

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	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
Performing Responding Connecting	<p>Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work.</p> <p>Standard #: Anchor Standard 9 Description: Applying criteria to evaluate products.</p> <p>Standard #: Anchor Standard 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>	
Artistic Practice:	Performance Expectation/s:	
<p>Performing Establish, Analyze, Choose, Rehearse, Share</p> <p>Responding Examine, Discern, Critique, Interpret</p>	<p>8th 1.4.8.Pr4 a. Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.</p>	<p>Activity Description: Title: Exploring Theater- From Character to Culture</p> <p>Unit Overview: In this theater unit designed for 6th to 8th graders, students will delve into various aspects of theater, from acting techniques to cultural influences. They will rehearse acting techniques to</p>

<p>Connecting Incorporate, Affect, Expand</p>	<p>b. Use a variety of technical elements to create a design for a rehearsal or theatre production.</p> <p>8th 1.4.8.Re9 a. Analyze how personal experiences affect artistic choices in a theatrical work.</p> <p>b. Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.</p> <p>c. Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.</p> <p>8th 1.4.8.Cn11 a. Research the story elements of a staged drama/theatre work about global issues, including change, and discuss how a playwright might have intended a theatrical work to be produced.</p> <p>b. Identify and examine artifacts</p>	<p>enhance their character portrayal skills, utilize technical elements to design theatrical productions, analyze how personal experiences and cultural perspectives shape artistic choices and evaluations, research story elements of staged drama/theatre works related to global issues, and examine artifacts to understand performance and design choices. Through these activities, students will gain a deeper appreciation for theater as a form of artistic expression and cultural reflection.</p> <p>Standards Addressed:</p> <p>1.4.8.Pr4 1.4.8.Re9 1.4.8.Cn11</p> <p>Session 1: Introduction to Acting Techniques</p> <p><i>Objective:</i> Introduce students to fundamental acting techniques to enhance character development skills.</p> <ul style="list-style-type: none">● Activity 1: Warm-up Exercises<ul style="list-style-type: none">● Lead students through a series of warm-up exercises focusing on physical and vocal techniques to prepare for acting.● Activity 2: Character Exploration<ul style="list-style-type: none">● Introduce different character development techniques, such as improvisation, observation, and emotional recall, and have students practice
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	from a time period and geographic location to better understand performance and design choices in a theatrical work.	embodying various characters.
Enduring Understanding/s:	Essential Question/s:	<p>Session 2: Rehearsing Acting Techniques</p> <p><i>Objective:</i> Rehearse acting techniques to further develop character portrayal skills.</p> <ul style="list-style-type: none"> ● Activity 1: Scene Study <ul style="list-style-type: none"> ● Divide students into pairs or small groups and assign scenes for them to rehearse, focusing on applying acting techniques to create authentic character portrayals. ● Activity 2: Peer Feedback <ul style="list-style-type: none"> ● After rehearsing, students provide constructive feedback to their peers, highlighting strengths and areas for improvement in character development. <p>Session 3: Introduction to Technical Elements</p> <p><i>Objective:</i> Introduce students to various technical elements used in theater production.</p> <ul style="list-style-type: none"> ● Activity 1: Technical Element Overview <ul style="list-style-type: none"> ● Provide an overview of technical elements such as lighting, sound, set design, and costumes, explaining their role in enhancing theatrical productions. ● Activity 2: Design Exploration <ul style="list-style-type: none"> ● Have students explore different design concepts
<ol style="list-style-type: none"> 1. Theatre artists develop personal processes and skills for a performance or design. 2. Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 3. As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. 	<ol style="list-style-type: none"> 1. How do theatre artists fully prepare a performance or design? 2. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? 3. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions 	

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	<p>about theatre and the purpose of their work?</p> <p>for a hypothetical theatrical production, considering how technical elements can contribute to the overall artistic vision.</p>
<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/Connect</p> <ul style="list-style-type: none"> - (10) Synthesize and relate knowledge and 	<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) 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</p> <p>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>Session 4: Design for Theater Production</p> <p><i>Objective:</i> Use a variety of technical elements to create designs for a theater production.</p> <ul style="list-style-type: none"> ● Activity 1: Design Workshop <ul style="list-style-type: none"> ● Students work individually or in small groups to create design plans for a theater production, incorporating technical elements to enhance the storytelling and atmosphere. ● Activity 2: Presentation of Designs <ul style="list-style-type: none"> ● Students present their design plans to the class, explaining their choices and how they contribute to the overall production. <p>Session 5: Analyzing Personal Experiences in Theater</p> <p><i>Objective:</i> Analyze how personal experiences affect artistic choices in theatrical work.</p> <ul style="list-style-type: none"> ● Activity 1: Personal Reflection <ul style="list-style-type: none"> ● Students reflect on their own experiences and how they influence their approach to theater, considering how personal emotions, memories, and beliefs shape their artistic choices. ● Activity 2: Group Discussion

