Middle School Drama Curriculum

Course Description: During this course, students will be introduced to the art of acting in order to develop an appreciation of the art and an understanding of how various acting techniques may be used to heighten one’s awareness and as a tool for self-realization. Drama offers participants the chance to experience the excitement and rewards of theatre arts while developing poise, social skills, confidence and the ability to work with others.

Scope and Sequence:

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<th>Unit</th>
<th>Instructional Topics</th>
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<td>Welcome to Drama</td>
<td>Topic 1: Exposure to Drama</td>
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<td>Topic 2: Interpreting Drama</td>
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<td>3-5 weeks</td>
<td>Rehearsal and Performance</td>
<td>Topic 1: Interpretation of a Script</td>
</tr>
</tbody>
</table>
Unit 1: Welcome to Drama

Subject: Middle School Drama
Grade: 6
Name of Unit: Welcome to Drama
Length of Unit: 4-6 Weeks

Overview of Unit: In this unit, students will learn essential drama vocabulary and techniques that they will be developing over the course of the class. Students will view a variety of productions, identify technical elements, participate in improv and duet activities, and will set personal goals based on these experiences.

Priority Standards for unit:
- TH:Pr5.1.6.a Articulate how technical elements are integrated into a drama/theatre work.
- TH:Re7.1.6.a Describe and record personal reactions to artistic choices in a drama/theatre work.
- TH:Cn11.1.6.a Identify universal themes or common social issues and express them through a drama/theatre work.
- TH:Re8.1.6.a Explain how artists make choices based on personal experience in a drama/theatre work.
- TH:Re9.1.6.a Use supporting evidence and criteria to evaluate drama/theatre work.
- TH:Re9.1.6.c Identify a specific audience or purpose for a drama/theatre work.
- TH:Cn10.1.6.a Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.
- TH:PR5.1.6.a Recognize how acting exercises and techniques can be applied to a drama/theatre work.
- TH:Pr4.1.6.b Experiment with various physical choices to communicate character in a drama/theatre work.

Supporting Standards for unit:
- TH:RE9.1.6.b Apply the production elements used in a drama/theatre work to assess aesthetic choices.
- TH:Pr5.1.5.c Demonstrate appropriate audience etiquette for venue, purpose, and style.
- TH:Re8.1.6.b Identify cultural perspectives that may influence the evaluation of a drama/theatre work.
- TH:Re8.1.6.c Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.
- TH:Cn11.2.6.a Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.
- TH:Cn.11.2.6.b Investigate the time period and place of a drama/theatre work to better understand performance and design choices.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>How technical elements are integrated into a drama/theatre work</td>
<td>Articulate</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Personal reactions to artistic choices in a drama/theatre work</td>
<td>Describe</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Personal reactions to artistic choices in a drama/theatre work</td>
<td>Record</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Universal themes and express them in a drama/theatre work</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Common social issues and express them in a drama/theatre work</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>How artists make choices based on personal experience in a drama/theatre work</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Supporting evidence to evaluate drama/theatre work</td>
<td>Use</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Criteria to evaluate drama/theatre work</td>
<td>Use</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>A specific audience or purpose for a drama/theatre work</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>How the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>How acting exercises and techniques can be applied to a drama/theatre work</td>
<td>Recognize</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>With various physical choices to communicate character in a drama/theatre work</td>
<td>Experiment</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>
Essential Questions:
1. Why is it important to understand basic theater vocabulary?
2. Why is it important for performers be able to identify technical elements of theater?
3. How do performers access the thoughts, feelings and actions of a character?
4. How is improvisation relevant to everyday life?
5. How can students depict emotions in a dramatic setting?

