

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	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	<p><b>Standard #:</b> Anchor Standard 2  <b>Description:</b> Organizing and developing ideas</p> <p><b>Standard #:</b> Anchor Standard 5  <b>Description:</b> Developing and refining techniques and models or steps needed to create products.</p> <p><b>Standard #:</b> Anchor Standard 8  <b>Description:</b> Interpreting intent and meaning.</p>	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<p><b>Creating</b>                      Imagine, Envision, Plan, Construct, Evaluate, Clarify, Realize</p> <p><b>Performing</b>                      Establish, Analyze, Choose,</p>	<p><b>5th</b>                      1.4.5.Cr2                      a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots, and their given circumstances.</p>	<p><b>Activity Description:</b>                      Title: Acting for a Sustainable Future- Theater and Climate Change</p> <p>Unit Overview:                      In this theater unit, students will explore the theme of climate</p>

<p>Rehearse, Share</p> <p><b>Responding</b> Examine, Discern, Critique, Interpret</p>	<p>b. Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.</p> <p><b>5th</b> 1.4.5.Pr5 a. Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.</p> <p>b. Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.</p> <p><b>5th</b> 1.4.5.Re8 a. Develop and implement a plan to evaluate drama/theatre work.</p> <p>b. Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central</p>	<p>change through drama and theater activities. They will devise original ideas for drama/theater works reflecting collective inquiry about characters, plots, and given circumstances related to climate change. Students will also participate in presenting their works to peers/audiences, applying dramatic elements, investigating movement and vocal choices, evaluating drama/theater work, analyzing technical elements, and assessing the impact of character choices on audience perspective.</p> <p>Standards Addressed:</p> <p>1.4.5.Cr2 1.4.5.Pr5 1.4.5.Re8</p> <p>Session 1: Introduction to Climate Change</p> <p><i>Objective:</i> Introduce students to the concept of climate change and its impact on the environment.</p> <ul style="list-style-type: none"><li>● Activity 1: Circle Discussion<ul style="list-style-type: none"><li>● Lead a discussion on climate change, its causes, effects, and ways individuals can take action. (S)</li></ul></li><li>● Activity 2: Climate Change Role-play<ul style="list-style-type: none"><li>● Divide students into small groups and assign each group a scenario related to climate change. Students role-play the scenario and discuss possible solutions.</li></ul></li></ul>
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	<p>ideas of drama/theatre works.</p> <p>c. Evaluate and analyze how a character’s choices and character's circumstances impact an audience’s perspective in a drama/theatre work.</p>	<p>Session 2: Devising Original Ideas</p> <p><i>Objective:</i> Devise original ideas for drama/theater works reflecting collective inquiry about climate change.</p> <ul style="list-style-type: none"> <li>● Activity 1: Brainstorming Session           <ul style="list-style-type: none"> <li>● Students brainstorm ideas for drama/theater works related to climate change, focusing on characters, plots, and given circumstances.</li> </ul> </li> <li>● Activity 2: Story Development           <ul style="list-style-type: none"> <li>● In small groups, students develop their ideas into story outlines, incorporating characters, conflicts, and resolutions related to climate change.</li> </ul> </li> </ul> <p>Session 3: Creating Characters and Dialogue</p> <p><i>Objective:</i> Develop characters and dialogue that convey emotions and themes related to climate change.</p> <ul style="list-style-type: none"> <li>● Activity 1: Character Creation           <ul style="list-style-type: none"> <li>● Students create characters representing different perspectives on climate change, considering their motivations, emotions, and relationships.</li> </ul> </li> <li>● Activity 2: Dialogue Writing           <ul style="list-style-type: none"> <li>● In pairs or small groups, students write dialogue for their characters, focusing on expressing emotions, conveying information, and advancing the plot.</li> </ul> </li> </ul>
<b>Enduring Understanding/s:</b>	<b>Essential Question/s:</b>	
<ol style="list-style-type: none"> <li>1. Theatre artists work to discover different ways of communicating meaning.</li> <li>2. Theatre artists make choices to convey meaning.</li> <li>3. Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</li> </ol>	<ol style="list-style-type: none"> <li>1. How, when, and why do theatre artists’ choices change?</li> <li>2. How do theatre artists use tools and techniques to communicate ideas and feelings?</li> <li>3. How can the same work of art communicate different messages to different people?</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> <li>- (8) Interpret intent and meaning in artistic work.</li> <li>- (9) Apply criteria to evaluate 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)        How do artists use a critique process and reflection to refine a</p>	<p>Session 4: Exploring Movement and Vocal Choices</p> <p><i>Objective:</i> Investigate how movement and vocal choices contribute to the meaning of drama/theater work.