



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Stagecraft & Set Design
Grades 9-12

Curriculum Guide

2021

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved September 21, 2021

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

The Board of Education of the Township of Springfield, in the County of Union, New Jersey, convened in Regular Session on September 20, 2021 at 7:41 PM.

The following members of the Board of Education were present:

Present: Mr. Marc Miller, Mr. Hector Munoz, Mrs. Meredith Murphy, Mrs. Kristy Rubin, Mrs. Paula Saha, Mr. Scott Silverstein, Mrs. Hilary Turnbull, Mrs. Laura Gamarekian

Absent: Mr. Anthony Delia

The following resolution was offered by Mrs. Saha, seconded by Mr. Miller and adopted by the Board of Education by the Roll Call vote as indicated.

TITLE: REVISED CURRICULUM

RESOLVED :

At the recommendation of the Superintendent, I move to approve the following revised curriculum –

- | | | |
|------------------------------------|---|--------------|
| • Music Production Lab I | - | High School |
| • Music Production Lab II | - | High School |
| • Open Studio-Expanded Media | - | High School |
| • Photography I | - | High School |
| • Portfolio Studio Art | - | High School |
| • Radio Programming and Production | - | High School |
| • Stagecraft & Set Design | - | High School |
| • TV Production Practicum | - | High School. |

ROLL CALL:

Yeas: Unanimous by all Members present.

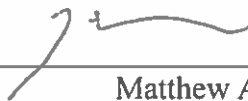
MOTION CARRIED

STATE OF NEW JERSEY)

COUNTY OF UNION)

I, Matthew A. Clarke, Business Administrator/Board Secretary of the Township of Springfield in the County of Union, State of New Jersey, hereby, certify that the foregoing extract from the minutes of the meeting of the Board of Education of said District duly called and held on September 20, 2021 has been compared by me with the original minutes as officially recorded in my Office in the Minute Book of said Township of Springfield Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relates to the subject matter referred to on said extract. In witness, I have hereunto set my hand and affixed the corporate seal of said Board of Education this 21st day of September 2021.

SEAL



Matthew A. Clarke
Business Administrator/Board Secretary



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Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Asst. Superintendent of Curriculum and Instruction

Curriculum Developed By:

Norman Francis, Jr., Ed. D. ~ Principal

Steve Di Gangi ~Photography Teacher



Unit Overview Template

Content Area: Practical Arts **Grade Level:** 9-12 **Unit Title:** Safety

Unit Summary: This unit is designed to develop an understanding of the proper techniques in general safety, theater safety, and tool and machine safety.

Primary Interdisciplinary Connections: 21st Century Life & Career Education, Social & Emotional Learning

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy

☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit sets a foundation in safety and creates positive work habits and attitudes, both in the shop and in the auditorium (field work/ job site)

Career Readiness 9.2, 9.4

Learning Targets

Standards: VPA 1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 2: Organizing and developing ideas.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

Core Idea: Innovative ideas or innovation can lead to career opportunities.

Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

CPI#:	Cumulative Progress Indicator (CPI):
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
9.4.12.Cl.2:	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations



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SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?



- What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?

Unit Enduring Understandings:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Unit Learning Targets:

Students will....

- Be able to identify and explain the importance of the safety rules associated with general and theater safety.
- Be able to identify unsafe conditions in both the lab and the theater, and remedy them
- Understand and demonstrate proper safety techniques when operating hand and power tools.
- Be able to identify their rights to a safe working environment.

Evidence of Learning

Summative Assessment: 2 days

Equipment Needed: Various hand and power tools, computers, TV/DVD player, projector

Teacher Resources: Safety booklets (tool specific), notes, internet access, Practical Technical Theater DVD

Formative Assessments:

- Class participation
- Observation
- Written assessment
- On-going safety techniques (on-site)

Lesson Plans

Lesson	Time Frame
Lesson 1 General Safety	2 days
Lesson 2 Theater Safety	2 days
Lesson 3 Workplace Safety	4 days
Teacher Notes: Students must pass all safety quizzes before they can participate in any building activity.	



