

High School “Intro to Theatre” Curriculum
created by Matthew Hernandez

Class Title	Theatre Arts I
Grade	9-12
School Setting	Public high school
Approximate Class Size	20-25
Weeks in Total Curriculum	18
Number of class meetings per week	3
Time per class	1.5 hours (MW or TTH) 45 minutes (F)
Number of Units	3
Unit Topics	What Is Drama?; World Explorations; Storytelling

Rationale:

I am a big believer of arts education for all so choosing this introductory theatre course where a wide variety of the school would interact is a natural fit for me. I am excited about the way the students will interact with the work and each other within the structure of the course in a public school setting. I chose the specific time intervals because it is the way my high school was scheduled and I think it provides a nice variance of times throughout the week for teacher and students alike.

Unit Objectives:

Topic: What Is Drama?

Essential Questions:

What makes drama?

How can theatre showcase our society?

What are the different kinds of theatre?

How is drama manifested in our everyday lives?

By the end of this unit, students will be able to...

Identify and use various aspects of theatre.

Identify and practice various forms of theatre (historically and in form).

Use theatrical form to describe their lived experience.

Showcase our society using theatrical form.

Topic: World Explorations

Essential Questions:

What elements make up the world of a production?

How do given circumstances play a role in creating the world of a play?

How does the world of the play affect the characters and the audience?

By the end of this unit, students will be able to...

Create a world in which dramatic play happens.

Distinguish the given circumstances of a scene.

Analyze the purpose of the world in which a play exists.

Design the world of a play.

Topic: Storytelling

Essential Questions:

What are essential elements of a story?

What stories are important to tell?

How does an audience engage in a story?

How are theatrical elements important to storytelling?

By the end of this unit, students will be able to...

Identify the aspects of the composition of a story.

Relate to a story as an audience member.

Dramatize a story.

Interpret cultural aspects of a story.

Curriculum Map
Unit #1: What is theatre?
Designed by Matthew Hernandez
Last updated 12/2/16

Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 1, Day 1 1.5 hrs.	What makes drama?	Identify and use various aspects of theatre.	Name tags collaboration (design) Sound and motion derived from your personality (acting) Donde Estan Las Llaves? (acting/voice) Reflection	Draw one "scene" from your everyday life and bring it to next class.
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 1, Day 2 1.5 hrs.	What makes drama?	Identify and use various aspects of theatre. Use theatrical form to describe their lived experience.	Pair and share homework (design) Sculptor/clay: embody some of the scenes using images (directing/acting) Create a costume, prop, and set lists for your image (design) Reflection	Create 2 lines of dialogue for a scene we embodied, not their own. (playwriting)

Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 1, Day 3 45 mins.	What makes drama?	Identify and use various aspects of theatre. Use theatrical form to describe their lived experience.	Groups of 3 (director and 2 actors) play with written dialogue (directing/acting) Sharing Reflection	NONE!
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 2, Day 1 1.5 hrs.	What makes drama?	Identify and use various aspects of theatre. Use theatrical form to describe their lived experience.	Brainstorm on Post-Its: What is it to be a teenager? Share and organize post-its with whole group Find pictures, stories, articles about teenage hood, adolescence and bring it into class (Research) Reflection	Continue research.
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 2, Day 2 1.5 hrs.	What makes drama?	Identify and use various aspects of theatre.	Collage wall: students post their research together (Dramaturgy)	Bring your camera phones!

			<p>Organize the collage wall</p> <p>Free-write about thematic connections students find within collage wall</p> <p>Reflection about freewrite</p>	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 2, Day 3 45 mins.	What makes drama?	<p>Identify and use various aspects of theatre.</p> <p>Use theatrical form to describe their lived experience.</p>	<p>Balancing Plate: what makes for a good work group?</p> <p>Insta-image: in groups, create the three perfect Instagram pictures that embody the research and dramaturgy of the week</p>	NONE!
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 3, Day 1 1.5 hrs.	<p>What makes drama?</p> <p>What are the different kinds of theatre?</p>	Identify and practice various forms of theatre (historically and in-form).	<p>Mirror Exercise: How can movement tell a story?</p> <p>Shakespeare scenes: these have a translated version underneath the original text. Students will get into groups and</p>	

			perform these scenes with movement and original text Sharing/Reflection	
Day	Essential Question(s)	Objectives	Activities	Homework (if any)
Week 3, Day 2 1.5 hrs.	What are the different kinds of theatre?	Identify and practice various forms of theatre (historically and in-form).	Machines: How can a group create together? Story of my name: Create, in groups, the story of their names in the fashion of a game show Sharing & Reflection	Students must identify a subject/idea that they are unfamiliar with and then research that idea and prepare a presentation about it
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 3, Day 3 45 mins.	What are the different kinds of theatre?	Identify and practice various forms of theatre (historically and in-form).	Expert: Students must create a persona that is an expert of their subject and present it in such a manner Sharing & Reflection	NONE!
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 4, Day 1 1.5 hrs.	How is drama manifested in our everyday lives?	Use theatrical form to describe their lived experience.	Teacher-led review of all things we have accomplished	Exchange contact information with your group members.