</p> <ul style="list-style-type: none"> <li>● Activity 1: Movement Exploration           <ul style="list-style-type: none"> <li>● Students experiment with different movements and gestures to express emotions and convey character traits related to climate change.</li> </ul> </li> <li>● Activity 2: Vocal Exercises           <ul style="list-style-type: none"> <li>● Students practice using their voices to convey emotions, intentions, and themes in scenes related to climate change.</li> </ul> </li> </ul> <p>Session 5: Rehearsing and Refining Performances</p> <p><i>Objective:</i> Rehearse and refine drama/theater works for presentation to peers/audiences.</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 character development, dialogue delivery, movement, and vocal expression.</li> </ul> </li> <li>● Activity 2: Peer Feedback           <ul style="list-style-type: none"> <li>● Students provide feedback to their peers on their performances, offering suggestions for improvement and discussing strengths and areas for growth.</li> </ul> </li> </ul>
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<p>-</p>	<p>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> <p>CONSOLIDATED EQ (5)</p>	<p>Session 6: Evaluating and Presenting Performances</p> <p><i>Objective:</i> Evaluate drama/theater work and present performances to peers/audiences.</p> <ul style="list-style-type: none"><li>● Activity 1: Performance Evaluation<ul style="list-style-type: none"><li>● Students develop criteria for evaluating drama/theater work, considering elements such as character development, dialogue, movement, and vocal expression.</li></ul></li><li>● Activity 2: Performance Presentations<ul style="list-style-type: none"><li>● Students present their drama/theater works to their peers or a wider audience, incorporating feedback received during rehearsals and refining their performances based on evaluation criteria.</li></ul></li><li>● Assessment:</li></ul> <p>Assessment will be ongoing throughout the unit, focusing on students' participation, creativity, collaboration, understanding of theater concepts, and ability to apply dramatic elements. Students will also be assessed on their ability to evaluate drama/theater work, analyze technical elements, and assess the impact of character choices on audience perspective.</p> <p>Resources:</p> <ul style="list-style-type: none"><li>● Informational resources on climate change</li><li>● Props and costumes related to climate change themes</li><li>● Audio recordings of natural sounds and environmental</li></ul>
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	<p>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> <p>CONSOLIDATED EQ (7)</p>	<p>effects</p> <p>Extension Activities:</p> <ul style="list-style-type: none"><li>● Organize a school-wide climate action event where students can showcase their drama/theater works and raise awareness about climate change.</li><li>● Invite local environmental activists or scientists to discuss climate change with the students and provide additional insights for their performances.</li><li>● Collaborate with other subject areas, such as science or social studies, to create interdisciplinary projects related to climate change and theater.</li></ul> <p>Interdisciplinary Connections: Science (S)</p>
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	<p>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> <p>CONSOLIDATED EQ (9)</p>	
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	<p>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> <p>Flinders, J. &amp; Thornton, S. (2004).</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 homework is appropriate.</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 of any classwork, quiz or</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>

Content Area: Visual & Performing Arts (NJSLS-VPA)  
 Visual and Performing Arts: Grades 3-5 Theater  
 Grade: 3-5

Dev. Date:  
 2020-2021

<p><i>The Curriculum Studies Reader</i>.          NY: Routledge.</p> <p>Green Gilbert, A. (2006).          Brain-Compatible Dance          Education. 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). Theater games          for the classroom: A teacher's          handbook. Northwestern University          Press.</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>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>			
<b>Core          Resources</b>	<b>Alternate          Core Resources</b>	<b>ELL Core          Resources</b>	<b>Gifted &amp; Talented          Core</b>

	<i><b>IEP/504/At-Risk/ESL</b></i>		
<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 their IEP or 504 plan. Review, restate and</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>

	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>	X	Standards in Action: <i>Climate Change</i>	Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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<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. 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.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
		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.