDURING UNDERSTANDING

- theater artists refine their work and practice their craft through rehearsal.
- theater artists develop personal processes and skills for a performance or design.
- theater artists make strong choices to effectively convey meaning.
- theater artists share and present stories, ideas, and envisioned worlds to explore the human experience.
- 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 critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.
- theater artists work to discover different ways of communicating meaning.

UNIT 1: BUILDING INDIVIDUAL CREATIVITY

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr3.1. HSI b.	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to 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)	
		x	Physical Skill	Common Misconceptions
		x	Product Development	Improvisation is easy. Playing a game is not an academic activity.
			Learning Behavior	
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theater performance.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia (improvenycyclopedia.org), UCB Improv Manual
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

Learning Targets

Learning Targets: I CAN

- Demonstrate appropriate physical and vocal warmups
- Express individual thoughts, feelings, and actions
- Utilize basic theater terminology

UNIT 2: ENSEMBLE ACTIVITIES

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr3.1. HSI b.	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to 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)	
		x	Physical Skill	
		x	Product Development	Common Misconceptions
			Learning Behavior	Improvisation is easy. It doesn't help to have a relationship with your scene partner.
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theater performance.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	Improv Encyclopedia (improvenycyclopedia.org), UCB Improv Manual
		x	Product Development	
			Learning Behavior	

Learning Targets

Lesson Targets: I CAN

- Express thoughts and feelings with my words and actions with a partner or group.
- Improvise in a structured setting as a group.

UNIT 3: TECHNICAL SKILLS

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Pr5.1.H SI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theater performance.		Content Knowledge	Up stage, Down Stage, Stage Right, Stage Left, Center Stage, Proscenium, cyc, legs, traveler, main curtain, House Right, House Left, apron, cheat out, raked, project, free voice, grounded sound, stage whisper, back of house
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	Common Misconceptions
		x	Product Development	I don't have to project to be heard. Projecting my voice for the stage is the same as my regular speaking voice. Stage directions are the same as house directions.
			Learning Behavior	
			Improv Encyclopedia (improvcyclopedia.org)	

Learning Targets

Lesson Targets: I CAN

- Identify stage directions. (Upstage, Downstage, Stage Right, Stage Left)
- Project my voice so I can be heard on stage and off.
- Discern appropriate speaking volume.

UNIT 4: SCRIPT ANALYSIS

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re8.1. HSI b.	Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theater work	x	Content Knowledge	Script, Act, Scene, Line, Character, Antagonist, Protagonist, Tertiary characters, Theme, dynamic, static, stock, chorus, plot, exposition, tragedy, comedy, epic, foreshadowing, climax, obstacle, action, objective, given circumstances.
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1. HSI a. c.	Examine a drama/ theater work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. Formulate a deeper understanding and appreciation of a drama/ theater work by considering its specific purpose or intended audience.	x	Content Knowledge	Prior Knowledge Needed
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Reading Comprehension, stage directions, vocal projection
			Physical Skill	
			Product Development	Common Misconceptions
		x	Learning Behavior	Characters can be easily understood. Analyzing a script has to be done alone. Analyzing a script is like a book report. Script analysis is boring.
TH:Cn11.2 .HSI b.	Use basic theater research methods to better understand the social and cultural background of a drama/theater work.		Content Knowledge	Resources
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Assorted Scripts
			Physical Skill	
			Product Development	

		x	Learning Behavior	
--	--	---	-------------------	--

Learning Targets

Lesson Targets: I CAN

- Examine a drama/ theater work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines against a rubric
- Connect a playwrights cultural and historical context to the themes of the play
- "Investigate plot, character, theme, exposition, imagery, motivation/obstacle/conflict, theatricality, and the other crucial parts of the superstructure of the play" (David Ball, Backwards and Forwards 1983)

UNIT 5: AUDITION SKILLS

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Pr4.1. HSI a. b.	Examine how character relationships assist in telling the story of a drama/theater work. Shape character choices using given circumstances in a drama/theater work	x	Content Knowledge	Objective, Tactic, Action, Choices, character attributes, lines, memorize.
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theater performance		Content Knowledge	Prior Knowledge Needed
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Stage Directions, Voice Projection.
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr6.1. HSI a.	Perform a scripted drama/theater work for a specific audience.		Content Knowledge	Common Misconceptions
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	I don't have to memorize the material. It's easy to memorize the material. I can add acting choices without memorizing the material. Acting is second nature and doesn't need to be practiced.
		x	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