Lesson Plan 1 Template		
Content Area: Practical Arts	Lesson Title: General Safety	Time Frame: 2 days
Lesson Components		
21st Century Themes ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: 21st Century Life & Career Education, Industrial Arts, Health & Safety, Visual & Performing Arts		
Integration of Technology: Laptops, internet, local network, word processing		
Equipment Needed: Various hand and power tools, computers, TV/DVD player, projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Generate a list of potential general safety rules in a small group setting. ● Generate a list of actual general safety rules in large group setting. ● Identify and explain the importance of each rule.	Lesson Sequence 1. Work in small groups to generate potential lists using word processing software. 2. Work in large group to create first list and add any missing rules 3. Identify the importance of each rules 4. Drop box list to teacher over local network. 5. Written assessment	● Class participation ● Assessment of activity lists ● Formal written assessment
Differentiation: Work alone/together, open ended activities, written and oral participation, modified assessments		
Resources Provided: ● Safety manuals ● Safety website: http://ronhazelton.com ● Teacher generated notes		



Lesson Plan 2 Template		
Content Area: Practical Arts	Lesson Title: Theater Safety	Time Frame: 2 days
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: 21st Century Life & Career Education, Industrial Arts, Health & Safety, Visual & Performing Arts		
Integration of Technology: Laptops, local network		
Equipment Needed: Computers, TV/DVD player, projector, DVD "Practical Technical Theater"		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to answer questions relating to theater safety. - Identify the potential safety hazards that may exist in a theater setting.	Lesson Sequence - Students will watch a DVD and answer questions related to it. - As a group we will assess the activity sheet and use the local network. - Formal written assessment	- Activity sheet - Observation - Formal written assessment
Differentiation: Work alone/together, open ended activities, written and oral participation, modified assessments		
Resources Provided: - Activity sheet - DVD "Practical Technical Theater"		



Lesson Plan 3 Template		
Content Area: Practical Arts	Lesson Title: Workplace Safety	Time Frame: 2 days
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: 21st Century Life & Career Education, Industrial Arts, Health & Safety, Visual & Performing Arts		
Integration of Technology: Laptops, internet, local network, word processing		
Equipment Needed: Computers, projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the importance of safe working conditions. - Identify potentially unsafe conditions in the theater and remedy them. - Identify government agencies that monitor unsafe working conditions. - Answer questions related to unsafe working conditions.	Lesson Sequence - Students will identify unsafe conditions in school and at home and problem solve solutions. - Access the OSHA website to identify their rights with regard to workplace safety. - Answer questions relating to workplace safety.	- Class participation - OSHA activity sheet - Written assessment
Differentiation: Work alone/together, open ended activities, written and oral participation, modified assessments		
Resources Provided: http://www.osha.gov - Teacher notes		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Practical Arts	Grade Level: 9-12	Course Title: Stagecraft & Set Design
Created: Steven DiGangi	Board Approved on:	



Unit Overview Template

Content Area: Practical Arts	Grade Level: 9-12	Unit Title: Set Design
Unit Summary: This unit is designed to develop an understanding of set design and drawing techniques. Primary Interdisciplinary Connections: 21 st Century Life & Career Education, Social & Emotional Learning 21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: This unit teaches the student various technical drawing techniques necessary to design a set		
Career Readiness 9.2, 9.4		

Learning Targets

Standards: VPA 1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5	
Content Statements: Anchor Standard 1: Generating and conceptualizing ideas SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.12.prof.Cr1b	Use multiple approaches to begin creative endeavors.
9.4.12.CT.4:	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals



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SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals



Unit Learning Targets:

Students will....

- Be able to create a multi-view drawing or orthographic projection.
- Be able to create an isometric drawing.
- Be able to design a set.

Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: Computers, projector

Teacher Resources: Sample drawings, Isometric grid, Sample 3D objects, local network

Formative Assessments:

- Class participation
- Observation
- Performance assessments (drawing)

Lesson Plans

Lesson	Time Frame
Lesson 1 Orthographic Projection	5-7 days
Lesson 2 Isometric Drawing	5-7 days
Lesson 3 Set Design	5 days

Teacher Notes: These drawing techniques are used by professionals in engineering and architecture, among others.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.technologystudent.com/designpro/ortho1.html>

<http://www.technologystudent.com/prddes1/drawtec2.html>



Lesson Plan 1 Template

Content Area: Practical Arts **Lesson Title:** Orthographic Projection **Time Frame:** 5-7 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

21st Century Life & Career Education, Industrial Arts, Visual & Performing Arts

Integration of Technology:

Laptops, internet, local network

Equipment Needed:

Computers, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the three views of a multi-view drawing. - Create multi-view drawings.	Lesson Sequence - Teacher will explain orthographic projection and show samples. - Students will complete a multiview drawing worksheet. - Students will use laptops and Adobe Photoshop to create sample drawings. - Using Photoshop, students will look at 3D objects and create an orthographic projection drawing. - Use the local network to upload and download drawings.	- Class participation - Drawings
Differentiation: Mini workshops to re-teach or extend skills, Project-based learning, computer based learning		



Resources Provided:

- Multiview drawing worksheet
- <http://www.technologystudent.com/designpro/ortho1.htm>
- Teacher generated notes
- Teacher generated samples
- Computer based drawing in Photoshop



Lesson Plan 2 Template

Content Area: Practical Arts **Lesson Title:** Isometric Drawings **Time Frame:** 5-7 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

21st Century Life & Career Education, Industrial Arts, Visual & Performing Arts

Integration of Technology:

Laptops, internet, local network, Adobe Photoshop & Illustrator

Equipment Needed:

Computers, projector,

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the principles of Isometric drawings. - Be able to create Isometric drawings.	Lesson Sequence - Teacher will explain the principles of Isometric drawings and show samples. - Students will use an Isometric grid teacher created in Illustrator to draw simple objects. - Students will use a grid to draw advanced Isometrics designs. - Students can choose 4 drawings from a group. - Students use the local network to upload and download drawings.	- Observation - Isometric drawings
Differentiation: Mini workshops to re-teach or extend skills, Project-based learning, Varied product choices, computer based learning		



Resources Provided:

- <http://www.technologystudent.com/prddes1/drawtec2.html>
- Isometric grid
- Teacher created notes
- Sample drawings



Lesson Plan 3 Template

Content Area: Practical Arts

Lesson Title: Set Design

Time Frame: 5 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

21st Century Life & Career Education, Industrial Arts, Visual & Performing Arts

Integration of Technology:

Laptops, internet, local network, Google Sketch Up

Equipment Needed:

Computers, projector, tape measure

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the layout of a set. - Compile a list of the different parts needed for the current set. - Gather measurements for the current set. - Create a working floor plan for the current set. - Be able to use Google Sketchup.	Lesson Sequence - Students will be introduced to the current play. - Watch short clips if available to help visualize and reimagine the set. - Create a list of parts to the set and sizes. - Teacher demonstrates Google Sketchup. - Create a working floor plan.	- Class participation - Floor plan
Differentiation: Work alone/together, Mini workshops to re-teach or extend skills, Project-based learning, computer based learning		
Resources Provided: - www.googlesketchup.com - Teacher notes		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☐	☒	☐
Are differentiated based on student needs	☐	☒	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Practical Arts	Grade Level: 9-12	Course Title: Stagecraft & Set Design
Created: Steven Di Gangi	Board Approved on:	



Unit Overview Template

Content Area: Practical Arts	Grade Level: 9-12	Unit Title: Parts of Scenery
Unit Summary: This unit is designed to develop an understanding of the many parts and pieces of a set. Primary Interdisciplinary Connections: 21 st Century Life & Career Education, Social & Emotional Learning 21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Students must understand and identify the parts and pieces of the set before they can build it.		
Career Readiness 9.2. 9.4		

Learning Targets

Standards: VPA 1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5	
Content Statements: Anchor Standard 2: Organizing and developing ideas. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.12.prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
9.4.12.CT.4:	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors



SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

Evidence of Learning

Unit Essential Questions:

- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?

