

Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period 1	45 days
<b>Artistic Process:</b>	<b>Anchor Standard:</b> <i>General Knowledge &amp; Skills</i>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit</b>
Creating Performing Responding	<b>Standard #:</b> Anchor Standard 1 <b>Description:</b> Generating and conceptualizing ideas.  <b>Standard #:</b> Anchor Standard 4 <b>Description:</b> Selecting, analyzing, and interpreting work.  <b>Standard #:</b> Anchor Standard 7 <b>Description:</b> Perceiving and analyzing products.	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<b>Creating</b> Imagine, Envision, Plan, Construct, Evaluate, Clarify, Realize  <b>Performing</b> Establish, Analyze, Choose, Rehearse, Share  <b>Responding</b>	<b>2nd</b> 1.4.2.Cr1 a. Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).  b. Collaborate with peers to conceptualize props, costumes,	<b>Activity Description:</b> Title: Celebrating Diversity on Stage- Theater Unit for Grades K-2  Unit Overview:  In this theater unit, students will engage in guided drama experiences to explore themes of diversity and inclusion. Through creative drama activities, they will develop character choices, collaborate on props and costumes, experiment with

<p>Examine, Discern, Critique, Interpret</p>	<p>and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p><b>2nd</b> 1.4.2.Pr4</p> <p>a. With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).</p> <p>b. Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>2nd</b> 1.4.2.Re7</p> <p>a. Express emotional responses to characters to recall and</p>	<p>voice and movement, and express emotional responses to characters. By the end of the unit, students will have gained a deeper understanding of diversity and inclusion through the lens of theater arts.</p> <p>Standards Addressed:</p> <p>1.4.2.Cr1</p> <p>1.4.2.Pr4</p> <p>1.4.2.Re7</p> <p>Session 1: Exploring Characters and Emotions</p> <p><i>Objective:</i> Introduce students to the concept of diversity and different emotions through theater.</p> <ul style="list-style-type: none"><li>● Activity 1: Circle of Emotions<ul style="list-style-type: none"><li>● Students sit in a circle and take turns expressing different emotions through facial expressions and body language.</li></ul></li><li>● Activity 2: Emotion Charades<ul style="list-style-type: none"><li>● Students act out various emotions while classmates guess the emotion being portrayed.</li></ul></li></ul> <p>Session 2: Creating Characters and Scenes</p>
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	recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).	<p><i>Objective:</i> Collaboratively create characters and scenes that celebrate diversity.</p> <ul style="list-style-type: none"> <li>● Activity 1: Character Creation           <ul style="list-style-type: none"> <li>● Students work in pairs to create characters from different backgrounds, discussing their traits and experiences.</li> </ul> </li> <li>● Activity 2: Scene Building           <ul style="list-style-type: none"> <li>● In groups, students use props and simple costumes to create scenes depicting diverse settings (e.g., a park, a classroom).</li> </ul> </li> </ul> <p>Session 3: Exploring Voice and Movement</p> <p><i>Objective:</i> Experiment with voice, gestures, and movements to bring characters to life.</p> <ul style="list-style-type: none"> <li>● Activity 1: Voice Exploration           <ul style="list-style-type: none"> <li>● Students practice using different tones and pitches of voice to express emotions.</li> </ul> </li> <li>● Activity 2: Movement Workshop           <ul style="list-style-type: none"> <li>● Students participate in guided exercises to explore how body movements can convey different emotions and character traits.</li> </ul> </li> </ul> <p>Session 4: Putting It All Together</p> <p><i>Objective:</i> Rehearse and present short scenes that promote diversity and inclusion.</p>
<b>Enduring Understanding/s:</b>	<b>Essential Question/s:</b>	
<ol style="list-style-type: none"> <li>1. Theatre artists rely on intuition, curiosity, and critical inquiry.</li> <li>2. Theatre artists develop personal processes and skills for a performance or design.</li> <li>3. Theatre artists reflect to understand the impact of drama processes and theatre experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</li> <li>2. How do theatre artists fully prepare a performance or design?</li> <li>3. How do theatre artists comprehend the essence of drama processes and theatre experiences?</li> </ol>	