Lesson Targets: I CAN

- Analyze myself including my physical, emotional, and special talents/skills
- Connect my self reflection to a character in a play and how it shapes the character
- Select a monologue that relates to me
- Create a clean copy of my selected monologue
- Understand and identify objectives and actions/tactics within my chosen monologue and apply it to my performance
- Refine and perform my monologue for an audience

UNIT 6: REHEARSAL/PERFORMANCE

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr2.1. HSI b.	Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theater work.		Content Knowledge	Script, act, scene, line, character, given circumstances, objective, tactic, action, choices, character relationships, lines, memorize, cheat out, upstage, downstage, stage right, stage left, voice,
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Cr3.1. HSI a. b.	Practice and revise a devised or scripted drama/theater work using theatrical staging conventions. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.		Content Knowledge	Prior Knowledge Needed
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Stage Directions, Voice Projection
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr4.1. HSI a. b.	Examine how character relationships assist in telling the story of a drama/theater work. Shape character choices using given circumstances in a drama/theater work.	x	Content Knowledge	Common Misconceptions
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Memorizing lines is easy. Conveying meaning is easy. Developing character choices is a simple task. I don't have to practice.
			Physical Skill	
		x	Product Development	

			Learning Behavior	
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theater performance.		Content Knowledge	Resources Assorted Scripts
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Pr6.1. HSI a.	Perform a scripted drama/theater work for a specific audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

Lesson 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 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: RESPOND AND REFLECT

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1. HSI a.	Respond to what is seen, felt, and heard in a drama/theater work to develop criteria for artistic choices.	x	Content Knowledge	Choices, focus, ensemble, performance, memorization, blocking, physicality, confidence, volume, heard, understood, inflection.
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1. HSI a.b.c.	Examine a drama/ theater work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. Consider the aesthetics of the production elements in a drama/theater work. Formulate a deeper understanding and appreciation of a drama/ theater work by considering its specific purpose or intended audience.	x	Content Knowledge	Prior Knowledge Needed
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Script awareness, acting choices, expectations.
			Physical Skill	
			Product Development	Common Misconceptions
		x	Learning Behavior	Self reflection is not productive. It's easy to give thoughtful and constructive feedback.

Learning Targets

Lesson Targets: I CAN

- Examine a drama/ theater work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines against a rubric
- Respond to our performance using our success criteria



Bristol Public Schools
Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	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.
Course	8th Grade Exploratory Drama
Course Description for Program of Studies	N/A
Grade Level	8
Pre-requisites	none
Credit (if applicable)	N/A

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

District Learning Expectations and Standards	Ensemble Activities	The Actors Voice
Creating		
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S	P
TH:Cr2.1 Organize and develop artistic ideas and work.		S
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	P	S
Performing		
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		S
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	S

TH:Pr6.1 Convey meaning through the presentation of artistic work.		P
Respond		
TH:Re7.1 Perceive and analyze artistic work.	S	S
TH:Re8.1 Interpret intent and meaning in artistic work.		
TH:Re9.1 Apply criteria to evaluate artistic work.		
Connecting		
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.		
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		

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?
- What happens when theater artists and audiences share a creative experience?
- How do theater artists comprehend the essence of drama processes and theater experiences?

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 share and present stories, ideas, and envisioned worlds to explore the human experience.
- Theater artists reflect to understand the impact of drama processes and theater experiences.