Enduring Understanding/Big Ideas:
1. Basic theater vocabulary is important because it allows for clear communication between peers and the director.
2. Identifying the technical elements of theater is important so that a student can understand and evaluate a theatrical performance.
3. Performers access the thoughts, feelings and actions of a character by text analysis, rehearsal and additional practices.
4. Improvisational skills help prepare students with interactions that require a quick, thoughtful response. I.E - Job interviews, collaborating with coworkers.
5. Students will depict emotions in a dramatic setting by studying common physical and emotional reactions to these situations and mirroring them in a scene.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characterization</td>
<td>Actor</td>
</tr>
<tr>
<td>Present</td>
<td>Improvisation</td>
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<tr>
<td>Theme</td>
<td>Comedy</td>
</tr>
<tr>
<td>Warm-up</td>
<td>Concentration</td>
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<td>Posture</td>
<td>Director</td>
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<tr>
<td>Mood</td>
<td>Mime</td>
</tr>
<tr>
<td>Articulation</td>
<td>Pantomime</td>
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<tr>
<td>Dialogue</td>
<td>Body alignment</td>
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<tr>
<td>Diction</td>
<td>Rehearsal</td>
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<tr>
<td></td>
<td>Script</td>
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<tr>
<td></td>
<td>Theater</td>
</tr>
<tr>
<td></td>
<td>Cross</td>
</tr>
<tr>
<td></td>
<td>Centerstage</td>
</tr>
<tr>
<td></td>
<td>Downstage</td>
</tr>
<tr>
<td></td>
<td>Upstage</td>
</tr>
<tr>
<td></td>
<td>Stage Left</td>
</tr>
<tr>
<td></td>
<td>Stage Right</td>
</tr>
<tr>
<td></td>
<td>Stock Character</td>
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<tr>
<td></td>
<td>Scene</td>
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<tr>
<td></td>
<td>Play</td>
</tr>
<tr>
<td></td>
<td>Stage</td>
</tr>
<tr>
<td></td>
<td>Tragedy</td>
</tr>
</tbody>
</table>
Topic 1: Exposure to Drama

Engaging Experience 1

Title: Viewing Dramatic Productions

Suggested Length of Time: 1-2 weeks

Standards Addressed

Priority:

- TH:Pr5.1.6.a Articulate how technical elements are integrated into a drama/theatre work.
- TH:Re7.1.6.a Describe and record personal reactions to artistic choices in a drama/theatre work.
- TH:Cn11.1.6.a Identify universal themes or common social issues and express them through a drama/theatre work.
- TH:Re8.1.6.a Explain how artists make choices based on personal experience in a drama/theatre work.
- TH:Re9.1.6.a Use supporting evidence and criteria to evaluate drama/theatre work.
- TH:Re9.1.6.c Identify a specific audience or purpose for a drama/theatre work.

Supporting:

- TH:RE9.1.6.b Apply the production elements used in a drama/theatre work to assess aesthetic choices.
- TH:Pr5.1.5.c Demonstrate appropriate audience etiquette for venue, purpose, and style.
- TH:Re8.1.6.b Identify cultural perspectives that may influence the evaluation of a drama/theatre work.
- TH:Re8.1.6.c Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.
- TH:Cn11.2.6.a Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.
- TH:Cn.11.2.6.b Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

Detailed Description/Instructions: Students will view a variety of dramatic forms. Students will express and compare their personal reactions to the selections by completing a reflection that includes both visual and written artifacts. Students will identify technical elements of theater and explain how those elements contribute to the mood of the production. Students will create a visual representation that compares and contrasts the ways ideas and emotions are depicted in art, dance, music and theater and select movement, music or visual elements. Students will discuss different jobs within the theater (i.e., actor, props manager, lighting designer) and discuss
their contribution to a performance. Students will model appropriate audience behavior during all performances.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2

**Engaging Experience 2**

**Title:** Script Analysis

**Suggested Length of Time:** 1-2 weeks

**Standards Addressed**

**Priority:**

- TH:Cn11.1.6.a Identify universal themes or common social issues and express them through a drama/theatre work
- TH:Pr4.1.6.a Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.
- TH:Re7.1.6.a Describe and record personal reactions to artistic choices in a drama/theatre work.
- TH:Re8.1.6.a Explain how artists make choices based on personal experience in a drama/theatre work.
- TH:Re9.1.6.a Use supporting evidence and criteria to evaluate drama/theatre work.
- TH:Re9.1.6.c Identify a specific audience or purpose for a drama/theatre work
- TH:Cn10.1.6.a Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.

**Supporting:**

- TH:RE9.1.6.b Apply the production elements used in a drama/theatre work to assess aesthetic choices.
- TH:Pr5.1.5.c Demonstrate appropriate audience etiquette for venue, purpose, and style.

**Detailed Description/Instructions:** Students will read a variety of scripts identifying the technical elements of theater including time/place, character, mood, and dramatic environments. They will compare and contrast ways that emotions and ideas are depicted in different scripts. Students will model appropriate audience behavior during all performances.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2
Topic 2: Interpreting Drama

Engaging Experience 3
Title: Improv
Suggested Length of Time: 1-2 weeks

Standards Addressed

Priority:

- TH:PR5.1.6.a Recognize how acting exercises and techniques can be applied to a drama/theatre work
- TH:Re8.1.6.a Explain how artists make choices based on personal experience in a drama/theatre work.
- TH:Pr4.1.6.b Experiment with various physical choices to communicate character in a drama/theatre work.