			Introduction of “We are Teenage Hood” Assessment Break up into groups for assignment	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 4, Day 2 1.5 hrs.	How is drama manifested in our everyday lives?	Use theatrical form to describe their lived experience.	Group emotion: general themes then move into themes specific to the assessment Small group work session: Use “Group emotion” tools to start devising Reflection	Correspond with your group Bring in an object personal to you about the assessment subject
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 4, Day 3 45 mins.	How is drama manifested in our everyday lives?	Use theatrical form to describe their lived experience.	Object metaphor: work with assessment groups Small group time: Use “Object Metaphor” tools to continue devising	NONE!... Maybe group correspondence
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 5, Day 1 1.5 hrs.	How is drama manifested in our everyday lives?	Use theatrical form to describe their lived experience.	Living Portraits: characters who are present in assessment projects	Group correspondence

			Small group time: Use “Living Portraits” tools to continue devising	
			Reflection	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 5, Day 2 1.5 hrs.	How is drama manifested in our everyday lives?	Use theatrical form to describe their lived experience.	Small group time and meetings with teacher	Final group preparation
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 5, Day 3 45 mins.	How is drama manifested in our everyday lives?	Use theatrical form to describe their lived experience.	Group presentations!	Journal about what you saw today.
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 6, Day 1 1.5 hrs.	How is drama manifested in our everyday lives? How can theatre showcase our society?	Use theatrical form to describe their lived experience. Showcase our society using theatrical form.	Perspective web: reflection of group presentations Impressions: Students will write on strips of paper, what they took away from each group	Finish impressions, if they have not finished in class
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 6, Day 2 1.5 hrs.	How can theatre showcase our society?	Showcase our society using theatrical form.	Collect impressions and distribute to groups Groups review their impressions from classmates	Finish journal, if not done in class.

			Journal individually about group's intent and actual audience experience	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 6, Day 3 45 mins.	How can theatre showcase our society?	Showcase our society using theatrical form.	Visual expression: Students will visually express on paper their thoughts on artist intent vs. audience experience Gallery walk: Hang these visual expressions on the walls and everyone observes them as an art gallery Reflection	NONE!

SAMPLE LESSON PLAN from UNIT 1: Week 2, Day 3

“Insta-image”

A lesson by Matthew Hernandez

Last updated 12/2/16

Essential Question(s):

- What makes drama?

Objective(s):

- Identify and use aspects of theatre.
- Use theatrical form to describe their lived experience.

Description: This lesson is towards the beginning of a unit called “what is theatre?” For the past two weeks, students have been exploring different aspects of theatre (performance, design, dramaturgy, directing) through activities and exercises. In the past few classes students have been thinking about specifically the question “What is it to be a teenager?” Students have been instructed to bring their camera phones to class today.

Date: WEEK 2, DAY 3 of Unit #1

Time: 45 minutes

Subject Matter: Synthesis of dramatic elements introduced thus far (design, performance, directing, dramaturgy, research)

Materials:

- Camera phones
- Random assortment of props
- Random assortment of costumes

TEKS:

- T1.2.A: demonstrate safe use of the voice and body.
- T1.4.A: portray theatre as a reflection of life in particular times, places, and cultures.

The Lesson:

Balancing Plate

As students enter the room, invite them into a large standing circle. Explain that we are all now the rim of a plate and it is our job to keep this plate balanced. You will now call out prompts

that students must identify with by going towards the center of the plate, if they agree, or towards the outside of the plate, if they disagree.

Prompts include: I feel comfortable working in a group. I am a leader in a group. I love to collaborate.

Sidecoaching may include: Make sure the plate is balanced! Maintain your place in the spectrum while keeping the plate balanced.

Reflection may include: How do you and your classmates feel about groupwork? What images did you see while doing this activity? How were those images striking?

[5-7 minutes]

Transition into Insta-image

Once students have all had a chance to gather their thoughts, invite them to find 3-4 people that they have not yet worked with yet. You can let them know that you are keeping an eye out for cliques and people continually working together. If this does happen, separate those groups and reform groups so that people really are working with people with whom they have not yet worked.

[1-2 minutes]

Insta-image

Once groups have formed, present a challenge to the students! The challenge is to make the three most innovative images/photos that would be uploaded to Instagram which deals with the themes/images of the research and dramaturgy we have all just done together. Let them know that they have 20 minutes to create these images, capture them on a phone, and craft the perfect captions for them. Props and costumes are available for use, as well. Ask the students to keep in mind the practice of balance that we just did.

Sidecoaching: Walk around the space as groups are working and encouraging them to continue to think of new ways to compose the image. Where is your eye drawn first? What is most visually appealing? What stays true to the ideas presented in research?

[25 minutes]

Reflection

As students finish up their images, make sure that all of them are captured and captions are written down somewhere accessible for the students. Ask the students to gather in a sitting circle as we check in before the weekend.

DAR Questions: What was challenging about this exercise? What was fun/exciting? How much of the research/dramaturgy was kept in these images? What thoughts and ideas from your free write and last class are still lingering?

[7-9 minutes]

Closing

As students prepare to leave, end the class with "... it made me think." Students enter a word or phrase before "... it made me think." All students and facilitators should participate. People may take turns in a circle or just randomly shout their thoughts out.

[2 minutes]

Anecdote

Let the students know that next class we will be sharing the images and captions with the whole group so be sure to bring the digital devices to class!

[30 seconds]

Contingencies:

- More time can be spent on the image work or reflection.
- If students have the PERFECT image, encourage them to play with filters, stickers, emojis, etc. that they can add to their image on their phone.

SAMPLE LESSON PLAN from UNIT 1: Week 4, Day 2

Basic Group Devising: Group Emotion

A lesson by Matthew Hernandez

Last updated 12/2/16

Essential Question(s):

- How is drama manifested in our everyday lives?

Objective(s):

- Use theatrical form to describe their lived experience.

Description: As part of the first unit of this theatre one course, students must complete the “We are teenagehood” group project. This project is a collaborative devising piece that will be performed in a cumulative performance towards the end of the unit. At this point, groups have just begun to devise and this class serves as a great jumping off point.

Date: Week 4, Day 2 of Unit #1

Time: 1.5 hours

Subject Matter: Devising with a small group

Materials: N/A

TEKS:

- T1.1.A: improvise, using emotional and sensory recall.
- T1.1.C: employ stage movement and pantomime consistently to express thoughts, feelings, and actions.
- T1.2.A: demonstrate safe use of the voice and body.

The Lesson:

Introduction

As students enter the room, ask them to find their fellow group members and exchange contact information if they have not yet done so... Keep a close ear out for random chit-chat, it is a sure sign that contact info has been exchanged!