UNIT 1: Ensemble Activities

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.8	<ul style="list-style-type: none"> c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations 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:Cr3.1.8	<ul style="list-style-type: none"> a. Use repetition and analysis in order to revise devised or scripted drama/theater work. b. Refine effective physical, vocal, and physiological 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:Pr5.1.8	<ul style="list-style-type: none"> a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theater performance. 		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia, UCB improv handbook
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Re7.1.8	<ul style="list-style-type: none"> a. Apply criteria to the evaluation of 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

- Lesson 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: The Actors Voice

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.8	<p>a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theater work.</p> <p>c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theater work.</p>		Content Knowledge	Point of view, theme, topic, literary devices, tone, diction, imagery, metaphor, alliteration, assonance, consonance, onomatopoeia, rhyme, rhythm, texture, poetry, slam poetry
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.8	<p>a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theater work.</p> <p>b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theater work.</p>		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.8	a. Use repetition and analysis in order to revise devised or scripted drama/theater work.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	- Literary Devices

	b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theater work.	X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr4.1.8	a. Explore different pacing to better communicate the story in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	b. Use various character objectives and tactics in a drama/theater work to overcome an obstacle.		Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.8	a. Use a variety of acting techniques to increase skills 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:Pr6.1.8	a. Perform a rehearsed drama/theater work for an audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re7.1.8	a. Apply criteria to the evaluation of 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

Lesson Targets: I CAN

- Analyze spoken word, and slam poetry for meaning.
- Recognize and utilize literary devices (see attachment)
- Write a poem in the style of spoken word that follows a theme I'm passionate about
- Revise my slam poem with my classmates and teacher by applying criteria to evaluate my artistic choices.
- Explore different paces to better communicate the message of my poem
- Refine effective physical, vocal, and physiological traits in performing my poem
- Refine and perform my slam poetry for an audience



Bristol Public Schools
Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	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.
Course	7th Grade Exploratory Drama
Course Description for Program of Studies	N/A
Grade Level	7
Pre-requisites	none
Credit (if applicable)	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
Creating		
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S	S
TH:Cr2.1 Organize and develop artistic ideas and work.	S	S
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	P	P
Performing		
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		S
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P

TH:Pr6.1 Convey meaning through the presentation of artistic work.		S
Respond		
TH:Re7.1 Perceive and analyze artistic work.	S	
TH:Re8.1 Interpret intent and meaning in artistic work.		
TH:Re9.1 Apply criteria to evaluate artistic work.		
Connecting		
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.		
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		

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?
- What happens when theater artists and audiences share a creative experience?
- How do theater artists comprehend the essence of drama processes and theater experiences?

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 share and present stories, ideas, and envisioned worlds to explore the human experience.
- Theater artists reflect to understand the impact of drama processes and theater experiences.

UNIT 1: Ensemble Activities

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	<p>a. Investigate multiple perspectives and solutions to staging challenges in a drama/theater work.</p> <p>c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.</p>		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	<p>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.</p> <p>b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.</p>		Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia, UCB Improv Manual
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.7	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	choices in a devised or scripted drama/theater work.	X	Physical Skill	
	b. Develop effective physical and vocal traits of characters in an improvised or scripted 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: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

Lesson 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.		Content Knowledge	Script, act, scene, line, character, given circumstances, objective, tactic, action, choices, character relationships, lines, memorize, cheat out, upstage, downstage, stage right, stage left, voice,
			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.		Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<ul style="list-style-type: none"> - Readers Theater - Monologue/Scene script - Plays magazine
			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	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	

Learning Targets

- Lesson 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 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.



Bristol Public Schools
Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	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.
Course	7th Grade Concentration Drama
Course Description for Program of Studies	N/A
Grade Level	7
Pre-requisites	none
Credit (if applicable)	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
Creating									
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	
Performing									
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			
Respond									
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
Connecting									
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.		Content Knowledge	Energy, connection, eye contact, association, acceptance, continuation, environment, format, gibberish, narration, trust
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.		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.		Content Knowledge	Resources Improv Encyclopedia
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.	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	
	b. Develop effective physical and vocal traits of characters in an improvised or scripted 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: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	<p>a. Investigate multiple perspectives and solutions to staging challenges in a drama/theater work.</p> <p>c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.</p>		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	<p>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.</p> <p>b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.</p>		Content Knowledge	Resources Monologue/Scene script Plays magazine
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.7	<p>a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a 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>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr4.1.7	<p>a. Consider various staging choices to enhance the story in a drama/theater work.</p>	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	<p>b. Describe how cultural perspectives can influence the evaluation of drama/theater work.</p> <p>c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theater work.</p>	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	<p>c. Identify how the intended purpose of a drama/theater work appeals to a specific audience.</p>	X	Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Dr J's Illustrated Greek Theater Commedia dell'arte
			Physical Skill	
			Product Development	
		X	Learning Behavior	
TH:Cn11.1.7	<p>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.</p>		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	<p>a. Investigate multiple perspectives and solutions to staging challenges in a drama/theater work.</p> <p>c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.</p>		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	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.7	<p>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.</p> <p>b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.</p>		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	
			Learning Behavior	
TH:Cr3.1.7	a. Demonstrate focus and concentration in the rehearsal process to analyze		Content Knowledge	
			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. c. Identify how the intended purpose of a drama/theater work appeals to a specific audience.	X	Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
			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.



