

Marking Period		Unit Title	Recommended Instructional Days
2		Marking Period 2	45 days
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit	
Creating Performing Responding	<p>Standard #: Anchor Standard 1 Description: Generating and conceptualizing ideas.</p> <p>Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work.</p> <p>Standard #: Anchor Standard 8 Description: Interpreting intent and meaning.</p>		
Artistic Practice:	Performance Expectation/s:		
<p>Creating Explore Plan Revise</p> <p>Performing Embody Execute Express Present</p>	<p>HS Proficient 1.4.12prof.Cr1 a. Research to construct ideas about the visual composition of devised or scripted theatre work.</p> <p>b. Explore the impact of technology on design choices in devised or scripted theatre work.</p> <p>c. Use script analysis to generate</p>	<p>Activity Description: Unit Title: Environmental Awareness Through Musical Theater Unit Overview: This unit will focus on exploring climate change themes in musical theater, emphasizing research, script analysis, and the impact of technology on design choices. Students will research and construct ideas about the visual composition of devised or</p>	

<p>Responding Analyze Critique Interpret</p>	<p>ideas about a character that is believable and authentic.</p> <p>HS Proficient 1.4.12prof.Pr4 a. Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.</p> <p>b. Use technical elements to increase the impact of design for a theatre production.</p> <p>HS Proficient 1.4.12prof.Re8 a. Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering plays' history, culture, and political context.</p> <p>b. Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.</p> <p>c. Formulate a deeper</p>	<p>scripted musical theater works centered around climate change. They will explore the impact of technology on design choices, rehearse various acting exercises, and use technical elements to enhance the impact of their productions. Additionally, students will examine and evaluate devised or scripted musical theater works, identifying supporting evidence for their effectiveness in communicating central messages and evaluating the aesthetics of production elements. They will formulate a deeper understanding and appreciation of musical theater works by considering their specific purpose and intended audience in relation to climate change themes.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Research and construct ideas about the visual composition of musical theater works related to climate change. ● Explore the impact of technology on design choices in musical theater productions. ● Use script analysis to generate ideas about believable and authentic characters. ● Rehearse various acting exercises to expand skills in musical theater performance. ● Use technical elements to increase the impact of design for musical theater productions. ● Examine and evaluate devised or scripted musical theater works related to climate change.
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	understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.	<ul style="list-style-type: none"> Identify supporting evidence for the effectiveness of musical theater works in communicating central messages. Evaluate the aesthetics of production elements and their ability to support or extend the storyline. Formulate a deeper understanding and appreciation of musical theater works by considering their specific purpose and intended audience. <p>Session 1: Introduction to Climate Change in Musical Theater</p> <ul style="list-style-type: none"> Discuss the significance of addressing climate change themes in musical theater. (S) Introduce key concepts and terminology related to climate change and musical theater. Assign readings and viewings of musical theater productions featuring environmental themes. <p>Session 2: Researching Visual Composition</p> <ul style="list-style-type: none"> Research to construct ideas about the visual composition of musical theater works related to climate change. Explore different visual elements such as set design, costumes, and lighting that can convey environmental messages.
Enduring Understanding/s:	Essential Question/s:	
<p>Dance</p> <ol style="list-style-type: none"> Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. Space, time, and energy are basic elements of dance. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. <p>Music</p> <ol style="list-style-type: none"> The creative ideas, concepts, and feelings 	<p>Dance</p> <ol style="list-style-type: none"> Where do choreographers get ideas for dances? How do dancers work with space, time and energy to communicate artistic expression? How is dance interpreted? <p>Music</p> <ol style="list-style-type: none"> How do musicians generate creative ideas? Why are strong choices essential to interpreting a drama or theatre piece? How can the same work of art communicate different messages to different people? 	

<p>that influence musicians' work emerge from a variety of sources.</p> <ol style="list-style-type: none"> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. <p>Theatre</p> <ol style="list-style-type: none"> Theatre artists rely on intuition, curiosity, and critical inquiry. Theatre artists make strong choices to effectively convey meaning. 	<p>Theatre</p> <ol style="list-style-type: none"> What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? Why are strong choices essential to interpreting a drama or theatre piece? How can the same work of art communicate different messages to different people? 	<ul style="list-style-type: none"> Discuss how visual composition can enhance storytelling and convey themes of climate change. <p>Session 3: Exploring Technology in Design Choices</p> <ul style="list-style-type: none"> Explore the impact of technology on design choices in musical theater productions. Experiment with digital projections, lighting effects, and sound design techniques to enhance environmental storytelling. Discuss ethical considerations when using technology in theater productions addressing climate change. <p>Session 4: Generating Character Ideas</p> <ul style="list-style-type: none"> Use script analysis to generate ideas about believable and authentic characters affected by climate change. Discuss how character motivations and conflicts can reflect environmental themes. Rehearse scenes focusing on character development and interactions related to climate change. <p>Session 5: Rehearsing Acting Exercises</p> <ul style="list-style-type: none"> Rehearse various acting exercises to expand skills in musical theater performance.
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<p>3. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p>		<ul style="list-style-type: none"> ● Practice vocal exercises, movement techniques, and ensemble building activities. ● Receive feedback and make adjustments to performances based on rehearsal observations.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p>Session 6: Using Technical Elements</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"> ● Use technical elements to increase the impact of design for musical theater productions. ● Incorporate sound effects, special effects, and multimedia elements to enhance environmental storytelling. ● Collaborate with designers to integrate technical elements seamlessly into the production. <p>Session 7: Examining and Evaluating Musical Theater Works</p> <ul style="list-style-type: none"> ● Examine devised or scripted musical theater works related to climate change. ● Identify supporting evidence for their effectiveness in communicating central messages. ● Evaluate the aesthetics of production elements and their ability to support or extend the storyline. ● Discuss the intended purpose and target audience of selected musical theater works.

	<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>	<p>Session 8: Formulating Understanding and Appreciation</p> <ul style="list-style-type: none">● Formulate a deeper understanding and appreciation of musical theater works by considering their specific purpose and intended audience.● Reflect on the unit's exploration of climate change themes in musical theater.● Discuss ways to continue addressing environmental issues through future theatrical endeavors. <p>Assessment:</p> <ul style="list-style-type: none">● Participation in research and rehearsal activities● Development of visual composition ideas and character analyses● Application of acting exercises and technical elements in performance● Analysis and evaluation of devised or scripted musical theater works related to climate change● Reflections on the unit's exploration of climate change themes in musical theater <p>Resources:</p> <ul style="list-style-type: none">● Musical theater productions featuring environmental themes
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	<p>How does one's feelings and thoughts connect to artistic works?</p>	<ul style="list-style-type: none"> • Texts, articles, and videos on climate change and musical theater • Research materials on visual composition and technology in theater design • Theater space or access to recording equipment for rehearsals and performances <p>Interdisciplinary Connections:</p> <p>Science (S)</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><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Peer and self-feedback in critical response format 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Rubric evaluations • Tests/Quizzes <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Performances • 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>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 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>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>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_gl</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.

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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***

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 	<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>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"> • 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>	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	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy
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SKILLS	<i>Core Ideas:</i>	<p>Different types of jobs require different knowledge and skills.</p> <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>	