[1-2 minutes]

Transition into Group Emotion

Once contact info has been exchanged, invite the students into a big standing circle in the center of the room. Introduce today's activity as a tool for the students to use in devising their group projects. Explain that one person will go into the center of the circle after I call out an emotion. This person will embody the emotion without using words (they can use sounds, though). Once this person has set up their embodiment, another student must join the scene that the first student has created. This addition will continue to happen until the teacher calls for a halt. Make sure to let the students know that the teacher will ensure that all are included in the game, even if that means stopping other students from going when others have not gone yet.

Emotions: excited, disgusted, hungry, exuberance, anger, etc.

Sidecoaching: Make sure to employ all parts of your body. No one jump in until this person has completed their embodiment.

[20-25 minutes]

Quick reflection

What was it like to do this exercise? What was it like to watch this exercise? How might this exercise be useful to your group project?

[5 minutes]

Small group work time

Next, allow the students to take this exercise into their own group work. Direct the students to think about emotions, themes, ideas that they are thinking about and using this exercise with some of those words. Ask them to recreate this exercise with at least 5 words/ideas of their own group. Allow students to now work in their groups for 30-35 minutes while you make the rounds and make sure everyone is on task.

Sidecoaching: What words are you all thinking about? Let's see what happens when we let those words into our body. How do we respond to each other when these words are brought up? Don't be afraid to be silly, make mistakes, and have fun! Rehearsal is the time for that.

[35-40 minutes]

Reflection

After enough time has been given to group work, invite the students into a sitting circle.

Guiding questions include: What was that like? What discoveries did you all make? Are you finding structure for your piece? How was this exercise helpful? Or not?

[10-12 minutes]

Closing

Once the discussion has wrapped up, invite students to decide one thing they are still thinking about and put it in the format of "_____, it made me think." Students can take turns going around the circle or just go in any random order. Once everyone has shared, thank them for their tremendous work and tell them about their homework for next class. Students need to

bring in a personal item that is of importance to them when they think about ideas of teenage hood.

[3-5 minutes]

Contingencies:

- Play more rounds of group emotion with other emotions in the large group.
- Ask the students to get more specific with the story they are telling with their groupwork.

END OF UNIT 1 ASSESSMENT

“We are Teenage hood”

Group Project

Theatre I, Mr. Hernandez

Description:

In groups of 4-5, students will create a 5 minute piece of theatre about what it means to be a teenager. Students will draw from their own experiences as a teenager and collaborate with their group members to create an original piece. Students will have time in class to work on this project but are also highly encouraged to meet with their group outside of class.

Expectations:

- 5 minute piece of theatre (plays, dances, songs, images, poems, etc.)
 - MUST BE PERFORMANCE-BASED!
- Any dramaturgy and research compilation for the group
- Any text, music, materials associated with the performance
- Design aspects of the show, drawn/illustrated for others to understand
- Final individual reflection paper

When? How?:

- Students will be guided by the teacher for the next 2 weeks in creating this project
- Students will perform these projects in class on week 5, day 3
- Final reflection paper due on week 6, day 2

Grading Rubric for “We are teenagehood”

Group Project: Theatre I, Mr. Hernandez

	5	4	3	2	0-1
Incorporation of all learned theatre concepts	Student incorporated a knowledge of all theatrical aspects covered in class thus far	Student incorporated most of the theatrical aspects covered in class thus far	Student incorporated some of the theatrical aspects covered in class thus far	Student incorporated little of the theatrical aspects covered in class thus far	Student incorporated none of the theatrical aspects covered in class thus far
Performative aspect	Student used all parts of their physical body and voice	Student used majority of their physical body and voice	Student used most of their physical body and voice	Student used little of their physical body and voice	Student did not fully use their physical body and voice
Growth	Student has grown exponentially as an artist and student	Student has grown significantly as an artist and student	Student has exhibited some growth as an artist and student	Student exhibited little growth as an artist and student	Student exhibits no growth as an artist and student
Completion of listed items	Student turned in all required items before the deadline	Student turned in all required items on time	Student turned in most required items on time	Student turned in some required items on time	Student did not turn in all required items at all
Final reflection paper	Student deeply recalled, reflected, and related their work to their own experience and growth	Student recalled and reflected much and related their work to their own experience and growth	Student reflected somewhat and related somewhat to their own experience and growth	Student recalled somewhat but did not relate at all	Student did not recall any past class experiences at all in the paper

Perfect final grade: 5 pts. + 5 pts. + 5 pts. + 5 pts. + 5 pts. = 25 pts. X 4 = 100 pts.

Calculated grade: ___ pts. + ___ pts. + ___ pts. + ___ pts. + ___ pts. = _____ X 4 = _____ pts.

Curriculum Map

Unit #2: World Explorations

Designed by Matthew Hernandez

Last updated 12/2/16

Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 1, Day 1 1.5 hours	What elements make up the world of a play?	Create a world in which dramatic play happens.	Warm-Up "This isn't a scarf, it's a..." Groupwork: Extend warm-up activity by presenting more objects: create physical aspects of nature with given objects Reflection	List what other aspects you can add to the one you created in class to create a more complete world
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 1, Day 2 1.5 hours	What elements make up the world of a play?	Create a world in which dramatic play happens.	Warm-Up: soundscape Groupwork (same groups): create soundscape with recording sounds, instruments/objects given, live sounds. Give students moods, atmospheres, places that they can try to recreate using sounds	List more aspects!

Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 1, Day 3 45 minutes	What elements make up the world of a play?	Create a world in which dramatic play happens.	Reflection Groupwork: put together the two aspects of the world you created along with 2 lines of dialogue Presentations Reflection	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 2, Day 1 1.5 hours	What elements make up the world of a play?	Create a world in which dramatic play happens.	Engagement: Mini stage with flashlights Transition to outdoors: draw/paint instances of light Share paintings/drawings and how you depicted lighting through your drawing Reflection	Take a CANDID picture of one of your friends
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 2, Day 2 1.5 hours	What elements make up the world of a play?	Create a world in which dramatic play happens.	Engagement: Where have my shoes been?	2-3 sentences of how light affected the clothes in your picture

			<p>Sharing of picture homework with 3 personality traits of this friend</p> <p>Individual brainstorming: What situation might one of these people be in?</p> <p>Partner work: Students partner up and direct their counterpart to embody what they just brainstormed.</p> <p>Sharing of embodiment/Reflection</p>	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 2, Day 3 45 minutes	What elements make up the world of a play?	Create a world in which dramatic play happens	<p>Groupwork: Create the mood/atmosphere of an image with lights and costume pieces given</p> <p>Sharing/Reflection</p>	Read "Death of a Salesman" DUE WEDNESDAY, not next class
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 3, Day 1 1.5 hours	How do given circumstances play a role in creating the world of a play?	Design the world of a play.	Poster Dialogue: How do the aspects we have been talking about manifest in a script? (4	

			<p>separate posters) What are other identifiers of a world that a script takes place in?</p> <p>Reflection about posters</p> <p>A/B open scenes: collaborative creation of world of scene (similar to machine game)</p> <p>Reflection</p>	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
<p>Week 3, Day 2 1.5 hours</p>	<p>How do given circumstances play a role in creating the world of a play?</p>	<p>Design the world of a play.</p> <p>Distinguish the given circumstances of a scene.</p>	<p>Post-It sharing: One aspect of the design of the play that really stuck out to you.</p> <p>Together, we organize the post-it's into similar aspects and this is the way we separate into groups for next activity</p> <p>Groupwork: each group will be assigned a technical aspect, they must find all instances</p>	

			of that aspect in the script	
			Sharing of findings of each group/Reflection	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 3, Day 3 45 minutes	How do given circumstances play a role in creating the world of a play?	Analyze the purpose of the world in which a play exists.	Data Processing: quietly place themselves on a spectrum according to height, birthdate, last name, etc. Extend activity to the understanding of four technical aspects we have been discussing Reflection with others who share a different understanding, how can we learn/understand more	Read "Caucasian Chalk Circle" over the weekend
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 4, Day 1 1.5 hours	How do given circumstances play a role in creating the world of a play?	Design the world of a play. Distinguish the given circumstances of a scene.	People-to-People: walk around the space and call out a body part which students must connect with one other at that body part	

			<p>Quick reflection: what worked, what did not, how we can carry that into group work</p> <p>Groupwork: Create 3 images that tell the story of the script</p> <p>Sharing</p> <p>Reflection/How can we create the worlds that these different images live in? (possibly journal about this)</p>	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
<p>Week 4, Day 2 1.5 hours</p>	<p>How do given circumstances play a role in creating the world of a play?</p>	<p>Design the world of a play.</p> <p>Distinguish the given circumstances of a scene.</p>	<p>Group/String Shapes: students create teacher-given shapes/images with a group and string</p> <p>Groupwork: In what world does this play live? Create this world with teacher given supplies (costumes, lights, set pieces, sound manipulatives, etc.)</p>	

Day	Essential Question(s)	Objective(s)	Sharing/Reflection Activities	Homework (if any)
Week 4, Day 3 45 minutes	How do given circumstances play a role in creating the world of a play?	Create a world in which dramatic play happens.	<p>Story of my name: tell a partner the story of your name</p> <p>Sharing: Partners share their partners' story</p> <p>Compliment web: We give each other compliments, tossing a ball of string to create a web while also ensuring that all have received compliments.</p> <p>Put our web on display: tape down the web on butcher paper, hang it up in room</p>	What part of the world fascinates you? Why?
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 5, Day 1 1.5 hours	How does the world of a play affect the characters and the audience?	<p>Create a world in which dramatic play happens.</p> <p>Analyze the purpose of the world in which a play exists.</p>	Mapping Geographies: students will place themselves on a map, given prompts about where they stand in relation to our current location (where I was born, where I want to	Research the place you wrote about: clothes, climate, setting, light, sounds, etc.

			<p>travel, where I call home)</p> <p>Connecting images: using prompts from last activity, students create images that we must connect in some way</p> <p>Reflection about groupwork, imagework</p>	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
<p>Week 5, Day 2 1.5 hours</p>	<p>How does the world of a play affect the characters and the audience?</p>	<p>Create a world in which dramatic play happens.</p>	<p>Assign groups based on homework over the weekend, place students in those groups</p> <p>Explain “Creating a World Besides My Own” assignment</p> <p>In their groups, share the research they did for homework</p> <p>Brainstorm ways they may be able to create this world on stage</p>	<p>What supplies do you anticipate you need?</p>
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)

<p>Week 5, Day 3 45 minutes</p>	<p>How does the world of a play affect the characters and the audience?</p>	<p>Create a world in which dramatic play happens.</p>	<p>The Great Search: Students may search costume stock, prop stock, furniture stock, internet, etc. for whatever they may need (costumes, props, furniture, sounds, lights, etc.) [Separate these items for groups so they can easily access them]</p> <p>What else do we need?: Students come up with a new plan of working with what they have and anything else they may have at home</p>	<p>Bring items that group needs</p>
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
<p>Week 6, Day 1 1.5 hours</p>	<p>How does the world of a play affect the characters and the audience?</p>	<p>Create a world in which dramatic play happens.</p> <p>Distinguish the given circumstances of a scene.</p>	<p>PLAYTIME: Give students time to create their project together</p> <p>Mid-way check-in: Check in with each group to make sure that progress is being made, give them anecdotes, questions to think about</p>	<p>What does your group need? Supplies, group work time, practice?</p>

Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 6, Day 2 1.5 hours	How does the world of a play affect the characters and the audience?	Create a world in which dramatic play happens. Analyze the purpose of the world in which a play exists.	Return to research: What makes these places unique? What images, sounds, and moods are you recreating? How do these elements of design land on an audience member? Groupwork: Continue to perfect the project	Final dress rehearsal: meet with group to finalize any details
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 6, Day 3 45 minutes	How does the world of a play affect the characters and the audience?	Analyze the purpose of the world in which a play exists. Distinguish the given circumstances of a scene.	Groups sharing Reflection: What made these recreations effective? What worked in your group? What could have been better?	