Bristol Public Schools
Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	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.
Course	6th Grade Exploratory Drama
Course Description for Program of Studies	N/A
Grade Level	6
Pre-requisites	none
Credit (if applicable)	N/A

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

District Learning Expectations and Standards	Ensemble Activities	The Physical Space
Creating		
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	P	S
TH:Cr2.1 Organize and develop artistic ideas and work.	P	S
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	S	P
Performing		
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		S
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P

TH:Pr6.1 Convey meaning through the presentation of artistic work.		
Respond		
TH:Re7.1 Perceive and analyze artistic work.	S	
TH:Re8.1 Interpret intent and meaning in artistic work.		
TH:Re9.1 Apply criteria to evaluate artistic work.		
Connecting		
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.		
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		

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?
- What can I do to fully prepare a performance or technical design?
- Why are strong choices essential to interpreting a drama or theater piece?
- How do theater artists comprehend the essence of drama processes and theater experiences?

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 develop personal processes and skills for a performance or design.
- Theater artists make strong choices to effectively convey meaning.
- Theater artists reflect to understand the impact of drama processes and theater experiences.

UNIT 1: Ensemble Activities through Improvisation

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances 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:Cr2.1.6	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work. b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	None
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	a. Articulate and examine choices to refine a devised or scripted drama/theater work. b. Identify effective physical and vocal traits of characters		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia, UCB Improv Manual
		X	Physical Skill	
		X	Product Development	

	in an improvised or scripted drama/theater work.		Learning Behavior
TH:Pr5.1.6	a. Recognize how acting exercises and techniques can be applied to a drama/theater work.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		X	Physical Skill
		X	Product Development
			Learning Behavior
TH:Re7.1.6	a. Describe and record personal 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

Lesson 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.
- Explore physical, vocal and physiological choices to develop a performance
- Collaborate with the director, and actors to create improvised scenes

UNIT 2: The Physical Space

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	a. Identify possible solutions to staging challenges in a drama/theater work.		Content Knowledge	Up stage, Down Stage, Stage Right, Stage Left, Center Stage, Proscenium, cyc, legs, traveler, main curtain, House Right, House Left, apron, cheat out, raked, project, free voice, grounded sound, stage whisper, back of house
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work. b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.		Content Knowledge	Prior Knowledge Needed
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	None
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	a. Articulate and examine choices to refine a devised or scripted drama/theater work. b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<ul style="list-style-type: none"> - Viewpoints book - Assorted Monologues
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	b. Experiment with various physical choices to communicate character in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.6	a. Recognize how acting exercises and techniques can be applied to a drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

Learning Targets

- I CAN
- Identify stage directions. (Upstage, Downstage, Stage Right, Stage Left)
 - Project my voice so I can be heard on stage and off.
 - Discover and use appropriate speaking volume to communicate character in a drama/theater work..



Bristol Public Schools
Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	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.
Course	8th Grade Concentration Drama
Course Description for Program of Studies	N/A
Grade Level	8
Pre-requisites	none
Credit (if applicable)	N/A

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

District Learning Expectations and Standards	Ensemble Activities	The Actors Body	The Actors Voice	Audition Skills	Q3 Performance	Reflection on Performance	Theater History - Shakespeare	Relative Research
Creating								
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S	S	P	S	S		S	
TH:Cr2.1 Organize and develop artistic ideas and work.			S	S	S		P	
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	P	S	S	S	S			
Performing								
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		S	S	P	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?
- 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?
- Why are strong choices essential to interpreting a drama or theater piece?
- What happens when theater artists and audiences share a creative experience?
- 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?
- 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 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?