<p>personal experiences to make art.</p> <p>- (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<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 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</p>	<ul style="list-style-type: none"> ● Facilitate a discussion on the role of personal experiences in theater, exploring how different perspectives contribute to the richness of artistic expression. <p>Session 6: Understanding Cultural Perspectives</p> <p><i>Objective:</i> Identify and interpret how cultural perspectives influence the evaluation of theatrical work.</p> <ul style="list-style-type: none"> ● Activity 1: Cultural Analysis <ul style="list-style-type: none"> ● Students analyze a theatrical work from a cultural perspective, considering how cultural norms, values, and traditions impact its interpretation and evaluation. ● Activity 2: Cultural Presentation <ul style="list-style-type: none"> ● Students present their findings to the class, discussing the cultural influences on the theatrical work and how they contribute to its significance. <p>Session 7: Researching Global Issues in Theater</p> <p><i>Objective:</i> Research story elements of staged drama/theatre works about global issues.</p> <ul style="list-style-type: none"> ● Activity 1: Global Issue Exploration <ul style="list-style-type: none"> ● Students research global issues such as climate change, social justice, or conflict resolution, and identify theatrical works that address these
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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>	<p>issues.</p> <ul style="list-style-type: none">● Activity 2: Story Analysis<ul style="list-style-type: none">● Students analyze the story elements of selected theatrical works, examining how they explore and represent global issues through narrative, characters, and themes. <p>Session 8: Examining Artifacts in Theater</p> <p><i>Objective:</i> Identify and examine artifacts to understand performance and design choices in theatrical work.</p> <ul style="list-style-type: none">● Activity 1: Artifact Investigation<ul style="list-style-type: none">● Students examine artifacts such as scripts, set designs, costumes, and photographs from past theatrical productions, considering how they reflect performance and design choices. (SS)● Activity 2: Artifact Presentation<ul style="list-style-type: none">● Students present their findings to the class, discussing the insights gained from examining artifacts and their relevance to understanding theater as a cultural and artistic practice.● Assessment: <p>Assessment will be ongoing throughout the unit, focusing on students' participation in acting rehearsals, design workshops, personal reflections, cultural analyses, research projects, and artifact investigations. Additionally, students will be assessed on their ability to apply acting techniques, utilize technical elements in design, analyze personal experiences and cultural perspectives, and engage critically with theatrical works related</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>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)</p>	<p>to global issues.</p> <p>Resources:</p> <ul style="list-style-type: none">● Scripts or scenes from theatrical works representing diverse cultural perspectives and global issues● Technical equipment and materials for design workshops● Artifacts from past theatrical productions, such as scripts, set designs, costumes, and photographs <p>Extension Activities:</p> <ul style="list-style-type: none">● Collaborate with local theaters or theater professionals to organize workshops or field trips for students, providing opportunities for hands-on experience and mentorship.● Invite guest speakers from different cultural backgrounds or theater traditions to share their experiences and perspectives with students, fostering dialogue and understanding.● Organize a culminating event, such as a theater showcase or exhibition, where students can present their acting scenes, design plans, research projects, and artifact investigations to a wider audience, showcasing their learning and creativity. <p>Interdisciplinary Connections: Social Studies (SS)</p>
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	<p>People develop ideas, expand literacy, and gain perspectives about societal, cultural, 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>	
<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>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<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). <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>	<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 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. 	<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.

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 	<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>assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> • 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. 		
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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>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<p>Disciplinary Concepts: Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy</p>	
	<p>Core Ideas:</p>	Different types of jobs require different knowledge and skills.

		<p>Brainstorming can create new, innovative ideas.</p> <p>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p> <p>Collaboration can simplify the work an individual has to do and sometimes produce a better product.</p>
	<i>Performance Expectation/s:</i>	<p>Make a list of different types of jobs and describe the skills associated with each job.</p> <p>Demonstrate openness to new ideas and perspectives.</p> <p>Demonstrate originality and inventiveness in work.</p> <p>Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>Identify possible approaches and resources to execute a plan.</p> <p>Use a variety of types of thinking to solve problems.</p> <p>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.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>	