

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45 days
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Creating Performing Connecting	Standard #: Anchor Standard 3 Description: Refining and completing products. Standard #: Anchor Standard 6 Description: Conveying meaning through art. Standard #: Anchor Standard 10 Description: Synthesizing and relating knowledge and personal experiences to create products.	
Artistic Practice:	Performance Expectation/s:	
Creating Imagine, Envision, Plan, Construct, Evaluate, Clarify, Realize Performing Establish, Analyze, Choose, Rehearse, Share	2nd 1.4.2.Cr3 a. With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). b. Identify similarities and	Activity Description: Title: Embracing Diversity on Stage- A Theater Unit Exploring LGBT and Disabilities Unit Overview: In this theater unit, students will explore themes of LGBT representation and disabilities through guided drama experiences. They will contribute to the adaptation of plot and

<p>Connecting Incorporate, Affect, Expand</p>	<p>differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>2nd 1.4.2.Pr6 a. Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.</p> <p>2nd 1.4.2.Cn10 a. With prompting and support, identify similarities between characters in dramatic play or a</p>	<p>dialogue, identify similarities and differences in sounds and movements, and independently imagine and collaboratively create representations of objects. Through creative drama activities, students will use voice, sound, movement, and gestures to communicate emotions and share their experiences with peers.</p> <p>Standards Addressed:</p> <p>1.4.2.Cr3</p> <p>1.4.2.Pr6</p> <p>1.4.2.Cn10</p> <ul style="list-style-type: none">● Identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers. <p>Session 1: Exploring Diversity and Inclusion</p> <p><i>Objective:</i> Introduce students to the concepts of LGBT representation and disabilities in a safe and inclusive environment.</p> <ul style="list-style-type: none">● Activity 1: Circle Discussion<ul style="list-style-type: none">● Lead a discussion on diversity, inclusion, and acceptance, emphasizing the importance of respecting differences.
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	guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).	<ul style="list-style-type: none"> ● Activity 2: Storytelling <ul style="list-style-type: none"> ● Read a children's book featuring LGBT characters or characters with disabilities, discussing the characters' emotions and experiences.
Enduring Understanding/s:	Essential Question/s:	Session 2: Creating Characters and Scenes
<ol style="list-style-type: none"> 1. Theatre artists refine their work and practice their craft through rehearsal. 2. 3. Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. 4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 	<ol style="list-style-type: none"> 1. How do theatre artists transform and edit their initial ideas? 2. 3. What happens when theatre artists and audiences share creative experiences? 4. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, 	<p><i>Objective:</i> Collaboratively create characters and scenes that celebrate diversity and representation.</p> <ul style="list-style-type: none"> ● Activity 1: Character Creation <ul style="list-style-type: none"> ● Students brainstorm and create characters representing diverse identities, including LGBT and characters with disabilities. ● Activity 2: Scene Building <ul style="list-style-type: none"> ● In small groups, students create scenes that depict inclusive environments and interactions among diverse characters. <p>Session 3: Developing Plot and Dialogue</p> <p><i>Objective:</i> Contribute to the development of plot and dialogue that reflect the experiences of LGBT individuals and people with disabilities.</p> <ul style="list-style-type: none"> ● Activity 1: Plot Development <ul style="list-style-type: none"> ● Students work together to develop a storyline that highlights the challenges and triumphs of diverse characters.

	and the exploration of empathy?	<ul style="list-style-type: none"> Activity 2: Dialogue Creation <ul style="list-style-type: none"> In pairs or small groups, students write dialogues that reflect the emotions and experiences of LGBT individuals and people with disabilities.
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	Session 4: Rehearsals and Performances
<p>SEL/Create</p> <ul style="list-style-type: none"> (1) Generate and conceptualize artistic ideas and work. (2) Organize and develop artistic ideas and work. (3) Refine and complete artistic ideas and work. <p>SEL/Perform</p> <ul style="list-style-type: none"> (4) Analyze, interpret & select artistic work for Presentation. (5) Develop & refine artistic techniques & work for presentation. (6) Convey meaning through the presentation of artistic work. <p>SEL/Connect</p>	<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)</p>	<p><i>Objective:</i> Rehearse and perform short dramas that promote empathy, understanding, and acceptance of diverse identities.</p> <ul style="list-style-type: none"> Activity 1: Rehearsals <ul style="list-style-type: none"> Students rehearse their scenes, focusing on using voice, sound, movement, and gestures to communicate emotions effectively. Activity 2: Performances <ul style="list-style-type: none"> Students perform their dramas for classmates, followed by a group discussion on the importance of representation and inclusion in storytelling. Assessment: <p>Assessment will be ongoing throughout the unit, focusing on students' participation, creativity, collaboration, and ability to express emotions and experiences related to LGBT and disabilities through theater activities. Observation, informal check-ins, and peer evaluations will be used to assess student progress.</p> <p>Resources:</p>

<ul style="list-style-type: none"> - (10) Synthesize and relate knowledge and personal experiences to make art. - (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. 	<p>Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</p> <p>CONSOLIDATED EQ (3) 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, & refine their</p>	<ul style="list-style-type: none"> ● Children's books featuring LGBT characters and characters with disabilities (LA) ● Pictures or videos depicting diverse identities and experiences ● Props and costumes representing diverse characters and settings <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Invite guest speakers from the LGBT community or disability advocacy organizations to share their experiences with the class. ● Organize a school-wide assembly to showcase students' performances and promote diversity and inclusion. ● Encourage students to create artwork or write stories that celebrate diverse identities and experiences. (LA) <p>By integrating theater activities with themes of LGBT representation and disabilities, this unit aims to foster empathy, understanding, and acceptance among young learners while promoting the importance of diverse representation in the arts.</p> <p>Interdisciplinary Connections:</p> <p>Language Arts (LA)</p>
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	<p>presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <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/Connect CONSOLIDATED EU (10)</p>	
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	<p>Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> <p>CONSOLIDATED EQ (10) How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p> <p>SEL/Connect CONSOLIDATED EU (11) People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.</p> <p>CONSOLIDATED EQ (11) What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance</p>	
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	literacy in the arts and connection to our communities?		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> Peer and self feedback in critical response format 		Benchmarks: <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes Summative Assessments: <ul style="list-style-type: none"> Performances/Presentations In-studio showings 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
<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 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & 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>	<ul style="list-style-type: none"> 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 homework is appropriate. 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. 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Spolin, V. (1986). <i>Theater games for the classroom: A teacher's handbook</i>. Northwestern University Press.</p>	<ul style="list-style-type: none"> 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. 		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> 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. <p>Other:</p> <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Offer resources to students in a variety of ways to accommodate for multiple learning styles. 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.

Content Area: Visual & Performing Arts (NJSL-S-VPA)
Visual and Performing Arts: Grades K-2 Theater
Grade: K-2

Dev. Date:
2020-2021

<ul style="list-style-type: none">● Engage all learners through implementation of various resources including visual, audio, and tactile materials.● 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.	<ul style="list-style-type: none">● 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).● 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.● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.	<ul style="list-style-type: none">● Provide access to preferred seating, when requested.● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.	<ul style="list-style-type: none">● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.● Propose interest-based extension activities and opportunities for extra credit.
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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>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<i>Core Ideas:</i>	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.
	<i>Performance Expectation/s:</i>	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. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

	Career Readiness, Life Literacies, & Key Skills Practices
	Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.