

Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period 1	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 Responding	Standard #: Anchor Standard 1 Description: Generating and conceptualizing ideas. Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work. Standard #: Anchor Standard 7 Description: Perceiving and analyzing products.	
Artistic Practice:	Performance Expectation/s:	
Creating Imagine, Envision, Plan, Construct, Evaluate, Clarify, Realize Performing Establish, Analyze, Choose, Rehearse, Share Responding	5th 1.4.5.Cr1 a. Create roles, imagined worlds, and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances of improvised stories in a drama/theatre work.	Activity Description: Title: Celebrating Diversity on Stage Unit Overview: In this theater unit, students will explore themes of diversity and inclusion through drama and theater activities. They will create roles, imagined worlds, and improvised stories, while articulating the physical qualities of characters, visual details of

<p>Examine, Discern, Critique, Interpret</p>	<p>b. Imagine, articulate, and design ideas for costumes, props, and sets that support the story, given circumstances, and characters in a drama/theatre work.</p> <p>c. Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.</p> <p>1.4.5.Pr4 a. Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</p> <p>b. Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.</p> <p>5th 1.4.5.Re7 a. Identify, explain, and</p>	<p>imagined worlds, and given circumstances of stories. Students will also imagine, articulate, and design costumes, props, and sets that support the story and characters. Through physical, vocal, and cognitive exercises, students will develop their theater skills and understanding of technical/design elements. Additionally, they will identify, explain, and demonstrate an understanding of artistic choices and personal reactions made in drama/theater works.</p> <p>Standards Addressed:</p> <p>1.4.5.Cr1 1.4.5.Pr4 1.4.5.Re7</p> <p>Session 1: Introduction to Diversity and Inclusion in Theater</p> <p><i>Objective:</i> Introduce students to the concepts of diversity and inclusion in theater.</p> <ul style="list-style-type: none"> ● Activity 1: Circle Discussion <ul style="list-style-type: none"> ● Lead a discussion on the importance of diversity and inclusion in theater and the representation of different cultures, backgrounds, and experiences. (SS) ● Activity 2: Theater Games <ul style="list-style-type: none"> ● Play theater games that encourage cooperation, teamwork, and creative expression while
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	<p>demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.</p>	<p>highlighting diverse perspectives.</p> <p>Session 2: Creating Characters and Imagined Worlds</p> <p><i>Objective:</i> Develop characters and imagined worlds that celebrate diversity.</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ol style="list-style-type: none"> 1. Theatre artists rely on intuition, curiosity, and critical inquiry. 2. Theatre artists develop personal processes and skills for a performance or design. 3. Theatre artists reflect to understand the impact of drama processes and theatre experiences. 	<ol style="list-style-type: none"> 1. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? 2. How do theatre artists fully prepare a performance or design? 3. How do theatre artists comprehend the essence of drama processes 	<ul style="list-style-type: none"> ● Activity 1: Character Creation <ul style="list-style-type: none"> ● Students create characters with diverse backgrounds, personalities, and experiences, focusing on articulating physical qualities and inner thoughts. ● Activity 2: Imagined Worlds <ul style="list-style-type: none"> ● In small groups, students imagine and describe settings and worlds for their characters, incorporating visual details and given circumstances. <p>Session 3: Designing Costumes, Props, and Sets</p> <p><i>Objective:</i> Design costumes, props, and sets that support the story and characters.</p> <ul style="list-style-type: none"> ● Activity 1: Costume Design <ul style="list-style-type: none"> ● Students sketch and describe costumes for their characters, considering their personalities, backgrounds, and roles in the story. ● Activity 2: Prop and Set Design <ul style="list-style-type: none"> ● Students brainstorm and design props and sets that enhance the storytelling and reflect the

