

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	<b>Standard #:</b> Anchor Standard 1 <b>Description:</b> Generating and conceptualizing ideas.  <b>Standard #:</b> Anchor Standard 4 <b>Description:</b> Selecting, analyzing, and interpreting work.  <b>Standard #:</b> Anchor Standard 8 <b>Description:</b> Interpreting intent and meaning.	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<b>Creating</b> Explore Plan Revise  <b>Performing</b> Embody Execute Express Present	<b>HS Advanced</b> 1.4.12adv.Cr1 a. Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.  b. Create a complete design for devised or scripted theatre work that incorporates multiple	<b>Activity Description:</b>  Unit Title: Theater for Environmental Awareness  Unit Overview:  This unit explores the intersection of musical theater and environmental consciousness, focusing on the creation of devised or scripted theater works that address climate change. Students will synthesize knowledge from various theatrical conventions and technologies to visually represent

<p><b>Responding</b>                  Analyze                  Critique                  Interpret</p>	<p>elements of technology.</p> <p>c. Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.</p> <p><b>HS Advanced</b>                  1.4.12adv.Pr4                  a. Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.</p> <p>b. Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.</p> <p><b>HS Advanced</b>                  1.4.12adv.Re8                  a. Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic</p>	<p>environmental themes. They will create complete designs for theater works, incorporating multiple elements of technology to communicate concepts related to climate change. Additionally, students will integrate dramaturgical analysis with personal experiences to develop believable characters grappling with environmental challenges. Through research and analysis, students will explore the cultural and historical context of environmental issues, evaluate aesthetic interpretations, and discuss the connection between theater and contemporary environmental issues.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>● Synthesize knowledge of theatrical conventions and technologies to create visually impactful theater works.</li> <li>● Design complete productions that effectively communicate concepts related to climate change.</li> <li>● Develop believable characters that reflect personal experiences and environmental themes.</li> <li>● Justify acting techniques and technical elements in theater production.</li> <li>● Research and synthesize cultural and historical information related to environmental issues.</li> <li>● Analyze aesthetic interpretations of production elements and their connection to climate change.</li> <li>● Debate the impact of theater on contemporary environmental issues.</li> </ul> <p>Session 1: Introduction to Climate Change Theater</p>
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	<p>choices.</p> <p>b. Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.</p> <p>c. Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.</p>	<ul style="list-style-type: none"> <li>● Discuss the importance of theater in raising awareness about environmental issues.</li> <li>● Analyze examples of theater works addressing climate change.</li> <li>● Assign readings and viewings of environmentally themed theater productions.</li> </ul> <p>Session 2: Visual Composition and Technology</p> <ul style="list-style-type: none"> <li>● Synthesize knowledge from theatrical conventions and technologies to create visual compositions for theater works.</li> <li>● Explore various design elements such as set design, lighting, and multimedia integration.</li> <li>● Discuss how technology can enhance storytelling and convey environmental themes.</li> </ul>
<b>Enduring Understanding/s:</b>	<b>Essential Question/s:</b>	
<ol style="list-style-type: none"> <li>1. Theatre artists rely on intuition, curiosity, and critical inquiry.</li> <li>2. Theatre artists develop personal processes and skills for a performance or design.</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. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</li> <li>2. How do theatre artists fully prepare a performance or design?</li> </ol>	<p>Session 3: Designing for Climate Change</p> <ul style="list-style-type: none"> <li>● Create complete designs for theater works that incorporate multiple elements of technology.</li> <li>● Develop concepts for set designs, costumes, and visual effects that reflect climate change themes.</li> <li>● Justify design choices based on their ability to communicate environmental concepts effectively.</li> </ul> <p>Session 4: Character Development</p> <ul style="list-style-type: none"> <li>● Integrate dramaturgical analysis with personal experiences to create believable characters grappling with environmental challenges.</li> </ul>

