**Public Schools of Robeson County**  
**9 - 12 Theatre Arts Education Lesson Plan**

**Teacher:** Antionett Gage  
**Proficiency Level:** Beginning (B)  
**Week of:** 8.24–28.15

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skilled Base</td>
<td>Romeo and Juliet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theatre Arts Essential Standards:</th>
<th>Clarifying Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1 Analyze literary texts and performances.</td>
<td>B.C.2.2 Interpret various selections of dramatic literature through formal &amp; informal presentations.</td>
</tr>
<tr>
<td>A.1 Analyze literary texts and performances.</td>
<td>B.A.1.1 Interpret the plot structure &amp; the thematic, technical, &amp; dramaturgical elements within scenes from plays.</td>
</tr>
<tr>
<td>A.1 Analyze literary texts and performances.</td>
<td></td>
</tr>
</tbody>
</table>

**Essential Questions:**

How do students analyze, deconstruct, and implement a playwright's story and characters?

**Technology Standards:**

- **HS.TT.1** Use technology and other resources for assigned tasks.
- **HS.SE.1** Analyze issues and practices of responsible behavior when using resources.

**Content Connections:**

<table>
<thead>
<tr>
<th>Revised Bloom’s Taxonomy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying</td>
</tr>
<tr>
<td>Analyzing</td>
</tr>
</tbody>
</table>

**Modifications: (ESL, EC, Visually/Hearing/Physically Impaired)**

**Materials:**

Laptops  
Paper  
Pencil

**Engage:** Object, event or question used to engage students.

I can analyze romeo and Juliet and put it into an Alice world  
The student will select an act from the play romeo and juliet.  
The student will read the scenes from the play.  
The student will draw a plan on the story board.  
The story board will consist of what they have read and the student will transfer the scene into an Alice world through drawing it on the story board.

**Explore:** Hands on activities with guidance.

The studnes will select an act from the play romeo and juliet.  
The studnet will read the scenes from the play.  
The story board will consist of what they have read and the student will transfer the scene into an Alice world through drawing it on the story board.

**Elaborate:** Activities allowing application and expansion of concepts learned.

**Evaluate:** Students assess their knowledge, skills, and abilities.

**Vocabulary:** Essential terms to be learned, used, and applied.
The student will create an Alice world that is based off of the play Romeo and Juliet. They will have a class rubric and the class will evaluate each other's work on viewing day.

The student will take the story board drawings and make the story board that was created.

<table>
<thead>
<tr>
<th>21st Century Themes:</th>
<th>21st Century Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Awareness</td>
<td>Creativity &amp; Innovation</td>
</tr>
<tr>
<td></td>
<td>Information Literacy</td>
</tr>
<tr>
<td></td>
<td>ICT (Information, Communications &amp; Technology) Literacy</td>
</tr>
</tbody>
</table>

Formative Assessments: (ongoing)  
Summative Assessments: (graded final product)  
Rubrics
### Unit of Study:

<table>
<thead>
<tr>
<th>Performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Theatre Arts Essential Standards:

<table>
<thead>
<tr>
<th>Clarifying Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Essential Questions:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Technology Standards:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Content Connections:

<table>
<thead>
<tr>
<th>Revised Bloom's Taxonomy:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Modifications: (ESL, EC, Visually/Hearing/Physically Impaired)

<table>
<thead>
<tr>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Engage: Object, event or question used to engage students.

<table>
<thead>
<tr>
<th>Explain: Students explain their understanding of concepts and processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Explore: Hands on activities with guidance.

<table>
<thead>
<tr>
<th>Evaluate: Students assess their knowledge, skills, and abilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Elaborate: Activities allowing application and expansion of concepts learned.

<table>
<thead>
<tr>
<th>Vocabulary: Essential terms to be learned, used, and applied.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>21st Century Themes:</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative Assessments: (ongoing)</th>
<th>Summative Assessments: (graded final product)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Public Schools of Robeson County
## 9 - 12 Theatre Arts Education Lesson Plan

**Teacher:** Ms. Ivanna Düreckt  
**Proficiency Level:** Proficient (P)  
**Week of:** 8.24–28.15

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theatre Arts Essential Standards:</th>
<th>Clarifying Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Essential Questions:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Technology Standards:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Content Connections:  
<table>
<thead>
<tr>
<th>Revised Bloom's Taxonomy:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modifications: (ESL, EC, Visually/Hearing/Physically Impaired)</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Engage: Object, event or question used to engage students.

<table>
<thead>
<tr>
<th>Explore: Hands on activities with guidance.</th>
<th>Explain: Students explain their understanding of concepts and processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Elaborate: Activites allowing application and expansion of concepts learned.

<table>
<thead>
<tr>
<th>Evaluate: Students assess their knowledge, skills, and abilities.</th>
<th>Vocabulary: Essential terms to be learned, used, and applied.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>21st Century Themes:</td>
<td>21st Century Skills:</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessments: (ongoing)</td>
<td>Summative Assessments: (graded final product)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Google version © Douglas D. Fox
<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theatre Arts Essential Standards:</th>
<th>Clarifying Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Connections:</th>
<th>Revised Bloom’s Taxonomy:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modifications: (ESL, EC, Visually/Hearing/Physically Impaired)</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engage: Object, event or question used to engage students.</th>
<th>Explore: Hands on activities with guidance.</th>
<th>Explain: Students explain their understanding of concepts and processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elaborate: Activities allowing application and expansion of concepts learned.</th>
<th>Evaluate: Students assess their knowledge, skills, and abilities.</th>
<th>Vocabulary: Essential terms to be learned, used, and applied.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary: Essential terms to be learned, used, and applied.</th>
<th>Engage: Object, event or question used to engage students.</th>
<th>Explore: Hands on activities with guidance.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluate: Students assess their knowledge, skills, and abilities.</th>
<th>Elaborate: Activities allowing application and expansion of concepts learned.</th>
<th>Vocabulary: Essential terms to be learned, used, and applied.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21st Century Themes:</td>
<td>21st Century Skills:</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative Assessments: (ongoing)</th>
<th>Summative Assessments: (graded final product)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Google version © Douglas D. Fox