Unit Enduring Understandings:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Unit Learning Targets:

Students will....

- Be able to identify the different parts of a set and explain their purpose.
- Be able to identify the different types of flats.
- Be able to identify the different types of platforms.
- Identify which materials should be used and where.
- Identify the various fasteners used.
- Explain the difference between a set and a real house.

Summative Assessment: 5 days

Equipment Needed: Computers, projector, DVD player, tape measure, lumber, fasteners, castors

Teacher Resources: "Practical Technical Theater" DVD, resource sheets, local network



Formative Assessments:

- Class participation
- Observation
- DVD resource sheets
- Formal assessments



Lesson Plans

Lesson	Time Frame
Lesson 1 Materials & Fasteners	2 days
Lesson 2 Platforms	5 days
Lesson 3 Flats	4 days

Teacher Notes: This starts the building process of the two major components of a set

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.theatrefolk.com/products/ptt>

<http://www.interactiveeducationalvideo.com/home.html>



Lesson Plan 1 Template

Content Area: Practical Arts **Lesson Title:** Materials & Fasteners **Time Frame:** 2 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

21st Century Life & Career Education, Industrial Arts, Visual & Performing Arts

Integration of Technology:

Laptops, internet, local network

Equipment Needed:

Computers, projector, DVD player

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Recognize common theatrical materials and fasteners and their safe use in the theater.	Lesson Sequence - Students watch the DVD and answer questions on the resource sheet. - Teacher brings in samples of lumber and fasteners and the students name and describe the uses for these materials and fasteners. - Formal assessment.	- Class participation - Resource sheet - Formal assessment
Differentiation: Work alone / together		
Resources Provided: "Practical Technical Theater" DVD - Resources sheets - Teacher generated notes - Teacher generated assessment		



Lesson Plan 2 Template

Content Area: Practical Arts Lesson Title: Platforms Time Frame: 5 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

21st Century Life & Career Education, Industrial Arts, Visual & Performing Arts

Integration of Technology:

Laptops, internet, local network

Equipment Needed:

Computers, projector, DVD player

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Distinguish the differences between box sets and houses. • Identify the correct technique for building a platform. • Discover ways to put legs and casters on a platform or wagon.	Lesson Sequence 1. Watch DVD sections on house vs a stage set and platforms. 2. Answer questions on resource guides. 3. Build platform. 4. Watch DVD sections on legging and casters. 5. Answer questions on resource guides. 6. Identify proper Leg platform structures. 7. Formal assessment.	• Observation • Resource guide • Formal assessment • Performance assessment
Differentiation: Work alone/together, open ended activities, written and oral participation, modified assessments		
Resources Provided: • "Practical Technical Theater" DVD • Resource sheets • Teacher created notes • Teacher created assessment		



Lesson Plan 3 Template

Content Area: Practical Arts Lesson Title: Flats Time Frame: 4 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

21st Century Life & Career Education, Industrial Arts, Visual & Performing Arts

Integration of Technology:

Laptops, internet, local network

Equipment Needed:

