

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	8th 1.4.8.Cr3 a. Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance. b. Implement and refine a	Activity Description: Title: Theatrical Perspectives- Inclusion Unit Overview: In this theater unit, students in grades 6th to 8th will explore themes of diversity and inclusion, focusing specifically on LGBT and disabilities. Through theatrical activities, students will demonstrate focus and concentration, implement technical

<p>Connecting Incorporate, Affect, Expand</p>	<p>planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.</p> <p>c. Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</p> <p>8th 1.4.8.Pr6 a. Perform a rehearsed theatrical work for an audience</p> <p>8th 1.4.8.Cn10 a. Examine a community issue through multiple perspectives in a theatrical work.</p>	<p>designs, develop effective physical and vocal traits of characters, perform for an audience, and examine community issues through multiple perspectives. By incorporating LGBT and disabilities themes, students will gain a deeper understanding of diversity, empathy, and the importance of inclusion in society.</p> <p>Standards Addressed:</p> <p>1.4.8.Cr3 1.4.8.Pr6 1.4.8.Cn10</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, with a focus on LGBT and disabilities.</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<ul style="list-style-type: none"> ● Activity 1: Discussion on Diversity <ul style="list-style-type: none"> ● Lead a discussion on what diversity and inclusion mean and why they are important in theater and society. ● Activity 2: Theater Icebreaker <ul style="list-style-type: none"> ● Play a theater game that encourages students to share their experiences and perspectives on diversity and inclusion.
<ol style="list-style-type: none"> 1. Theatre artists refine their work and practice their craft through rehearsal. 2. Theatre artists, through a shared creative experience with an 	<ol style="list-style-type: none"> 1. How do theatre artists transform and edit their initial ideas? 2. What happens when theatre artists and 	

<p>audience, present stories, ideas, and envisioned worlds to explore the human experience.</p> <p>3. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p>	<p>audiences share creative experiences?</p> <p>3. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p>	<p>Session 2: Character Traits and Physicality</p> <p><i>Objective:</i> Develop effective physical and vocal traits of characters related to LGBT and disabilities.</p> <ul style="list-style-type: none"> ● Activity 1: Character Workshop <ul style="list-style-type: none"> ● Students explore various physical and vocal traits associated with different characters, including those representing LGBT individuals and people with disabilities. ● Activity 2: Improvisation Exercise <ul style="list-style-type: none"> ● Students improvise scenes or monologues portraying characters with diverse backgrounds and characteristics, focusing on authenticity and empathy. <p>Session 3: Script Analysis and Rehearsal Process</p>
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</p>	<p><i>Objective:</i> Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in scripted theatrical work.</p>
<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/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>	<ul style="list-style-type: none"> ● Activity 1: Script Analysis <ul style="list-style-type: none"> ● Students analyze a scripted theatrical work that addresses LGBT or disabilities themes, identifying key characters, themes, and conflicts.(LA) ● Activity 2: Rehearsal Process <ul style="list-style-type: none"> ● Students rehearse scenes from the script, focusing on character development, blocking,

<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> <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>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 work and decide it's ready to be shared?</p> <p>SEL/Perform</p> <p>CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ (4)</p>	<p>and refining their performances.</p> <p>Session 4: Technical Design Implementation</p> <p><i>Objective:</i> Implement and refine planned technical designs using simple technology during the rehearsal process.</p> <ul style="list-style-type: none"> ● Activity 1: Technical Design Workshop <ul style="list-style-type: none"> ● Students learn about basic technical elements in theater, such as lighting, sound, and set design, and brainstorm ways to incorporate them into their performances. ● Activity 2: Technical Rehearsal <ul style="list-style-type: none"> ● Students practice incorporating technical elements into their scenes, making adjustments as needed to enhance the overall production. <p>Session 5: Performance Preparation</p> <p><i>Objective:</i> Prepare for the final performance of the theatrical work.</p> <ul style="list-style-type: none"> ● Activity 1: Dress Rehearsal <ul style="list-style-type: none"> ● Students participate in a dress rehearsal of the entire theatrical work, focusing on transitions, timing, and overall performance quality. ● Activity 2: Peer Feedback <ul style="list-style-type: none"> ● After the dress rehearsal, students provide constructive feedback to their peers, offering suggestions for improvement and
--	---	--

	<p>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) 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</p>	<p>encouragement.</p> <p>Session 6: Final Performance</p> <p><i>Objective:</i> Perform the rehearsed theatrical work for an audience.</p> <ul style="list-style-type: none"> ● Activity 1: Performance Day <ul style="list-style-type: none"> ● Students perform the theatrical work for an audience, showcasing their hard work and creativity. ● Activity 2: Post-Performance Reflection <ul style="list-style-type: none"> ● After the performance, students reflect on their experiences, discussing what they learned and how they can continue to promote diversity and inclusion in their future endeavors. <p>Session 7: Examining Community Issues</p> <p><i>Objective:</i> Examine a community issue, such as discrimination or accessibility, through multiple perspectives in a theatrical work.</p> <ul style="list-style-type: none"> ● Activity 1: Community Issue Discussion <ul style="list-style-type: none"> ● Lead a discussion on a community issue relevant to the themes of diversity and inclusion, such as discrimination against LGBT individuals or challenges faced by people with disabilities. ● Activity 2: Scene Development <ul style="list-style-type: none"> ● Students work in groups to develop scenes or
--	---	--

	<p>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) 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,</p>	<p>monologues that explore the community issue from different perspectives, incorporating elements of empathy and understanding.</p> <p>Session 8: Culminating Project</p> <p><i>Objective:</i> Present a culminating project that showcases students' understanding of diversity, inclusion, and community issues through theater.</p> <ul style="list-style-type: none">● Activity 1: Culminating Project Preparation<ul style="list-style-type: none">● Students finalize their scenes or monologues and prepare to present them to an audience.● Activity 2: Presentation Day<ul style="list-style-type: none">● Students perform their scenes or monologues for an audience, followed by a discussion on the themes and messages conveyed in their work. <p>Assessment:</p> <p>Assessment will be ongoing throughout the unit, focusing on students' participation in character development, rehearsal process, technical design implementation, performance preparation, and examination of community issues. Additionally, students will be assessed on their ability to demonstrate focus and concentration, implement technical designs, perform for an audience, and examine community issues through multiple perspectives.</p> <p>Resources:</p>
--	---	---

	<p>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 literacy in the arts and connection to our communities?</p>	<ul style="list-style-type: none">● Scripts or scenes addressing LGBT and disabilities themes● Theater props, costumes, and technical equipment● Guest speakers representing diverse perspectives and experiences <p>Extension Activities:</p> <ul style="list-style-type: none">● Collaborate with local LGBT organizations or disability advocacy groups to organize workshops or presentations for students, providing firsthand insights into the experiences of LGBT individuals and people with disabilities.● Host a film screening or panel discussion featuring films or documentaries that address issues related to diversity, inclusion, and community issues, followed by a theater-inspired reflection activity or performance.● Organize a community outreach event where students perform their scenes or monologues in public spaces to raise awareness and promote dialogue on diversity, inclusion, and community issues within the broader community. <p>Interdisciplinary Connections: Language Arts (LA)</p>
--	--	--

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 <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press. Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i> . NY: Routledge. Green Gilbert, A. (2006). <i>Brain-Compatible Dance Education</i> . Human Kinetics.	<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 	<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>	<p>task.</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 	<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

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

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.	<p>during instruction to better engage all learners.</p> <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.	<p>introductory activities accordingly.</p> <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.
--	--	---	--

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>
--	---	--	---	---	--	--	---	--	---

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.