SAMPLE LESSON PLAN from UNIT 2: Week 2, Day 2

Create from Reality

A lesson by Matthew Hernandez

Last updated 12/2/16

Essential Question(s):

- What elements make up the world of a play?

Objective(s):

- Create a world in which dramatic play happens.

Description: This lesson is in the second week of a unit named “World Explorations.” We have begun this unit by exploring the different aspects that make up a world on stage. We are exploring costumes today. The students have been asked to bring in a candid photo of one of their friends into class today.

Date: Week 2, Day 2 of Unit #2

Time: 1.5 hours

Subject Matter: Costume design, World of a drama

Materials:

- Students must bring in a photo, whether printed or digitally that they are fine sharing with the group
- Teacher may provide a projection device for this photos (document camera, plug-in for appropriate devices)

TEKS:

- T1.1.A: improvise, using emotional and sensory recall.
- T1.1.C: employ stage movement and pantomime consistently to express thoughts, feelings, and actions.
- T1.4.A: portray theatre as a reflection of life in particular times, places, and cultures.

The Lesson:

Engagement: Where Have My Shoes Been?

Teacher calls out places and students group themselves as whether their shoes have been in those places or not. Places may include: sidewalk, airplane, running track, coffee shop, mall, etc. If a particular place is polarizing or only a few people have been there, ask student to tell

the story of their shoes being in that place. Once students are in an equal grouping of yes and no, have students share with this small group the story of how they acquired these shoes.

[12-15 minutes]

Sharing: Pictures that students brought in

Ask students to gather back into a large group and share the picture they brought in with the entire group as well as three personality traits that they admire about this friend. No other information about the picture may be given. Encourage students to take note of pictures that stand out to them.

[7-10 minutes]

Brainstorming: What situation are these people in?

Challenge students to now place one of these people, according to their clothes, in a totally different, unique situation. Ask them to come up with a place, what they are trying to achieve, what obstacles they may have, who they know there, how they got there, etc. and journal this down in a personal notebook.

[10 minutes]

Partner-work: Embody and direct

Students partner up with someone near them, whom they are probably comfortable working with. The students will now direct their partner in embodying what they just brainstormed. Their partner must embody their vision for the individual from a photo in whatever situation they have placed them in. This embodiment will be in the form of a one-minute scene that tells us where this person is and what situation they are in.

[10 minutes]

Sharing: Embodiment of brainstormed pictures!

Students share the embodiment of their partner's vision. Both partners talk briefly about the photo that it was taken from and what situation this person was placed into.

[10-15 minutes]

Reflection: How did the clothes affect choices made?

Guiding questions include: What kinds of choices did we make? Why did we make those choices in relation to the person's clothes? Would different clothes work for these people in the same situations?

[15-20 minutes]

Closing: It Made Me Think

Everybody shares one word, phrase, image, etc. that is resonating them from class today.

[2-3 minutes]

Contingencies:

- More time can be given for students to brainstorm or work in partners
- Students can take both characters and put them in a scene together and figure out how their clothes must work in this scenario

SAMPLE LESSON PLAN from UNIT 2: Week 4, Day 2
Where do we put “The Caucasian Chalk Circle”?

A lesson by Matthew Hernandez

Last updated 12/2/16

Essential Question(s):

- How do given circumstances play a role in creating the world of a play?

Objective(s):

- Design the world of a play.
- Distinguish the given circumstances of a scene.

Description: We are in week 4 of a 6-week unit titled “World Explorations.” We have covered the major design areas (lighting, scenic, costumes, sound) and are now moving into creating a design for an existing script. The students were assigned “The Caucasian Chalk Circle” to read for homework.

Date: Week 4, Day 2 of Unit #2

Time: 1.5 hours

Subject Matter: Design, Script analysis

Materials:

- 4 balls of string (1 for each group in opening activity)
- Costume pieces
- Set pieces
- Instruments
- Flashlights
- Easily operable light instruments
- Props
- Other manipulatives

TEKS:

- T1.1.F: analyze and describe the interdependence of all theatrical elements.
- T1.5.C: identify and compare the treatment of moods in theatre, musical theatre, dance, art, and music and integrate more than one art form in informal performances.

The Lesson:

Opening Engagement: Group/String Shapes

Separate students into four groups as they walk into class. Give each group a ball of string. Explain to students that they must create the shapes and images that teacher will call out with the string and their bodies. They do not have scissors for a reason. Shapes should be elementary at first (circle, square, trapezoid, etc.) then can progress into images (house, tree, lamp, car, etc.) Give students time to reset if needed in between images.

[12-15 minutes]

Groupwork: Where does this take place?

With their group, students must now think of a particular scene of the play and where it might take place based on the script; lines, stage directions, context clues, etc. Ask them to assign a scribe for the group and write the place, year, climate, time of day, time of year, social standing of characters, etc. Once students have brainstormed all of these things, challenge students to create this world with their bodies and the items that you brought to class. They can use whatever they have with them as well! They must put this world into use by staging a 2 minute scene from the play within the world. (Students get to choose this so that it showcases their world the best.)

[25-30 minutes]

Sharing: The worlds we created

Each group will now share the embodied world they just created together along with the scene that is happening in that world. We are just watching these scenes and worlds for now.

[12-15 minutes]

Reflection: What we just created and shared

Guiding questions include: What kinds of worlds did you just see? How did these worlds come to life? What was easy? What was hard? Why?

[12-15 minutes]

Contingencies:

- Students can have more time to work in groups if allowed.
- Students can stage another scene that would be more challenging in the world they created.