Computers, projector, DVD player

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the method for safely building a flat. • Determine the two methods of covering a flat. • Ascertain three methods for joining flats together. • The learner will specify the method for dutching flats.	Lesson Sequence 1. Play section of DVD on building a flat, answer questions on resource guide. 2. Build a flat. 3. Formal assessment. 4. Play section of DVD on covering flats, answer questions on resource guide. 5. Use the proper technique to hard cover flat. 6. Play section of DVD on joining flats and answer questions on resource guides. 7. Formal assessment.	• Class participation • Observation • Resource guide • Formal assessment • Performance assessment
Differentiation: Work alone/together, open ended activities, written and oral participation, modified assessments		
Resources Provided: • "Practical Technical Theater" DVD • Resource sheets		



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- Teacher notes
- Teacher made assessments



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Practical Arts **Grade Level:** 9-12 **Course Title:** Stagecraft & Set Design

Created: Steven DiGangi

Board Approved on:



Unit Overview Template

Content Area: Practical Arts	Grade Level: 9-12	Unit Title: Constructing a Set
Unit Summary: This unit is designed to develop the students' construction skills.		
Primary Interdisciplinary Connections: 21 st Century Life & Career Education, Social & Emotional Learning		
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy		
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Students will build the set for the upcoming show.		
Career Readiness 9.2 & 9.4		

Learning Targets

Standards: VPA 1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5	
Content Statements: Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.12acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
9.4.12.CT.2:	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.2.12.CAP.2:	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors



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SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How are artworks cared for and by whom?
- What criteria, methods, and processes are used to select work for preservation or presentation?
- Why do people value objects, artifacts, and artworks, and select them for presentation?

Unit Enduring Understandings:

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Unit Learning Targets:

Students will....

- Be able to build the various parts of the set
- Be able to follow safety practices
- Be able to assemble the set and tack it down
- Be able to test the set for stability



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- Be able to safely strike the set



Evidence of Learning

Summative Assessment: On-going

Equipment Needed: Hand tools, power tools, level, square, tape measure, lumber, fasteners, castors, any other various building materials necessary

Teacher Resources: Floor plan of set design

Formative Assessments:

- Class participation
- Observation
- Safety procedures
- Check for level, square, plumb, flush
- Structural test for stability

Lesson Plans

Lesson	Time Frame
Lesson 1 Building & Joining Flats	5-10 days
Lesson 2 Building & Legging Platforms	5-10 days
Lesson 3 Striking the Set	1-5 days

Teacher Notes: This unit is dedicated to building the set for the upcoming show. Every show has its own unique construction requirements, however practical units of the set are the same.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.theatrefolk.com/products/ptt>

<http://www.interactiveeducationalvideo.com/home.html>



Lesson Plan 1 Template

Content Area: Practical Arts **Lesson Title:** Building & Joining Flats **Time Frame:** 5-10 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

21st Century Life & Career Education, Industrial Arts, Health & Safety, Visual & Performing Arts

Integration of Technology:

Laptops, internet, local network

Equipment Needed:

Hand tools, power tools, level, square, tape measure, lumber, fasteners, castors, any other various building materials necessary

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Be able to safely use hand and power tools. ● Be able to follow a timeline and a deadline. ● Be able to use layout tools such as a framing square, level, and tape measure. ● Follow all safety rules. ● Be able to build the walls for the set.	Lesson Sequence 1. Students will read the floor plan to see how many flats the set requires. 2. Students will gather existing flats and build any additional flats necessary. 3. Students will attach flats together and reinforce where necessary.	● Participation assessment ● Check flats for plumb, level, square and flush ● Check flats for stability ● Safety assessment ● Written assessment on flats
Differentiation: Choice of activities, Flexible grouping, Goal setting with students, Mini workshops to re-teach or extend skills, Jigsaw, Open-ended activities, Use of collaboration of various activities, Alternative assessments		
Resources Provided: ● "Practical Technical Theater" DVD ● Floor plan of set ● Job sheets ● Teacher generated assessment		



Lesson Plan 2 Template

Content Area: Practical Arts **Lesson Title:** Building & Legging Platforms **Time Frame:** 5-10 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

21st Century Life & Career Education, Industrial Arts, Health & Safety, Visual & Performing Arts