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 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 make strong choices to effectively convey meaning.
- Theater artists share and present stories, ideas, and envisioned worlds to explore the human experience.
- 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 critically inquire into the ways others have thought about and created drama processes and productions to inform their own 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.

UNIT 1: Ensemble Activities

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.8	c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations 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:Cr3.1.8	a. Use repetition and analysis in order to revise devised or scripted drama/theater work. b. Refine effective physical, vocal, and physiological 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:Pr5.1.8	a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theater performance.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Re7.1.8	a. Apply criteria to the evaluation of 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

- Lesson 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: The Actors Body

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.8	<p>a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theater work.</p> <p>c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theater work.</p>		Content Knowledge	Body, physicality, pantomime, story, beginning, middle, end, exaggerated movements, overacting, body centers
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.8	b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theater work.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr4.1.8	<p>a. Explore different pacing to better communicate the story in a drama/theater work.</p> <p>b. Use various character objectives and tactics in a drama/theater work to overcome an obstacle.</p>	X	Content Knowledge	<ul style="list-style-type: none"> - Charlie Chaplin Film - Oscar Devereaux Micheaux January 2, 1884 – March 25, 1951) was an author, film director and independent producer of more than 44 films. Although the short-lived Lincoln Motion Picture Company was the first movie company owned and controlled by black filmmakers,[1] Micheaux is regarded as the first major African-American feature filmmaker, a prominent producer of race films, and has been described as "the most successful African-American filmmaker of the first half of the 20th century".[2] He produced both silent films and sound films. - https://editorial.rottentomatoes.com/article/black-filmmaking-pioneers-from-the-earliest-days-of-cinema/
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr5.1.8	a. Use a variety of acting techniques to increase skills 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:Pr6.1.8	a. Perform a rehearsed drama/theater work for an audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re8.1.8	a. Recognize and share artistic choices when participating in or observing a drama/theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

Lesson Targets: I CAN

- Participate in charades games to explore and refine effective physical, and physiological traits of characters in an improvised setting.
- Demonstrate the understanding of pantomime by performing simple actions.
- Create an interesting storyline with a clear beginning, middle, and end
- Demonstrate an understanding of how physicality portrays emotion and character by creating emotions and characters that match my scenes.
- Create a pantomime scene, using the [pantomime preview rubric](#) as a guide.
- Perform my pantomimes
- Analyze the performances of my peers by recording one moment in each pantomime that I enjoyed, and one area of growth each pantomime can work on.
- Revise and edit my pantomime.
- Demonstrate proficiency in pantomime by performing my polished and improved scenes to my peers.
- Observe a silent film and decipher how pantomime is used to tell a story

UNIT 3: The Actors Voice

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.8	<p>a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theater work.</p> <p>c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theater work.</p>		Content Knowledge	Point of view, theme, topic, literary devices, tone, diction, imagery, metaphor, alliteration, assonance, consonance, onomatopoeia, rhyme, rhythm, texture, poetry, slam poetry
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.8	<p>a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theater work.</p> <p>b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theater work.</p>		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.8	a. Use repetition and analysis in order to revise devised or scripted drama/theater work.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Literary Devices

	b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theater work.	X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr4.1.8	a. Explore different pacing to better communicate the story in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	b. Use various character objectives and tactics in a drama/theater work to overcome an obstacle.		Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.8	a. Use a variety of acting techniques to increase skills 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:Pr6.1.8	a. Perform a rehearsed drama/theater work for an audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re7.1.8	a. Apply criteria to the evaluation of 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

Lesson Targets: I CAN

- Analyze spoken word, and slam poetry for meaning.
- Recognize and utilize literary devices (see attachment)
- Write a poem in the style of spoken word that follows a theme I'm passionate about
- Revise my slam poem with my classmates and teacher by applying criteria to evaluate my artistic choices.
- Explore different paces to better communicate the message of my poem
- Refine effective physical, vocal, and physiological traits in performing my poem
- Refine and perform my slam poetry for an audience