Supporting:

- PP.1.E.6a Model appropriate audience behavior at various performances
- TH:Pr5.1.5.c Demonstrate appropriate audience etiquette for venue, purpose, and style.

Detailed Description/Instructions: Through a variety of improv activities, students will identify objective, stock characters, act divisions and theme. They will learn stage directions and movement, characterization, concentration, and how to interact with other characters. Students will model appropriate audience behavior during all performances. Examples of improvisation activities include “Freeze,” “Party Quirks,” and “Scenes from a Hat.”

Bloom’s Levels: Create
Webb’s DOK: 3

Engaging Experience 4
Title: Duets
Suggested Length of Time: 1-2 weeks

Standards Addressed

Priority:

- TH:Cn11.1.6.a Identify universal themes or common social issues and express them through a drama/theatre work
- TH:Pr4.1.6.a Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.
- TH:Re8.1.6.a Explain how artists make choices based on personal experience in a drama/theatre work.

Supporting:

- TH:Pr5.1.5.c Demonstrate appropriate audience etiquette for venue, purpose, and style.
**Detailed Description/Instructions:** Students will work with a partner to read a script. Students will identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes. Students will identify warm-up, concentration, cross and posture. Students will model appropriate audience behavior during all performances.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
Engaging Scenario

Students will adapt a script, scene, movie, story (etc.). The adaptation may be based on time, place, or plot-line. For example, students may adapt a story to a new setting. Students may also adapt a story by creating a new ending. Students should include the technical elements of theater learned throughout the unit.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to Drama</td>
<td>Viewing Dramatic Productions</td>
<td>Students will view a variety of dramatic forms. Students will express and compare their personal reactions to the selections by completing a reflection that includes both visual and written artifacts. Students will identify technical elements of theater and explain how those elements contribute to the mood of the production. Students will create a visual representation that compares and contrasts the ways ideas and emotions are depicted in art, dance, music and theater and select movement, music or visual elements. Students will discuss different jobs within the theater (i.e., actor, props manager, lighting designer) and discuss their contribution to a performance. Students will model appropriate audience behavior during all performances.</td>
<td>1-2 weeks</td>
</tr>
<tr>
<td>Exposure to Drama</td>
<td>Script Analysis</td>
<td>Students will read a variety of scripts identifying the technical elements of theater including time/place, character, mood, and dramatic environments. They will compare and contrast ways that emotions and ideas are depicted in different scripts. Students will model appropriate audience behavior during all performances.</td>
<td>1-2 weeks</td>
</tr>
<tr>
<td>Interpreting Drama</td>
<td>Improvs</td>
<td>Through a variety of improv activities, students will identify objective, stock characters, act divisions and theme. They will learn stage directions and movement, characterization, concentration, and how to interact with other characters. Students will model appropriate audience behavior during all performances.</td>
<td>1-2 weeks</td>
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</tbody>
</table>
Examples of improvisation activities include “Freeze,” “Party Quirks,” and “Scenes from a Hat.”

| Interpreting Drama | Duets | Students will work with a partner to read a script. Students will identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes. Students will identify warm-up, concentration, cross and posture. Students will model appropriate audience behavior during all performances. | 1-2 weeks |


Unit 2: Rehearsal and Performance

Subject: Middle School Drama
Grade: 6
Name of Unit: Rehearsal and Performance
Length of Unit: 3-5 Weeks
Overview of Unit: In this unit, students will use skills obtained in Unit 1 to choose a script for analysis, learn and practice memorization skills, participate in the rehearsal process, and ultimately perform their interpretation of a script to an audience.

Priority Standards for unit:
- TH:Cr1.1.6.c Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- TH:Cr2-6.a Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.
- TH:Pr4.1.6.b Experiment with various physical choices to communicate character in a drama/theatre work.
- TH:Pr6.1.6.a Adapt a drama/theatre work and present it informally for an audience.
- TH:Cn11.1.6.a Identify universal themes or common social issues and express them through a drama/theatre work.

Supporting Standards for unit:
- TH:Cr1.1.6.a Identify possible solutions to staging challenges in a drama/theatre work.
- TH:Cr1.1.6.b Identify solutions to design challenges in a drama/theatre work.
- TH:Pr4.1.6.a Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.
- TH:Cr3.1.6.b Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.
- TH:Cr3.1.6.a Articulate and examine choices to refine a devised or scripted drama/theatre work.
- TH:Cr2-6.b Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.
- TH:Cr3.1.6c Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>A scripted or improvised character by imagining the</td>
<td>Explore</td>
<td>Analyze</td>
<td>2</td>
</tr>
</tbody>
</table>