END OF UNIT 2 ASSESSMENT
“Creating a World Besides My Own”
Group Project
Theatre I, Mr. Hernandez

Description:

You and your group will research a part of the world that intrigues you all but you are not very familiar with. You will then, with your group, create this world on stage in a way that an audience can interact with it. This may mean that the audience can walk through it, the people in the world interact with the audience, etc. It is up to how your group thinks the world should be represented on stage.

Expectations:

- 5 minutes of interactive theatre
- Audience should experience this new place from across the world
- Research should be collected and detailed via printed images, Pinterest, Google Folder, etc. (whatever is more convenient/makes sense for the group)
- Materials will be provided but students can provide their own, keeping in mind that creativity is taken into account
- Students should take all we have discussed in class up until this point and incorporate it into this project

When? How?:

- Students will be given class time to work with groups but additional time may be needed
- Students will perform these projects on Week 6, Day 3 of Unit #2
- Students will turn in a reflection paper the next class day

Grading Rubric for "Creating a World Besides My Own"

Group Project: Theatre I, Matthew Hernandez

	0-1	2-3	4-5
Creativity	Students used materials in the most usual of ways	Students used some materials in ways that are not usual	Students used materials in ways that are not usual
Elements of design learned	Students have no understanding of the elements of design learned up until this point in class	Students showcase some of the elements of design learned up until this point in class	Students showcase a great knowledge of the elements of design learned up until this point in class
Audience experience	Audience experiences very little of the culture and world that the group presented	Audience experiences some, but not as many as possible, elements of the culture and world presented	Audience experiences the culture fully and are immersed into a world from across the globe
Research	Students have little to no research and it is not incorporated in the project presented on stage	Students have some research and incorporate it very little into the project presented on stage	Students have an ample amount of research and have incorporated it into their project presented on stage

Perfect Final Grade: $5 + 5 + 5 + 5 = 20 \times 5 = 100$

Calculated Grade: _____ + _____ + _____ + _____ = _____ $\times 5 =$ _____

Curriculum Map
Unit #3: Storytelling

Designed by Matthew Hernandez

Last updated 12/2/16

Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 1, Day 1 1.5 hours	What are essential elements of a story?	Identify the aspects of the composition of a story. Dramatize a story.	STORY TIME: Read Rumpelstiltskin to students Image work in groups Sharing/Reflection Identify/explain vocabulary of the story arc, problem, resolution, characters, etc.	Bring in your personal favorite short-story, be prepared to share!
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 1, Day 2 1.5 hours	What are essential elements of a story?	Identify the aspects of the composition of a story. Dramatize a story.	In groups, students will tell/read their story to peers Journal about vocabulary of story they told Read "Rumpelstiltskin" by Charlotte	Start to identify vocabulary of story of play

Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 1, Day 3 45 minutes	What are essential elements of a story?	Identify the aspects of the composition of a story.	Chorpennig POPCORN STYLE Finish reading "Rumpelstiltskin" POPCORN STYLE As a group, identify vocabulary of story of play STORY BOARD: Draw 5 images that tell the entire story of the play Identify similarities/differences of images drawn and images from Day 1	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 2, Day 1 1.5 hours	What are essential elements of a story? How are theatrical elements important to storytelling?	Identify the aspects of the composition of a story.	What Are You Doing?: In partners, students will create different tasks for each other to do and embody them BRAINSTORM SESSION: Given a worksheet of the vocabulary we have talked about, students will create a story	Finish the worksheet, this will be graded on completeness and thoughtfulness

			<p>individually that they would want to see on stage</p> <p>Students may ask teacher or other students for help/advice/feedback</p>	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
<p>Week 2, Day 2 1.5 hours</p>	<p>What are essential elements of a story?</p> <p>How are theatrical elements important to storytelling?</p>	<p>Dramatize a story.</p>	<p>Story of My Name: Students will pair/share the story of their name and then share their partners story and then ask if they have honored all aspects of the story</p> <p>Writing another's story: Students will turn in worksheets from last class and teacher will distribute these randomly. Students must then write a scene from this given story</p> <p>Students may ask teacher or other students for help/advice/feedback</p>	<p>Finish the scene, if not completed</p>

Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
<p>Week 2, Day 3 45 minutes</p>	<p>What are essential elements of a story?</p> <p>How are theatrical elements important to storytelling?</p>	<p>Dramatize a story.</p>	<p>Speed-Directing: Students will work in groups of 3-4 and direct their peers for 3-5 minutes each in the scene they wrote</p> <p>Journal about what changes should be made to the script, what design/technical elements are needed, how they can move this project forward</p> <p>Group Reflection about journaling: whatever students are ok with sharing</p>	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
<p>Week 3, Day 1 1.5 hours</p>	<p>How are theatrical elements important to storytelling?</p> <p>How does an audience engage in a story?</p>	<p>Relate to a story as an audience member.</p> <p>Dramatize a story.</p>	<p>Creating a world refresher: Students will create different worlds with their bodies and voices as teacher calls them out (desert, tundra, etc.)</p> <p>Creative drama storytelling: Teacher</p>	

			<p>will tell The Legend of Popocatepetl Iztaccihuatl to the class then read it again with class as they embody the world with bodies and voices</p> <p>Journal about what the difference was for their audience experience between the two telling of the story and why</p> <p>Group reflection about what they just journaled</p>	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
<p>Week 3, Day 2 1.5 hours</p>	<p>How are theatrical elements important to storytelling?</p> <p>How does an audience engage in a story?</p>	<p>Relate to a story as an audience member.</p> <p>Dramatize a story.</p>	<p>Teacher solo show “Taro and the Magic Fish”: Teacher performs solo piece where students enter an immersive experience and the teacher is a tour guide as well as plays the different characters. Teacher relies on audience participation and students must decide</p>	