UNIT 4: Audition Skills

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.8	c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations 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:Cr2.1.8	<p>a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theater work.</p> <p>b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theater work.</p>		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:Cr3.1.8	<p>a. Use repetition and analysis in order to revise devised or scripted drama/theater work.</p> <p>b. Refine effective physical, vocal, and physiological traits of</p>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

	characters in an improvised or scripted drama/ theater work.			
TH:Pr4.1.8	b. Use various character objectives and tactics in a drama/theater work to overcome an obstacle.	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: Q3 Performance

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.8	<p>a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theater work.</p> <p>b. Imagine and explore solutions to design challenges of a performance space in a drama/theater work.</p> <p>c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theater work.</p>		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	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.8	<p>b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theater work.</p>		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	
			Learning Behavior	
TH:Cr3.1.8	<p>b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theater work.</p>		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Script and score for Q3 Performance
			Physical Skill	
			Product Development	

			Learning Behavior	
TH:Pr4.1.8	a. Explore different pacing to better communicate the story in a drama/theater work. b. Use various character objectives and tactics in a drama/theater work to overcome an obstacle.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.8	a. Use a variety of acting techniques to increase skills 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:Pr6.1.8	a. Perform a rehearsed drama/theater work for an audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re8.1.8	a. Recognize and share artistic choices when participating in or observing a drama/theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

Lesson 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 6: Reflection on Performance

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1.8	a. Apply criteria to the evaluation of 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:Re8.1.8	a. Recognize and share artistic choices when participating in or observing a drama/theater work. c. Apply personal aesthetics, preferences, and beliefs to evaluate 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	
			Product Development	
			Learning Behavior	
TH:Re9.1.8	a. Respond to a drama/ theater work using supporting evidence, personal aesthetics, and artistic criteria. b. Apply the production elements used in a drama/theater work to assess aesthetic choices.	X	Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Recording of Q3 performance
			Physical Skill	
			Product Development	
		X	Learning Behavior	

	c. Assess the impact of a drama/theater work on a specific audience.			
--	--	--	--	--

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 7: Theater History - Shakespeare

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.8	a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theater work.		Content Knowledge	Sonnet, Play, monologue, dialogue, poetic structure, iambic pentameter, iamb, trochee, spondee, pyrrhic, anapest, dactyl
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
TH:Cr2.1.8	a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theater work.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cn11.2.8	b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theater work.		Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Scantion
			Physical Skill	
			Product Development	
		X	Learning Behavior	

Learning Targets

Lesson Targets: I CAN

- Discuss Shakespeare, his works, and the Renaissance
- Analyze a Shakespearean scene for meaning and context
- Analyze a Shakespearean scene for poetic structure and rhythm
- Use memorization techniques to memorize a Shakespearean scene
- Refine and perform a Shakespearean scene

UNIT 8: Relative Research

UNWRAPPED STANDARDS

Standard		Type of Standard		Resources
TH:Re9.1.8	a. Respond to a drama/ theater work using supporting evidence, personal aesthetics, and artistic criteria.	X	Content Knowledge	Scripts, scores, video recordings of the musical being presented
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
TH:Cn11.1.8	a. Use different forms of drama/theater work to examine contemporary social, cultural, or global issues.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
TH:Cn11.2.8	a. Research the story elements of a staged drama/theater work and compare them to another production of the same work.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

Learning Targets

Lesson Targets: I CAN

- Identify an area of interest/concentration (costume, tech, set design, performance etc.) within the high school production
- Research theatrical themes and concepts connected to the high school production and interest area.
- Create and refine a representation of my interest area
- Perform/present my creation to the class
- Respond to my peers' work using supporting evidence, personal aesthetics, and artistic criteria.