	and theatre experiences?	imagined worlds of their characters.
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<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/Respond</p> <ul style="list-style-type: none"> - (7) Perceive and analyze artistic work. 	<p>SEL/Create 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 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 CONSOLIDATED EU (3) Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</p>	<p>Session 4: Exploring Physical, Vocal, and Cognitive Exercises</p> <p><i>Objective:</i> Practice a variety of theater exercises to develop physical, vocal, and cognitive skills.</p> <ul style="list-style-type: none"> ● Activity 1: Physical Warm-Up <ul style="list-style-type: none"> ● Lead students in a series of physical warm-up exercises to prepare their bodies for theater activities. ● Activity 2: Vocal Exercises <ul style="list-style-type: none"> ● Practice vocal exercises to improve projection, articulation, and expressiveness in speech. ● Activity 3: Cognitive Games <ul style="list-style-type: none"> ● Play games that challenge students to think creatively, make quick decisions, and adapt to different scenarios. <p>Session 5: Applying Technical/Design Elements</p> <p><i>Objective:</i> Identify and utilize basic technical/design elements in theater.</p> <ul style="list-style-type: none"> ● Activity 1: Lighting and Sound Effects <ul style="list-style-type: none"> ● Discuss the role of lighting and sound in creating mood and atmosphere in theater, and experiment with using basic lighting and sound effects. ● Activity 2: Set Decoration <ul style="list-style-type: none"> ● Students decorate their sets with props and visual

<ul style="list-style-type: none"> - (8) Interpret intent and meaning in artistic work. - (9) Apply criteria to evaluate artistic work. 	<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 presentation/ performance over time through openness to new ideas, persistence, and the</p>	<p>elements that enhance the storytelling and reflect the imagined worlds of their characters.</p> <p>Session 6: Reflection and Performance</p> <p><i>Objective:</i> Reflect on artistic choices and personal reactions made in theater work and present final performances.</p> <ul style="list-style-type: none"> ● Activity 1: Reflection Discussion <ul style="list-style-type: none"> ● Lead a discussion on the artistic choices made during the unit and students' personal reactions to the theater work. ● Activity 2: Final Performances <ul style="list-style-type: none"> ● Students perform their improvised stories, incorporating their developed characters, imagined worlds, costumes, props, and sets. ● Assessment: <p>Assessment will be ongoing throughout the unit, focusing on students' participation, creativity, collaboration, understanding of theater concepts, and ability to apply technical/design elements. Observation, informal check-ins, and peer evaluations will be used to assess student progress.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Picture books featuring diverse characters and settings ● Theater props and costumes ● Basic lighting and sound equipment
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	<p>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 audience's response?</p> <p>SEL/Respond CONSOLIDATED EU (7) Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the</p>	<p>Extension Activities:</p> <ul style="list-style-type: none">• Invite guest speakers from different cultural backgrounds to share their experiences with the class.• Organize a multicultural theater festival where students can showcase their performances and celebrate diversity.• Encourage students to write reflective essays or create visual presentations about what they learned from the unit and how it impacted their understanding of diversity and inclusion in theater. (LA) <p>By integrating theater activities with themes of diversity and inclusion, this unit aims to foster empathy, understanding, and appreciation for diverse perspectives among students while developing their theater skills and creativity.</p> <p>Interdisciplinary Connections: Social Studies (SS) Language Arts (LA)</p>
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	<p>context(s) of the arts and artistic works.</p> <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</p>	
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	<p>performance and interpretation of artistic works.</p> <p>CONSOLIDATED EQ (9) 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>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Peer and self feedback in critical response format 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> Performances/Presentations In-studio showings 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</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</i></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 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or 	<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><i>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> <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>	<p>test to their individual special needs, as well as to discuss whether or not homework is appropriate.</p> <ul style="list-style-type: none"> ● 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. ● 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. 	<p>inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</p>	
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 <i>Strategies & Techniques</i>			
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. ● 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"> ● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. ● 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 	<ul style="list-style-type: none"> ● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. ● 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"> ● Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. ● 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.

	<p>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.</p>		
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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>

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p><i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy</p>	
	<p><i>Core Ideas:</i></p>	<p>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.</p>
	<p><i>Performance Expectation/s:</i></p>	<p>Make a list of different types of jobs and describe the skills associated</p>

		<p>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.</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
		<p>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.</p>