<b>Social and Emotional Learning:  <i>Competencies</i></b>	<b>Social and Emotional Learning:  <i>Sub-Competencies</i></b>	
<p>SEL/Create</p> <ul style="list-style-type: none"> <li>- (1) Generate and conceptualize artistic ideas and work.</li> <li>- (2) Organize and develop artistic ideas and work.</li> <li>- (3) Refine and complete artistic ideas and work.</li> </ul> <p>SEL/Perform</p> <ul style="list-style-type: none"> <li>- (4) Analyze, interpret &amp; select artistic work for Presentation.</li> <li>- (5) Develop &amp; refine artistic techniques &amp; work for presentation.</li> <li>- (6) Convey meaning through the presentation of artistic work.</li> </ul> <p>SEL/Respond</p> <ul style="list-style-type: none"> <li>- (7) Perceive and analyze artistic work.</li> </ul>	<p>SEL/Create</p> <p>CONSOLIDATED EU (1)          Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ (1)          How do artists generate creative ideas?</p> <p>SEL/Create</p> <p>CONSOLIDATED EU (2)          Artists organize and develop creative ideas by balancing what is known with what is new.</p> <p>CONSOLIDATED EQ (2)          How do artists make creative decisions?</p> <p>SEL/Create</p> <p>CONSOLIDATED EU (3)          Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</p> <p>CONSOLIDATED EQ (3)</p>	<ul style="list-style-type: none"> <li>● Activity 1: Scene Rehearsals             <ul style="list-style-type: none"> <li>● Students rehearse their scenes, focusing on using voice, gestures, and movements effectively.</li> </ul> </li> <li>● Activity 2: Performance Showcase             <ul style="list-style-type: none"> <li>● Students perform their scenes for classmates, followed by a group discussion on the importance of diversity and inclusion in storytelling.</li> </ul> </li> </ul> <p>Assessment:</p> <p>Assessment will be ongoing throughout the unit, focusing on students' participation, creativity, collaboration, and ability to express emotions through theater activities. Observation, informal check-ins, and reflection activities will be used to assess student progress.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>● Props and costumes (e.g., hats, scarves, fabric scraps)</li> <li>● Picture books featuring diverse characters and settings</li> <li>● Audio recordings of different sounds to inspire storytelling</li> </ul> <p>Extension Activities:</p> <ul style="list-style-type: none"> <li>● Invite parents or other classes to watch the final performance.</li> <li>● Encourage students to write short stories or draw pictures of their characters and scenes. (LA)</li> </ul>

<ul style="list-style-type: none"><li>- (8) Interpret intent and meaning in artistic work.</li><li>- (9) Apply criteria to evaluate artistic work.</li></ul>	<p>How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?</p> <p>SEL/Perform CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ (4) How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?</p> <p>SEL/Perform CONSOLIDATED EU (5) Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, &amp; refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<ul style="list-style-type: none"><li>● Explore other forms of creative expression related to diversity, such as music or visual art.</li></ul> <p>By integrating theater activities with themes of diversity and inclusion, this unit aims to foster empathy, understanding, and appreciation for differences among young learners.</p> <p>Interdisciplinary Connections:</p> <p>Language Arts (LA)</p>
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	<p>CONSOLIDATED EQ (5) How do artists improve the quality of their presentation/performance?</p> <p>SEL/Perform CONSOLIDATED EU (6) Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.</p> <p>CONSOLIDATED EQ (6) When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audiences response?</p> <p>SEL/Respond CONSOLIDATED EU (7) Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.</p>	
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	<p>CONSOLIDATED EQ (7) How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p> <p>SEL/Respond CONSOLIDATED EU (8) The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>CONSOLIDATED EQ (8) How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.</p> <p>SEL/Respond CONSOLIDATED EU (9) Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.</p>	
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	<p><b>CONSOLIDATED EQ (9)</b>          How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?</p>		
<p><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Peer and self feedback in critical response format</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Rubric evaluations</li> <li>Tests/Quizzes</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Performances/Presentations</li> <li>In-studio showings</li> </ul>	
<p><b>Differentiated Student Access to Content:          Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources          IEP/504/At-Risk/ESL</b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall</p>	<ul style="list-style-type: none"> <li>Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not</li> </ul>	<ul style="list-style-type: none"> <li>Allow access to supplemental materials, including use of online bilingual dictionary.</li> <li>Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format</li> </ul>	<ul style="list-style-type: none"> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

<p>Flinders, J. &amp; Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Green Gilbert, A. (2006). <i>Brain-Compatible Dance Education</i>. Human Kinetics.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. <a href="https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf">https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</a></p> <p>Spolin, V. (1986). <i>Theater games for the classroom: A teacher's handbook</i>. Northwestern University Press.</p>	<p>homework is appropriate.</p> <ul style="list-style-type: none"> <li>• Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.</li> <li>• Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.</li> </ul>	<p>of any classwork, quiz or test to their individual needs.</p>	
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>● Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>● Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>● Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</li> <li>● Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</li> <li>● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>● Provide access to preferred seating, when requested.</li> <li>● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>● Propose interest-based extension activities and opportunities for extra credit.</li> </ul>

	their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i> X	Diversity and Inclusion <i>C.18A:35-4.36.A</i>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b><i>Disciplinary Concepts:</i></b> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<b><i>Core Ideas:</i></b>	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	<b><i>Performance Expectation/s:</i></b>	Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work.

		<p>Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>Identify possible approaches and resources to execute a plan.</p> <p>Use a variety of types of thinking to solve problems.</p> <p>Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.</p>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
		<p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>