Board Approved: May 23, 2019
Board Approved with Revisions: October 10, 2019
| given circumstances in a drama/theatre work | Critical analysis to improve, original ideas and artistic choices in a devised or scripted drama/theatre work | Use | Apply | 3 |
| A drama/theatre work and present it formally for an audience | Experiment | Apply | 3 |
| Various physical choices to communicate character in a drama/theatre work | Use | Apply | 3 |
| Universal themes or common social issues and express them in a drama/theatre work | Identify | Understand | 1 |

**Essential Questions:**
1. What are the basic stage locations and movements?
2. Why is learning to give and receive constructive criticism important?
3. How does teamwork contribute to a successful production?
4. What relevant life skills can be learned by being a part of a theatrical performance?
5. How do you use voice, vocal expression and body movement to communicate?
6. How do actors use techniques to express thoughts, feelings and actions of a character?

**Enduring Understanding/Big Ideas:**
1. The basic stage locations are upstage, center stage, downstage, left and right. Movements are enter and cross.
2. Learning to give and receive constructive criticism is important because it is a valuable tool that allows individuals to learn and grow.
3. Teamwork contributes to a successful production because it delivers better results from the collaboration of the total team rather than each member acting alone.
4. Taking part in a theatrical performance boosts confidence, teamwork and communication skills, motivation and meeting deadlines.

5. Students learn pitch, tempo and volume to make their speaking more effective. Students will practice body movement skills through improvisation, pantomime and stage practice.

6. Students use techniques to express thoughts, feelings and actions by studying common physical and emotional reactions to these situations and mirroring them in a scene.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation</td>
<td>• Actor • Cold Reading • Cross •</td>
</tr>
<tr>
<td>Dialogue</td>
<td>• Concentration • Cue • Director •</td>
</tr>
<tr>
<td>Diction</td>
<td>• Improvisation • Monologue • Motivation •</td>
</tr>
<tr>
<td>Projection</td>
<td>• Pantomime • Pitch • Play • Playwright •</td>
</tr>
<tr>
<td>Volume</td>
<td>• Position • Projection • Rehearsal • Run-through • Sense Memory • Cheat out •</td>
</tr>
<tr>
<td>Script</td>
<td>• Emotional memory • Obstacle • Pitch •</td>
</tr>
<tr>
<td>Action</td>
<td>• Subtext • Tempo • Upstaging</td>
</tr>
</tbody>
</table>
Engaging Experience 1

Title: Interpretation of a Script

Suggested Length of Time: 3-5 Weeks

Standards Addressed

Priority:
- TH:Cr1.1.6.c Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- TH:Cr2-6.a Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.
- TH:Pr4.1.6.b Experiment with various physical choices to communicate character in a drama/theatre work.
- TH:Pr6.1.6.a Adapt a drama/theatre work and present it informally for an audience.
- TH:Cn11.1.6.a Identify universal themes or common social issues and express them through a drama/theatre work.

Supporting:
- TH:Cr1.1.6.a Identify possible solutions to staging challenges in a drama/theatre work
- TH:Cr1.1.6.b Identify solutions to design challenges in a drama/theatre work.
- TH:Pr4.1.6.a Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.
- TH:Cr3.1.6.b Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.
- TH:Cr3.1.6.a Articulate and examine choices to refine a devised or scripted drama/theatre work.
- TH:Cr2-6.b Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.
- TH:Cr3.1.6c Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.
**Detailed Description/Instructions:** Students will participate in the rehearsal process by choosing a script to analyze (plot, characterization, climax, cues, etc.) and will learn and practice memorization skills. Using the skills they have learned in unit 1 and based on constructive criticism received from peers and the instructor, students will then adapt and develop their interpretation of the script for a final performance for the class. Through this rehearsal process, students will show the skills they have learned in concentration, pantomime, and body alignment to develop believable characters during this adaptive performance. Students will model appropriate audience behavior during all performances.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will perform their interpretation of the memorized script for a class or invited audience. Students will show concentration, pantomime, and body alignment to develop believable characters during this performance.
### Summary of Engaging Learning Experiences for Topics

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<th>Topic</th>
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<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rehearsal and Performance</td>
<td>Interpretation of a Script</td>
<td>Students will participate in the rehearsal process by choosing a script to analyze (for plot, characterization, climax, cues, etc.) and will learn and practice memorization skills. Using the skills they have learned in unit 1 and based on constructive criticism received from peers and the instructor, students will then adapt and develop their interpretation of the script for a final performance for the class. Through this rehearsal process, students will show the skills they have learned in concentration, pantomime, and body alignment to develop believable characters during this adaptive performance. Students will model appropriate audience behavior during all performances.</td>
<td>3-5 weeks</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.