			<p>fate of certain characters</p> <p>Journal about what the audience experience was just like for them</p> <p>Group reflection about that journaling</p>	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
<p>Week 3, Day 3 45 minutes</p>	<p>How are theatrical elements important to storytelling?</p> <p>How does an audience engage in a story?</p>	<p>Relate to a story as an audience member.</p>	<p>Teacher in role as movie theater: Teacher sells tickets to students as they walk in, sells them concessions, shows them to their seats in front of the projector screen where previews are playing then a 15-20 minute short</p> <p>Journal about audience experience they just had</p> <p>Group reflection about their journaling</p>	<p>Teacher will split the class into two sections and assign one section: “La Llorona (The Weeping Woman)” and the other section: “The Medicine Man” to read over the weekend.</p>
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)

<p>Week 4, Day 1 1.5 hours</p>	<p>How are theatrical elements important to storytelling?</p> <p>How does an audience engage in a story?</p>	<p>Relate to a story as an audience member.</p> <p>Label the broad and narrow aspects of a story.</p>	<p>As students walk in, they will be separated into their reading group</p> <p>In groups, students identify aspects of the story they read, just like in the worksheet from last week</p> <p>Groups then brainstorm about how this story should be presented to an audience, keeping in mind what we did in class last week</p> <p>Present group assignment for week: groups will create an audience experience of this story for the other group. We will share these 5-10 minute presentations on Friday</p>	<p>How can you be prepared to contribute to the group work in the next class day? Any items/costume pieces that might work for the piece?</p>
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
<p>Week 4, Day 2 1.5 hours</p>	<p>How are theatrical elements important to storytelling?</p>	<p>Relate to a story as an audience member.</p> <p>Dramatize a story.</p>	<p>Group work: Students have access to costume stock, prop stock, furniture, etc. in the</p>	<p>Bring in any other items/costumes needed for presentation</p>

	How does an audience engage in a story?		space as well as student-brought items Students create the piece of the story while keeping in mind the experience of the audience Teacher offers feedback, questions, sidecoaching as needed	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 4, Day 3 45 minutes	How are theatrical elements important to storytelling? How does an audience engage in a story?	Relate to a story as an audience member. Dramatize a story.	Group work (if needed) Group presentations: one group experiences the others' story and vice versa Two separate group reflections Whole class reflection	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 5, Day 1 1.5 hours	What are essential elements of a story? What stories are important to tell?	Interpret cultural aspects of a story. Label the broad and narrow aspects of a story.	Brainstorm questions: What questions would you ask someone if you wanted to know about their life?	Write 3-5 people you know that you may want to interview for this project

			<p>Pair and interview fellow classmate</p> <p>Journal about what went well as an interviewer and as an interviewee</p> <p>Introduce “What’s It Like?” Assignment</p>	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
<p>Week 5, Day 2 1.5 hours</p>	<p>What are essential elements of a story?</p> <p>What stories are important to tell?</p>	<p>Interpret cultural aspects of a story.</p>	<p>Gift-giving: prepare a Holiday card for someone special in your life given crafting materials</p> <p>Reflection of what this gift means to you as the giver. As interviewees, they are giving you a gift</p> <p>Explain how to ask permission for this project: Explain ethics and responsibility of hearing/recording somebody’s interview</p>	<p>Interviews may possibly start happening</p>

			<p>Students will then listen to their interviews from yesterday and choose something to change, big or little, and then assess how that change can have big consequences</p> <p>Reflection as a whole class about these findings</p>	
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
<p>Week 5, Day 3 45 minutes</p>	<p>What are essential elements of a story?</p> <p>What stories are important to tell?</p>	<p>Dramatize a story.</p> <p>Interpret cultural aspects of a story.</p>	<p>Given the interview from Monday, decide what medium this story should be told through (i.e. play, radio play, musical, movement piece, screenplay, etc.)</p> <p>Write or create 2-3 minutes of that interview in whatever medium you just chose</p> <p>Journal about what was challenging, simple, revolutionary for you</p>	<p>Interviews should be done by Monday!</p>
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)

Week 6, Day 1 1.5 hours	What are essential elements of a story? What stories are important to tell?	Dramatize a story. Interpret cultural aspects of a story.	Silently review your interview, whether recorded on your phone/laptop or physical notes you took and identify strengths/weaknesses of story Reflection as a class about how you will piece together a story Work-time to create your piece	Finish writing, choreographing, conceptualizing your piece
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 6, Day 2 1.5 hours	What are essential elements of a story? What stories are important to tell?	Dramatize a story.	Logistics: Who needs who? Match up students with students Rehearsal time: Students rehearse their pieces with others or by themselves	Rehearse with your fellow classmates if all of them are able to
Day	Essential Question(s)	Objective(s)	Activities	Homework (if any)
Week 6, Day 3 45 minutes	What are essential elements of a story? What stories are important to tell?	Relate to a story as an audience member. Dramatize a story.	Rapid-Fire Sharing: Students all share their pieces quickly one after another	

		Interpret cultural aspects of a story.	Drawing Reflection: What images were striking to you? Draw them Reflection: What about these images were striking to you? Why were these images striking to you?	
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SAMPLE LESSON PLAN from UNIT 3: Week 1, Day 3

Rumpelstiltskin Images

A lesson by Matthew Hernandez

November 16, 2016

Essential Question(s):

- What are essential elements of a story?

Objective(s):

- Identify the aspects of the composition of a story.

Description: We are in the first week of our storytelling unit. We have just read the tale of Rumpelstiltskin then did image work. We are now reading the dramatic adaptation of Rumpelstiltskin and comparing and contrasting the story being told in each through the various components of the story.

Date: WEEK 1, DAY 3 of Unit #3

Time: 45 minutes

Subject Matter: Story structure, tale of Rumpelstiltskin

Materials:

- Digital or physical copies of Rumpelstiltskin for every student
- Blank white paper
- Markers, colored pencils, etc.
- Photos of image work from earlier in the week
- Projector and document camera

TEKS:

- T1.1.D: develop and practice effective voice and diction to express thoughts and feelings.
- T1.1.E: define and give examples of theatrical conventions.
- T1.2.B: analyze a character from a script, describing physical, intellectual, emotional, and social dimensions.

The Lesson:

Finish reading "Rumpelstiltskin" by Charlotte Chorpensing

As a class, we will finish reading the play by going around the circle and each person reading a line at a time.

[10-15 minutes]

Identify the Story

Ask students to grab a piece of paper and writing utensil. Using the vocabulary we have learned this week, identify the story arc, main problem, resolution, characters, imagery, metaphors, etc. that is present in the script.

[5 minutes]

Story Board

Using the journal the students just wrote, ask students to create five images on a separate piece of paper that clearly define the story to someone who you might be explaining to for the first time. Students may use markers, colored pencils, etc. to create these images.

[10 minutes]

We've Done This Before....

Ask students to join you in watching the projection screen as you project photos of the images that the students created when they were read the tale of Rumpelstiltskin from earlier in the week. Ask students if any of the images are similar and in what way? Students can bring their hand-drawn images to be projected using the document camera.

[5 minutes]

Reflection

Guiding questions include: What similarities and differences did we see in the images? Why do we see these similarities and differences? What do the images tell us about the stories being told? Are there any other differences and similarities in story that are not reflected in the images?

[10 minutes]

Contingencies

- Draw a story board for the tale of Rumpelstiltskin as well as the play.
- Create the images the students drew with other students.

SAMPLE LESSON PLAN from UNIT 3: Week 5, Day 2

Ethics of an Interview

A lesson by Matthew Hernandez

November 16, 2016

Essential Question(s):

- What are essential elements of a story?
- What stories are important to tell?

Objective(s):

- Interpret cultural aspects of a story.

Description: The students have just been introduced to an assessment project where they must interview a person they know that is unlike them in some way and then create a performance piece based on the interview. This lesson will explore the ethics of gathering stories and how to treat interviewees.

Date: WEEK 5, DAY 2 of Unit #3

Time: 1 hour, 25 minutes

Subject Matter: Interviewing, crafting, ethics

Materials:

- Craft materials for Holiday cards (construction paper, markers, pipe cleaners, glitter, etc.)
- Notes/recording from the previous day's in-class interview

TEKS:

- T1.1.A: improvise, using emotional and sensory recall.
- T1.4.A: portray theatre as a reflection of life in particular times, places, and cultures.

The Lesson:

Holiday Card!

As students enter, direct them to the craft table where they can gather supplies to create a card for a special person in their life. This person can be their parents, grandparents, significant other, best friend, etc. Be sure that students are expressing their gratitude to this person in the card.

[10 minutes]

The Act of Giving

Once students finish their cards ask them to close their eyes if they are comfortable to do so and imagine that they are about to give this card to this person. What feelings are they having before seeing this person? Then this person arrives and the thought of the surprise they are about to receive lands back on them. Once you both say hi to each other, you give them the card and they are ecstatic to receive it! They are the most gracious and welcoming of your gift.
[2-3 minutes]

Reflection of Giving

Guiding questions include: What feelings did you just have? How did these feelings manifest themselves? Why do you think these feelings happened?
[4-5 minutes]

Ethics of Interviewing People for this Project

Explain to students that this act of giving is exactly what their interviewees are doing by agreeing to be used for this project. Their stories are a gift to you and the class that will receive the performance piece. Explain that this sharing can be difficult for some people and as interviewers asking the questions, we should always be aware of how they are doing and ask permission for everything. Ask for any clarifying questions.
[15 minutes]

There's Been a Mix-Up

Ask students to pull out their interviews from yesterday, whether digital or physical, and to review it thoroughly then change one thing that they told you, big or small. Once the students identify a change, ask them to then assess what implications this change has on the story as a whole. How does this change alter the entire story to the audience? Ask students to note all of this in a journal or loose piece of paper.
[20-25 minutes]

Group Reflection

Each student will share the aspect they changed and the implications they noted would happen as a result of that change. Guiding questions include: What did this exercise expose for you that you would not have guessed before? How did it feel to hear an aspect of your story changed?
[20-25 minutes]

Contingencies:

- Students can also journal about a change in the interview in which they were the interviewee and how that change would cause implications.
- As a class, we can draft a simple handout of guidelines that we all are planning to abide by as our ethics code.

END OF UNIT 3 ASSESSMENT

“What’s It Like?”

Individual Assignment

Theatre I, Mr. Hernandez

Description:

Students will interview someone who is unlike themselves in some way (more athletic, more musical, different race/ethnicity, different religion, different interests, etc.). The students will ask this person what their everyday life is like and then use this information to create a one minute performance piece of their choosing (play, screenplay, musical, movement/dance, etc.). Students will explore the meaning and worth of interview theatre with Mr. Hernandez in class and then perform these pieces on the final day of the semester.

Guidelines

- One minute performance piece (can use other performers besides yourself).
- Interview must be conducted by the Monday before performance day.
- Interview must be recorded and interviewee’s consent must be captured on record.
- Any supplementary research that is suggested by Mr. Hernandez or done by the own will of the student.
- Written or drawn record of performance (script, movement outline, etc.).

“What’s It Like?”

Individual Assignment Rubric

Theatre I, Mr. Hernandez

	0-1	2-3	4-5
Authenticity	The student’s performance was not true to the interviewee’s story	The student stayed somewhat rooted in the interviewee’s intended story	The student stayed rooted to the interviewee’s intended story
Creativity	The student used no theatrical conventions practiced in class to uniquely tell this story	The student used some theatrical conventions practiced in class to uniquely tell this story	The student used a great deal of theatrical conventions practiced in class to uniquely tell this story
Audience Experience	The student was unaware of the audience and gave no thought into their experience	The student did not give much thought into audience experience and let the audience merely observe	The student created a unique audience experience that was thoughtful and well incorporated into the performance
Completeness	Items are not turned in on time	All items are turned in on time and mostly complete	All items are turned in on time and fully complete

Perfect Grade = 5 + 5 + 5 + 5 = 20 X 5 = 100

Calculated Grade = _____ + _____ + _____ + _____ = _____ X 5 = _____