Integration of Technology:

laptops, internet, Local network

Equipment Needed:

Hand tools, power tools, level, square, tape measure, lumber, fasteners, castors, any other various building materials necessary

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Be able to safely use hand and power tools ● Be able to follow a timeline and a deadline ● Be able to use layout tools such as framing square, level, tape measure ● Follow all safety rules ● Be able to build and leg platforms and stairs	Lesson Sequence 1. Students will read the floor plan to see how many platforms the set requires 2. Students will build platforms if necessary 3. Using height requirements from the floor plan, students will leg platforms 4. Students will build stairs if necessary and bolt to platform 5. Students will check for stability and reinforce if necessary	● Participation assessment ● Performance assessment ● Check for plumb, level, square, flush ● Safety assessment ● Written assessment on platforms and stairs
Differentiation: Choice of activities, Flexible grouping, Goal setting with students, Mini workshops to re-teach or extend skills, Jigsaw, Open-ended activities, Use of collaboration of various activities, Alternative assessments		



Resources Provided:

- "Practical Technical Theater" DVD
- Job sheets
- Floor plan
- Teacher created assessment



Lesson Plan 3 Template

Content Area: Practical Arts **Lesson Title:** Strike the Set **Time Frame:** 1-5 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

21st Century Life & Career Education, Industrial Arts, Health & Safety, Visual & Performing Arts

Integration of Technology:

Laptops, internet, local network

Equipment Needed:

Hand tools, power tools, pry bars

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Be able to strike the set. ● Be able to follow all safety rules. ● Be able to follow a job chart. ● Be able to work in teams.	Lesson Sequence 1. Teacher led lesson on striking the set. 2. Job sheet is created. 3. Set comes down in reverse order. 4. Usable parts are neatly stored in the prop room. 5. Final clean up.	● Participation assessment ● Safety assessment ● Written assessment on striking set
Differentiation: Choice of activities, Flexible grouping, Goal setting with students, Mini workshops to re-teach or extend skills, Jigsaw, Open-ended activities, Use of collaboration of various activities, Alternative assessments		
Resources Provided: ● "Practical Technical Theater" DVD ● Resource sheets ● Teacher notes ● Teacher made assessments ● Job sheet		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Practical Arts **Grade Level** 9-12 **Course Title:** Stagecraft & Set Design

Created: Steven DiGangi

Board Approved on:



Unit Overview Template

Content Area: Practical Arts	Grade Level: 9-12	Unit Title: Machine Manufacturing
Unit Summary: Students will gain an understanding of the additional tools and machines in the woods lab . Primary Interdisciplinary Connections: 21 st Century Life & Career Education, Social & Emotional Learning 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Students will be able to demonstrate the proper operation of machines and tools that are used for traditional construction.		
Career Readiness 9.2 & 9.4		

Learning Targets

Standards: VPA 1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5	
Content Statements: Anchor Standard 1: Generating and conceptualizing ideas. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: With a growth mindset, failure is an important part of success.	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
9.2.12.CAP.2:	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges



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SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed



Evidence of Learning

Unit Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Unit Learning Targets:

Students will...

- Be able to safely use the aforementioned power tools to create a project
- Be able to follow a clean-up chart
- Be able to work as a group
- Understand which tool is correct for the job

Summative Assessment: Rubric

Equipment Needed: Hand tools, power tools, level, square, tape measure, lumber

Teacher Resources: Laptop, network, safety manuals

Formative Assessments:

- Class participation
- Observation
- Safety procedures
- Rubric
- Measurements

Lesson Plans

Lesson	Time Frame
Lesson 1 Cutting lumber to length	2-3 days
Lesson 2 Cutting lumber to width	2-3 days
Lesson 3 Planing boards to thickness	1-3 days

Teacher Notes: This unit is dedicated to giving the students a total industrial/construction experience.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.me.ucr.edu>



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<http://studentshop.pratt.duke.edu>