	<p>3. How can the same work of art communicate different messages to different people?</p>	<ul style="list-style-type: none"> <li>● Explore character motivations, conflicts, and relationships in the context of climate change.</li> <li>● Develop monologues or scenes where characters confront environmental dilemmas.</li> </ul> <p>Session 5: Acting Techniques for Environmental Theater</p>
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></p>	
<p>SEL/Create              - (1) Generating and conceptualizing ideas.</p> <p>SEL/Perform              - (4) Selecting, analyzing, and interpreting work.</p> <p>SEL/Respond              - (8) Interpreting intent and meaning.</p> <p>SEL/Connect              - (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p>SEL/Create              CONSOLIDATED EU              Creative ideas and inspirations can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ              How do artists generate creative ideas?</p> <p>SEL/Perform              CONSOLIDATED EU              Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ              How do artists select repertoire?              How does understanding the</p>	<ul style="list-style-type: none"> <li>● Create and justify a collection of acting techniques to prepare believable characters in environmental theater.</li> <li>● Practice techniques such as emotional recall, physicalization, and vocal modulation.</li> <li>● Apply acting techniques to scenes or monologues addressing climate change themes.</li> </ul> <p>Session 6: Researching Environmental Context (S)(SS)</p> <ul style="list-style-type: none"> <li>● Research and synthesize cultural and historical information related to environmental issues.</li> <li>● Explore the cultural significance of environmental movements and ecological literature.</li> <li>● Discuss how historical events and cultural attitudes shape perceptions of climate change.</li> </ul> <p>Session 7: Analyzing Aesthetic Interpretations</p> <ul style="list-style-type: none"> <li>● Analyze and evaluate varied aesthetic interpretations of production elements for environmental theater works.</li> <li>● Critique set designs, costumes, and visual effects in relation to their effectiveness in conveying climate change themes.</li> </ul>

	<p>structure and context of art works inform performance and presentation? How do artists interpret their works?</p> <p>SEL/Respond                  CONSOLIDATED EU                  The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>CONSOLIDATED EQ                  How does understanding an artist’s expressive intent help us comprehend, interpret and personally relate to an artistic work?</p> <p>SEL/Connect                  CONSOLIDATED EU                  The recognition of one’s thoughts, feelings and their impact on one’s behavior are integrated to synthesize, make and interpret meaning in artistic works.</p> <p>CONSOLIDATED EQ</p>	<ul style="list-style-type: none"> <li>● Discuss the role of symbolism and metaphor in environmental theater.</li> </ul> <p>Session 8: Debating Theater and Contemporary Issues</p> <ul style="list-style-type: none"> <li>● Compare and debate the connection between theater works and contemporary environmental issues.</li> <li>● Reflect on the impact of theater in raising awareness and fostering dialogue about climate change.</li> <li>● Discuss strategies for using theater as a tool for advocacy and social change.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Design portfolio showcasing complete theater productions addressing climate change.</li> <li>● Performance of scenes or monologues featuring developed characters grappling with environmental challenges.</li> <li>● Research papers or presentations on cultural and historical context of environmental issues.</li> <li>● Critique of aesthetic interpretations of production elements in relation to climate change themes.</li> <li>● Participation in debates and discussions on the role of theater in addressing contemporary environmental issues.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● Readings and viewings of environmentally themed theater productions</li> </ul>
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	<p>How does one's feelings and thoughts connect to artistic works?</p>	<ul style="list-style-type: none"> <li>• Texts and articles on theater design, acting techniques, and environmental issues</li> <li>• Research materials on cultural and historical context of climate change</li> <li>• Multimedia resources showcasing visual compositions and technology integration in theater productions</li> </ul> <p>Interdisciplinary Connections:</p> <p>Science (S)</p> <p>Social Studies (SS)</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><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Peer and self-feedback in critical response format</li> </ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• Rubric evaluations</li> <li>• Tests/Quizzes</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Performances</li> <li>• In-studio showings</li> </ul>	
<p><b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b></p>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Carver, R. K. (2012). <i>Stagecraft Fundamentals: A Guide and Reference for Theatrical Production</i> (2nd ed.). Focal Press.</p> <p>Cohen, R. (2016). <i>Theatre: Art in Action</i> (11th ed.). McGraw-Hill Education.</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). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>hooks, b., (1994). <i>Teaching to transgress: Education as the practice of freedom</i>.</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_gl">https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_gl</a></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> <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>	<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 test to their individual needs.</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>

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**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***

<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<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</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>

	<p>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.</p> <ul style="list-style-type: none"> <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 repeat directions during any formal or informal assessments.</li> </ul>		
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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
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	<b><i>Core Ideas:</i></b>	<p>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.</p>
	<b><i>Performance Expectation/s:</i></b>	<p>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.</p>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p>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.</p>	