

| Marking Period | Unit Title | Recommended Instructional Days |
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| 2 | Marking Period 2 | 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 2 Description: Organizing and developing ideas Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products. Standard #: Anchor Standard 8 Description: Interpreting intent and meaning. | |
| Artistic Practice: | Performance Expectation/s: | |
| Creating Imagine, Envision, Plan, Construct, Evaluate, Clarify, Realize Performing Establish, Analyze, Choose, | 8th 1.4.8.Cr2 a. Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing | Activity Description: Title: Exploring Climate Change Through Drama Unit Overview: In this theater unit, students in grades 6th to 8th will explore the topic of climate change through theatrical activities. They will |

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| <p>Rehearse, Share</p> <p>Responding Examine, Discern, Critique, Interpret</p> | <p>original theatrical work.</p> <p>b. Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.</p> <p>8th 1.4.8.Pr5 a. Examine how character relationships assist in telling the story of devised or scripted theatre work.</p> <p>b. Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.</p> <p>8th 1.4.8.Re8 a. Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.</p> <p>b. Justify the aesthetic choices</p> | <p>articulate critical analysis, apply background knowledge, and research sociohistorical and cultural contexts related to existing or original theatrical work focused on climate change. Students will actively contribute ideas, collaborate creatively, and demonstrate mutual respect for self and others while preparing or devising theater pieces. Additionally, students will examine character relationships, utilize various character objectives and tactics, investigate critique methodologies, justify aesthetic choices, and assess the impact of theater on specific audiences within the context of climate change.</p> <p>Standards Addressed:</p> <p>1.4.8.Cr2</p> <p>1.4.8.Pr5</p> <p>1.4.8.Re8</p> <p>Session 1: Introduction to Climate Change Theater</p> <p><i>Objective:</i> Introduce students to the concept of climate change and its relevance to theater.</p> <ul style="list-style-type: none"> ● Activity 1: Climate Change Discussion <ul style="list-style-type: none"> ● Lead a discussion on climate change, its causes, effects, and implications for society. ● Activity 2: Theater Icebreaker <ul style="list-style-type: none"> ● Play a theater game related to climate change themes to engage students and spark creativity. |
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| | <p>created through the use of production elements in a theatrical work.</p> <p>c. Assess the impact of a theatrical work on a specific audience.</p> | <p>Session 2: Research and Critical Analysis</p> <p><i>Objective:</i> Articulate critical analysis, background knowledge, and research related to theatrical work on climate change.</p> <ul style="list-style-type: none"> ● Activity 1: Research Presentation <ul style="list-style-type: none"> ● Students research various aspects of climate change, such as its impact on the environment, communities, and future projections, and present their findings to the class. (S) ● Activity 2: Critical Analysis <ul style="list-style-type: none"> ● Facilitate a discussion on existing theatrical works related to climate change, analyzing themes, characters, and sociohistorical contexts. <p>Session 3: Collaborative Brainstorming</p> <p><i>Objective:</i> Actively contribute ideas and collaborate creatively to develop original theatrical works on climate change.</p> <ul style="list-style-type: none"> ● Activity 1: Group Brainstorming <ul style="list-style-type: none"> ● Students work in groups to brainstorm ideas for original theater pieces exploring different aspects of climate change. ● Activity 2: Idea Sharing <ul style="list-style-type: none"> ● Each group presents their ideas to the class, and students provide feedback and suggestions for improvement. |
| Enduring Understanding/s: | Essential Question/s: | |
| <ol style="list-style-type: none"> 1. Theatre artists work to discover different ways of communicating meaning. 2. Theatre artists make choices to convey meaning. 3. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. | <ol style="list-style-type: none"> 1. How, when, and why do theatre artists' choices change? 2. How do theatre artists use tools and techniques to communicate ideas and feelings? 3. How can the same work of art communicate different messages to different people? | |
| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> | |