Bristol Public Schools
Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	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.
Course	6th Grade Concentration Drama
Course Description for Program of Studies	n/a
Grade Level	6
Pre-requisites	none
Credit (if applicable)	n/a

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

District Learning Expectations and Standards	Ensemble Activities	The Physical Space	Playwriting	Audition Skills	Costume Design	Q3 Performance	Reflection on Performance	Production Number	Compare and Contrast
Creating									
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S	S	P	S	P	S		S	
TH:Cr2.1 Organize and develop artistic ideas and work.	S	S	P	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		P	
Performing									
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		S	S	P		S		S	

TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P			S	P			
TH:Pr6.1 Convey meaning through the presentation of artistic work.									
Respond									
TH:Re7.1 Perceive and analyze artistic work.	S		S		P		S		P
TH:Re8.1 Interpret intent and meaning in artistic work.			S		S		S		
TH:Re9.1 Apply criteria to evaluate artistic work.			S				P		S
Connecting									
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.									
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?
- 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?
- Why are strong choices essential to interpreting a drama or theater piece?
- 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?
- In what ways can research into theater histories, theories, literature, and performances alter the way a drama process or production is understood?

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 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 make strong choices to effectively convey meaning.
- 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 critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

UNIT 1: Ensemble Activities

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances 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:Cr2.1.6	<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.</p>		Content Knowledge	Prior Knowledge Needed
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	None
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	<p>a. Articulate and examine choices to refine a devised or scripted drama/theater work.</p> <p>b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.</p>		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	- Improv Encyclopedia
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr5.1.6	a. Recognize how acting exercises and techniques can be applied to a drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Re7.1.6	a. Describe and record personal 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: The Physical Space

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	a. Identify possible solutions to staging challenges in a drama/theater work.		Content Knowledge	Up stage, Down Stage, Stage Right, Stage Left, Center Stage, Proscenium, cyc, legs, traveler, main curtain, House Right, House Left, apron, cheat out, raked, project, free voice, grounded sound, stage whisper, back of house
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work. b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.		Content Knowledge	Prior Knowledge Needed
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	None
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	a. Articulate and examine choices to refine a devised or scripted drama/theater work. b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<ul style="list-style-type: none"> - Viewpoints book - Assorted Monologues
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	b. Experiment with various physical choices to communicate character in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.6	a. Recognize how acting exercises and techniques can be applied to a drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

Learning Targets

- I CAN
- Identify stage directions. (Upstage, Downstage, Stage Right, Stage Left)
 - Project my voice so I can be heard on stage and off.
 - Discover and use appropriate speaking volume to communicate character in a drama/theater work..

UNIT 3: Playwriting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theater work.		Content Knowledge	Character, Situation, Relation, Location, Monologue, Action, Tactic, Stakes,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.</p>		Content Knowledge	Prior Knowledge Needed
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	<p>a. Articulate and examine choices to refine a devised or scripted drama/theater work.</p> <p>b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.</p>		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Magazines for pictures, pre-planned visual and written prompts for students to choose from.
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Re7.1.6	a. Describe and record personal 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:Re8.1.6	a. Explain how artists make choices based on personal experience in a drama/theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1.6	a. Use supporting evidence and criteria to evaluate	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

Learning Targets

Lesson Targets: I CAN

- Create a detailed character based on a prompt
- Improve, refine, and evolve my character to inform my script/theater work.
- Collaborate with my classmates to create scenes with our characters and accept/incorporate the ideas of others in preparing our work.
- Create dialogue for my created character that reflects my choices through its development
- Perform the scenes my classmates and I have created.

UNIT 4: Audition Skills

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theater work.		Content Knowledge	Monologue, audition cut, song, action, objective, tactic, type, soprano, alto, tenor, bass, head voice, chest voice, movement, intention
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.</p>		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic ear training, memorization skills, understanding of the musical/play that selections are coming from, character study.
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	<p>a. Articulate and examine choices to refine a devised or scripted drama/theater work.</p> <p>b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.</p>		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Audition cuts created by teacher, full script and score, videos of other productions
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	b. Experiment with various physical choices to communicate character in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

Learning 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: Costume Design

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	b. Identify solutions to design challenges in a drama/theater work.		Content Knowledge	character analysis, moveability, material, shape, color, fit, symbolism, laundry, wash, dry, fold, dry clean, steam, iron, heat level, hanger, storage,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill		
	X	Product Development		
		Learning Behavior		
TH:Cr2.1.6	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.		Content Knowledge	Prior Knowledge Needed
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	None
		Physical Skill		
	X	Product Development		
		Learning Behavior		
TH:Cr3.1.6	c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theater work.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Potential to collaborate with the art teacher/costume designer
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr5.1.6	b. Articulate how technical elements are integrated into a drama/ theater work.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		X	Physical Skill
		X	Product Development
			Learning Behavior
TH:Re7.1.6	a. Describe and record personal 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:Re8.1.6	c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theater work.	X	Content Knowledge
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
TH:Cn11.2.6	a. Research and analyze two different versions of the same drama/theater story to determine differences and similarities in the visual and aural world of each story.		Content Knowledge
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
		X	Learning Behavior

