Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
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.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	Performance Expectation/s:	
Creating Imagine, Envision, Plan, Construct, Evaluate, Clarify, Realize **Performing** Establish, Analyze, Choose, Rehearse, Share	**5th** 1.4.5.Cr3 a. Collaborate with peers to revise, refine, adapt, and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.	<u>Activity Description</u>: Title: Exploring LGBT and Disabilities Through Theater Unit Overview: In this theater unit, students will explore themes of LGBT representation and disabilities through drama and theater activities. They will collaborate with peers to revise and refine ideas for improvised or scripted drama/theater works, focusing

Connecting Incorporate, Affect, Expand	b. Use and adapt sounds and movements in a guided drama experience. c. Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work. **5th** 1.4.5.Pr6 a. Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience. **5th** 1.4.5.Cn10 a. Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.	on characters and situations related to LGBT identities and disabilities. Students will use and adapt sounds and movements to express character emotions and experiences, and they will refine technical choices to address design and technical problems. Through practice, reflection, and discussion, students will deepen their understanding of how drama/theater connects individuals to communities and cultures and reflects diverse perspectives. Standards Addressed: 1.4.5.Cr3 1.4.5.Pr6 1.4.5.Cn10 Session 1: Introduction to Diversity in Theater *Objective:* Introduce students to the concepts of diversity and inclusion in theater, focusing on LGBT representation and disabilities. ● Activity 1: Circle Discussion 　● Lead a discussion on the importance of representation and inclusion in theater, discussing different identities and experiences. ● Activity 2: Theater Games 　● Play theater games that encourage cooperation, empathy, and creative expression while exploring
Enduring Understanding/s:	**Essential Question/s:**	
1. Theatre artists refine their work and practice	1. How do theatre artists transform	

their craft through rehearsal.	and edit their initial ideas?	diverse perspectives.

their craft through rehearsal.

2. Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

3. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

and edit their initial ideas?

2. What happens when theatre artists and audiences share creative experiences?

3. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

diverse perspectives.

Session 2: Character Exploration

Objective: Collaborate with peers to develop characters representing LGBT identities and characters with disabilities.

- Activity 1: Character Brainstorming
  - Students brainstorm ideas for characters, focusing on diverse identities and experiences related to LGBT and disabilities.
- Activity 2: Character Development
  - In small groups, students develop their characters further, considering their backgrounds, motivations, and relationships with others.

Session 3: Scene Creation

Objective: Collaboratively revise and refine ideas for scenes reflecting diverse perspectives.

- Activity 1: Scene Planning
  - Students work in groups to plan scenes featuring characters from diverse backgrounds and experiences.
- Activity 2: Scriptwriting
  - In pairs or small groups, students write scripts for their scenes, incorporating dialogue and actions that reflect the perspectives of LGBT individuals and people with disabilities.

Social and Emotional Learning: *Competencies*	Social and Emotional Learning: *Sub-Competencies*	
SEL/Create - (1) Generate and conceptualize artistic ideas and work.	SEL/Create CONSOLIDATED EU (1) Creative ideas and inspiration can emerge from a variety of	

- (2) Organize and develop artistic ideas and work.
- (3) Refine and complete artistic ideas and work.
 	
SEL/Perform
- (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.
 	
SEL/Connect
- (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.
	sources. Creativity is a life skill that can be developed.
	
	CONSOLIDATED EQ (1)
	How do artists generate creative ideas?
	
	SEL/Create
	CONSOLIDATED EU (2)
	Artists organize and develop creative ideas by balancing what is known with what is new.
	
	CONSOLIDATED EQ (2)
	How do artists make creative decisions?
	
	SEL/Create
	CONSOLIDATED EU (3)
	Refinement of artistic work is an iterative process that takes time, discipline, and collaboration
	
	CONSOLIDATED EQ (3)
	How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
	
	SEL/Perform
	CONSOLIDATED EU (4)
		Session 4: Sound and Movement
		
		Objective: Use and adapt sounds and movements to express character emotions and experiences.
		
		- Activity 1: Sound Exploration
		  - Students experiment with using sound effects and music to enhance their scenes and evoke emotions.
		- Activity 2: Movement Workshop
		  - Students practice using body language and gestures to convey emotions, intentions, and relationships between characters.
		
		Session 5: Technical Refinement
		
		Objective: Refine technical choices to address design and technical problems in rehearsal.
		
		- Activity 1: Set and Prop Design
		  - Students collaborate to design sets and props that enhance their scenes and reflect the themes and settings of their stories.
		- Activity 2: Technical Rehearsal
		  - Students rehearse their scenes, focusing on technical elements such as lighting, sound, and props, and making adjustments as needed.
		
		Session 6: Practice and Reflection

	Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.
	
	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?
	
	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 application of appropriate criteria.
	
	CONSOLIDATED EQ (5)
	How do artists improve the quality of their presentation/performance?
	
	SEL/Perform
		Objective: Practice drama/theater work and share reflections on individual and group experiences.
		
		● Activity 1: Final Rehearsals
		   ● Students rehearse their scenes, focusing on performance quality, character development, and technical execution.
		● Activity 2: Reflection Circles
		   ● In small groups, students share written reflections on their experiences working on the unit, discussing challenges, successes, and the impact of representing diverse perspectives in their scenes. (LA)
		● Assessment:
		
		Assessment will be ongoing throughout the unit, focusing on students' participation, collaboration, creativity, understanding of theater concepts, and ability to adapt and refine ideas for drama/theater works. Students will also be assessed on their ability to use sound and movement effectively, refine technical choices, and reflect on their individual and group experiences.
		
		Resources:
		
		● Books, videos, and articles featuring diverse perspectives on LGBT identities and disabilities
		● Props and costumes representing diverse characters and settings
		● Audio recordings of sound effects and music

	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.	Extension Activities:

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.

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?

SEL/Connect
CONSOLIDATED EU (10)
Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

CONSOLIDATED EQ (10)
How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?

Extension Activities:

- Invite guest speakers from the LGBT community and disability advocacy organizations to share their experiences and insights with the class.
- Organize a showcase or performance event where students can present their scenes to the school community and discuss the importance of representation and inclusion in theater.
- Collaborate with other classes or schools to create interdisciplinary projects exploring diversity and inclusion through different art forms, such as visual arts, music, and literature.

Interdisciplinary Connections:
Language Arts (LA)

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. 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 literacy in the arts and connection to our communities?	

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Peer and self feedback in critical response format	**Benchmarks:** ● Rubric evaluations ● Tests/Quizzes **Summative Assessments:** ● 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**
Dewey, J. (1902). *The child and the curriculum.* Chicago: University of Chicago Press. Eisner, E. (2002). *The Educational Imagination 3rd ed.* Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). *The Curriculum Studies Reader.* NY: Routledge. Green Gilbert, A. (2006). Brain-Compatible Dance Education. Human Kinetics. NJCCCS (2020). *2020 New Jersey Student Learning Standards for Visual and Performing Arts.* https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf Spolin, V. (1986). Theater games for the classroom: A teacher's handbook. Northwestern University Press.	● 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. ● 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,	● 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.	● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

	or the school's Occupational or Physical Therapists.		

Supplemental Resources

Technology:
- 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.

Other:
- N/A

Differentiated Student Access to Content:
Recommended *Strategies & Techniques*

Core Resources	Alternate Core Resources *IEP/504/At-Risk/ESL*	ELL Core Resources	Gifted & Talented Core
• 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.	• 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	• 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.	• 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.

	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.		

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*	X	LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*		Standards in Action: *Climate Change*		Diversity and Inclusion *C.18A:35-4.36.A*

NJSLS CAREER READINESS, LIFE LITERACIES & KEY	***Disciplinary Concepts:*** Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy

SKILLS	Core Ideas:	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.
	Performance Expectation/s:	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.	