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| <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. - (8) Interpret intent and meaning in artistic work. - (9) Apply criteria to evaluate artistic work. | <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: Character Development</p> <p><i>Objective:</i> Examine character relationships and utilize character objectives and tactics in theatrical works on climate change.</p> <ul style="list-style-type: none"> ● Activity 1: Character Analysis <ul style="list-style-type: none"> ● Students analyze the characters in their theater pieces, considering their relationships, motivations, and conflicts related to climate change. ● Activity 2: Character Workshops <ul style="list-style-type: none"> ● Students engage in character workshops to develop their characters further, focusing on objectives, tactics, and relationships within the context of climate change. <p>Session 5: Conflict and Obstacles</p> <p><i>Objective:</i> Use character objectives and tactics to identify conflict and overcome obstacles in theatrical works on climate change.</p> <ul style="list-style-type: none"> ● Activity 1: Conflict Identification <ul style="list-style-type: none"> ● Students identify the central conflicts in their theater pieces, exploring how they relate to the theme of climate change. ● Activity 2: Obstacle Exercises <ul style="list-style-type: none"> ● Students practice using various character objectives and tactics to overcome obstacles |
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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, & 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>related to climate change within their scenes.</p> <p>Session 6: Aesthetic Choices and Production Elements</p> <p><i>Objective:</i> Justify aesthetic choices and assess the impact of production elements in theatrical works on climate change.</p> <ul style="list-style-type: none"> ● Activity 1: Design Workshops <ul style="list-style-type: none"> ● Students explore different production elements, such as set design, lighting, sound, and costumes, and make aesthetic choices that enhance the storytelling of their theater pieces. ● Activity 2: Aesthetic Justification <ul style="list-style-type: none"> ● Students justify their aesthetic choices by explaining how they contribute to the overall message and impact of their theater pieces on climate change. <p>Session 7: Rehearsals and Critique</p> <p><i>Objective:</i> Rehearse theatrical works and apply critique methodologies to respond to and assess their impact on audiences.</p> <ul style="list-style-type: none"> ● Activity 1: Scene Rehearsals <ul style="list-style-type: none"> ● Students rehearse their theater pieces, focusing on character development, storytelling, and the integration of production elements. ● Activity 2: Peer Critique <ul style="list-style-type: none"> ● Students participate in peer critique sessions, |
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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>providing feedback on their classmates' performances and assessing the impact of the theater pieces on specific audiences.</p> <p>Session 8: Performance and Reflection</p> <p><i>Objective:</i> Present theatrical works on climate change and reflect on their impact and relevance.</p> <ul style="list-style-type: none"> ● Activity 1: Theater Showcase <ul style="list-style-type: none"> ● Students perform their theater pieces for an audience, showcasing their creativity, collaboration, and understanding of climate change themes. ● Activity 2: Reflection Circle <ul style="list-style-type: none"> ● After the performances, students participate in a reflection circle, discussing their experiences, insights, and the impact of their theater pieces on themselves and their audience. <p>Assessment:</p> <p>Assessment will be ongoing throughout the unit, focusing on students' participation in research, critical analysis, collaboration, character development, rehearsal, and performance. Additionally, students will be assessed on their ability to articulate and justify aesthetic choices, apply critique methodologies, and assess the impact of theatrical works on specific audiences within the context of climate change.</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> | <p>Resources:</p> <ul style="list-style-type: none">● Articles, videos, and documentaries on climate change● Scripts or scenes from plays addressing environmental themes● Theater props, costumes, and technical equipment <p>Extension Activities:</p> <ul style="list-style-type: none">● Collaborate with science or environmental studies classes to organize a climate change awareness event featuring student theater performances, presentations, and discussions.● Invite local experts in climate science or environmental activism to provide feedback on student theater pieces and engage in discussions with students about climate change solutions.● Organize a community outreach event where students perform their theater pieces in public spaces to raise awareness about climate change and inspire action within the community. <p>Interdisciplinary Connections: Science (S)</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>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 Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004).</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. | <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 | <ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors. |

Content Area: Visual & Performing Arts (NJSLS-VPA)
 Visual and Performing Arts: Grades 6-8 Theater
 Grade: 6-8

Dev. Date:
 2020-2021

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| <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>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Spolin, V. (1986). Theater games for the classroom: A teacher's handbook. Northwestern University Press.</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>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 | ELL Core Resources | Gifted & Talented Core |

| | <i>IEP/504/At-Risk/ESL</i> | | |
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| <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 students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and | <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. |

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| | 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) | | | | | | | | | |
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| | 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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| 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. |

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| | | 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. |