<http://www.alansfactoryoutlet.com>



Lesson Plan 1 Template

Content Area: Practical Arts **Lesson Title:** Cutting lumber to length **Time Frame:** 2-3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

21st Century Life & Career Education, Industrial Arts, Health & Safety, Visual & Performing Arts

Integration of Technology:

Laptops, internet, local network

Equipment Needed:

Compound miter saw, square, tape measure, lumber

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Be able to layout a board to proper length. ● Be able to use layout tools such as a square and tape measure. ● Cut board to length with compound miter saw. ● Follow all safety rules. ● Follow the clean up chart and work as a team.	Lesson Sequence 1. Students will be given measurements and transfer them to lumber. 2. Demonstration on safety rules and how to apply them to safe miter saw operation. 3. Students will cut lumber to the proper length with a miter saw. 4. Clean up as a team using the clean up chart.	● Participation assessment ● Measurement assessment ● Rubric assessment ● Safety assessment ● Written assessment on compound miter saw ● Clean up assessment ● Self assessment
Differentiation: Goal setting with students, Mini workshops to re-teach or extend skills, Open-ended activities, Use of collaboration of various activities, Alternative assessments, Work alone / together, Project-based learning		



Lesson Plan 2 Template

Content Area: Practical Arts **Lesson Title:** Cutting lumber to width **Time Frame:** 2-3 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

21st Century Life & Career Education, Industrial Arts, Health & Safety, Visual & Performing Arts

Integration of Technology:

Laptops, internet, local network

Equipment Needed:

Band saw, jointer, square, metal ruler, lumber

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to layout a board to proper width. - Be able to use layout tools such as a square and metal ruler. - But the board is rough width using a band saw. - Size the board to the final width using the jointer. - Follow all safety rules. - Follow the clean up chart . - Work as a team.	Lesson Sequence - Students will be given measurements and transfer them to lumber. - Demonstration of safety rules and apply them to safe band saw operation. - Students will cut lumber to rough width using the band saw. - Demonstration on how to safely use the jointer. - Students will plane the boards to proper width using the jointer. - Clean up as a team using the clean up chart.	- Participation assessment - Measurement assessment - Rubric assessment - Safety assessment - Written assessment on band saw & jointer - Clean up assessment - Self assessment
Differentiation: Goal setting with students, Mini workshops to re-teach or extend skills, Open-ended activities, Use of collaboration of various activities, Alternative assessments, Work alone/together, Project-based learning		



Resources Provided:

- Safety and user guides
- Clean up chart
- Rubric
- Teacher generated assessment



Lesson Plan 3 Template

Content Area: Practical Arts **Lesson Title:** Planing boards to thickness **Time Frame:** 1-3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

21st Century Life & Career Education, Industrial Arts, Health & Safety, Visual & Performing Arts

Integration of Technology:

Laptops, internet, Local network

Equipment Needed:

Surface planer, vacuum system, steel ruler, square

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to plane the boards to the proper thickness using the surface planer. - Be able to follow all safety rules. - Be able to follow a clean up chart. - Be able to work in teams.	Lesson Sequence - Demonstration on how to safely use the surface planer. - Students will plane lumber to final thickness. - Students will measure and assess proper thickness. - Students work in teams to clean up using the clean up chart.	- Participation assessment - Measurement assessment - Rubric assessment - Safety assessment - Written assessment on surface planer - Clean up assessment - Self assessment
Differentiation: Goal setting with students, Mini workshops to re-teach or extend skills, Open-ended activities, Use of collaboration of various activities, Alternative assessments, Work alone/together, Project-based learning		
Resources Provided: - Safety and user guides - Clean up chart - Rubric - Teacher generated assessment		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☐	☒	☐
Are differentiated based on student needs	☐	☒	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Practical Arts **Grade Level:** 9-12 **Course Title:** Stagecraft & Set Design

Created: Steven DiGangi

Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension