**ARC Week at Glance**

**Subject: theater Course: theater Grade:**  **9-12 Date: 12/2/2024**

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| **Standard(s):** TAHSAPF.PR.1 Act and direct by communicating and sustaining roles within a variety of situations and environments**Assessment(s):** [ ]  **Quiz** [ ]  **Unit Test** [x]  **Project** [ ]  **Lab** [ ]  **None** |
|  | **Learning Target****(I am learning about…)** | **Success Criteria****(I can….)** | **Opening***(10 - 15 Mins)* | **Work-Session***(20 - 25 mins)* | **Closing** *(5 - 10 mins)* | **Literacy Tasks/Focus** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* |
| **Monday** | Depending on what my role as a student is that day I will listen well as an audience member. Read dramatically, and finish the writing process. | I will be able to answer questions on students’ scripts and I will have my script finished. | Teacher will go over expectations for being a good audience member, reading dramatically and when the time is to work on unfished work.  | Students will start off listing well as an audience member or read dramatically. When that is finished students will have a chance to finish the writing process. | Teacher will monitor for create audience behavior. | creating, writing, read aloud, listening, collaboration |
| **Tuesday** | Depending on what my role as a student is that day I will listen well as an audience member. Read dramatically, and finish the writing process. | I will be able to answer questions on students’ scripts and I will have my script finished. | Teacher will go over expectations for being a good audience member, reading dramatically and when the time is to work on unfished work.  | Students will start off listing well as an audience member or read dramatically. When that is finished students will have a chance to finish the writing process. | Teacher will monitor for create audience behavior. | creating, writing, read aloud, listening, collaboration |
| **Wednesday** | Depending on what my role as a student is that day I will listen well as an audience member. Read dramatically, and finish the writing process. | I will be able to answer questions on students’ scripts and I will have my script finished. | Teacher will go over expectations for being a good audience member, reading dramatically and when the time is to work on unfished work.  | Students will start off listing well as an audience member or read dramatically. When that is finished students will have a chance to finish the writing process. | Teacher will monitor for create audience behavior. | creating, writing, read aloud, listening, collaboration |
| **Thursday** | Depending on what my role as a student is that day I will listen well as an audience member. Read dramatically, and finish the writing process. | I will be able to answer questions on students’ scripts and I will have my script finished. | Teacher will go over expectations for being a good audience member, reading dramatically and when the time is to work on unfished work.  | Students will start off listing well as an audience member or read dramatically. When that is finished students will have a chance to finish the writing process. | Teacher will monitor for create audience behavior. | creating, writing, read aloud, listening, collaboration |
| **Friday** | Depending on what my role as a student is that day I will listen well as an audience member. Read dramatically, and finish the writing process. | I will be able to answer questions on students’ scripts and I will have my script finished. | Teacher will go over expectations for being a good audience member, reading dramatically and when the time is to work on unfished work.  | Students will start off listing well as an audience member or read dramatically. When that is finished students will have a chance to finish the writing process. | Teacher will monitor for create audience behavior. | creating, writing, read aloud, listening, collaboration |

**\***[ ]  Exit Ticket/Final Stretch Check [x]  Electronic Tools [ ]  Dry Erase Boards – quick checks [ ]  Turn & Talk Discussion (verbal responses) [x]  Teacher Observation – document Clipboard

 [ ]  Quick Write/Draw [ ]  Annotation [x]  Extended Writing [ ]  Socratic Seminar [x]  Jigsaw [ ]  Thinking Maps [x]  Worked Examples [ ]  Other :\_\_\_\_\_\_\_\_\_\_\_