Learning Targets

I CAN

- Analyze a character including physical, emotional, special talents/skills
- Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theater work to inform my choices
- Create a costume design plan that takes into consideration my character analysis, and the elements of costume design (Moveability, material, shape, color, fit, symbolism, etc.)
- Revise and improve my original work to match the character and/or aesthetics of the show.
- Maintain a costume collection for the run of a show (wash, dry, fold, organize, etc)

UNIT 6: Q3 Performance

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theater work.		Content Knowledge	Action, objective, tactic, memorize, lines, up stage, down stage, choreography, blocking, chorus, ensemble, solo, duet, project, volume, intention
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work. b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic acting and memorization skills from previous units
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	a. Articulate and examine choices to refine a devised or scripted drama/theater work. b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	- Scripts and Scores for Q3 production
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	b. Experiment with various physical choices to communicate character in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.6	a. Recognize how acting exercises and techniques can be applied to a drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	X	Physical Skill		
	X	Product Development		
		Learning Behavior		
	b. Articulate how technical elements are integrated into a drama/ theater work.			

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/musical for an audience.

UNIT 7: Reflection on Performance

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1.6	a. Describe and record personal reactions to artistic choices in a drama/theater work.	X	Content Knowledge	Reflect, analyze, critique, constructive criticism, ensemble work, support, solo, intention, effective,
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re8.1.6	a. Explain how artists make choices based on personal experience in a drama/theater work. c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of 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:Re9.1.6	a. Use supporting evidence and criteria to evaluate b. Apply the production elements used in a drama/theater work to assess aesthetic choices. c. Identify a specific audience or purpose for a drama/theater work.	X	Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Recording of Q3 performance, writing a critique prompts,
			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: Production Number

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	a. Identify possible solutions to staging challenges in a drama/theater work.		Content Knowledge	Topography, picture, choreography, focus, attention, blocking, music, part singing, ensemble, levels
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic choreography and blocking skills, basic singing/vocal/memorization skills
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	- Freak Flag, You Can't Stop the Beat, All in this Together, Seize the Day, Be Our Guest, Hard Knock Life
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr4.1.6	b. Experiment with various physical choices to	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	communicate character in a drama/theater work.		Physical Skill	
		X	Product Development	
			Learning Behavior	

Learning Targets

Lesson Targets: I CAN

- Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.
- Refine and perform the music and choreography of a production number(s).
- Connect how a professional caliber of performance effectively tells the story.
- Connect how the ensemble effects and moves the plot forward in support of the main narrative.

UNIT 9: Compare and Contrast

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1.6	a. Describe and record personal reactions to artistic choices in a drama/theater work.	X	Content Knowledge	Character analysis, theme, color, tone, costumes, compare, contrast, preference.
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	Prior Knowledge Needed/Common Misconceptions
			Learning Behavior	Observation skills, basic writing skills.
TH:Re9.1.6	a. Use supporting evidence and criteria to evaluate	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	Resources
			Product Development	Different versions of the Cinderella Story <ul style="list-style-type: none"> - Disney Cinderella - Brandi Version - New Amazon Prime version - Hillary Duff - Cinderella story - Another Cinderella Story - Selena Gomez version - R&H stage version - Ever After - If the Shoe Fits - Into the Woods - Once Upon a Song - Ella Enchanted
		X	Learning Behavior	

Learning Targets

I CAN

- Discuss my understanding of the story of Cinderella with my peers and teacher.
- Compare and contrast my previous understanding of the Cinderella story with the Brothers Grimm version.
- Compare and contrast artistic choices actors make in different versions of the Cinderella story
- Compare and contrast costume design choices made in different versions of the Cinderella story
- Express my opinions in writing giving specific evidence to support my views.