

| Marking Period | Unit Title | Recommended Instructional Days |
|--|---|--|
| 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 1 Description: Generating and conceptualizing ideas. Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work. Standard #: Anchor Standard 8 Description: Interpreting intent and meaning. | |
| Artistic Practice: | Performance Expectation/s: | |
| Creating Explore Plan Revise Performing Embody Execute Express Present | HS Accomplished 1.4.12acc.Cr1 a. Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work. b. Understand and apply technology to design choices for devised or scripted theatre work. | Activity Description: Unit Title: Exploring Climate Change in Musical Theater Unit Overview: This unit will focus on integrating themes of climate change into musical theater, examining historical and cultural conventions, utilizing technology in design choices, and developing authentic characters based on personal experiences |

| | | |
|--|---|---|
| <p>Responding Analyze Critique Interpret</p> | <p>c. Use personal experiences and knowledge to develop a character that is believable and authentic.</p> <p>HS Accomplished 1.4.12acc.Pr4 a. Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.</p> <p>b. Apply theatrical elements and research to create a design that communicates the concept of a theatre production.</p> <p>HS Accomplished 1.4.12acc.Re8 a. Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.</p> <p>b. Construct meaning in a devised or scripted theatre work, considering personal aesthetics</p> | <p>and knowledge. Students will investigate how historical and cultural conventions impact the visual composition of theater works related to climate change. They will also explore the application of technology in design choices to effectively communicate environmental concepts. Additionally, students will refine acting skills to create believable characters and apply theatrical elements and research to design productions that convey the message of climate change. Through analysis and assessment, students will connect theater works to art forms, history, culture, and other disciplines, considering personal aesthetics and knowledge while respecting diverse interpretations and understanding the specific purpose and audience of their productions.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Investigate historical and cultural conventions impacting the visual composition of theater works. ● Understand and apply technology to design choices related to climate change. ● Use personal experiences and knowledge to develop authentic characters. ● Refine acting skills to build believable characters. ● Apply theatrical elements and research to create designs conveying the concept of climate change. |
|--|---|---|

| | | |
|---|---|--|
| | <p>and knowledge of production elements while respecting others' interpretations.</p> <p>c. Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.</p> | <ul style="list-style-type: none"> Analyze and assess theater works by connecting them to various disciplines and considering personal aesthetics and audience. <p>Session 1: Introduction to Climate Change in Musical Theater</p> <ul style="list-style-type: none"> Discuss the impact of climate change on society and the arts. Introduce key concepts and terminology related to climate change. Assign readings and viewings of musical theater productions addressing environmental themes. <p>Session 2: Investigating Historical and Cultural Conventions (S) (SS)</p> <ul style="list-style-type: none"> Investigate historical and cultural conventions impacting the visual composition of theater works related to climate change. Research artistic movements, styles, and techniques influenced by environmental concerns. Analyze how past theater productions have addressed ecological themes. <p>Session 3: Applying Technology in Design</p> |
| <p>Enduring Understanding/s:</p> | <p>Essential Question/s:</p> | |
| <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>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? | |

| | | |
|--|---|--|
| <p>Music</p> <ol style="list-style-type: none"> 1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 2. 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. 3. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. <p>Theatre</p> <ol style="list-style-type: none"> 1. Theatre artists rely on intuition, curiosity, and critical inquiry. | <ol style="list-style-type: none"> 3. How can the same work of art communicate different messages to different people? <p>Theatre</p> <ol style="list-style-type: none"> 1. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? 2. Why are strong choices essential to interpreting a drama or theatre piece? 3. How can the same work of art communicate different messages to different people? | <ul style="list-style-type: none"> • Understand and apply technology to design choices for theater works related to climate change. • Explore digital tools and techniques for set design, lighting, and special effects. • Discuss how technology can enhance storytelling and communicate environmental concepts effectively. <p>Session 4: Developing Authentic Characters</p> <ul style="list-style-type: none"> • Use personal experiences and knowledge to develop authentic characters representing diverse perspectives on climate change. • Conduct research on individuals affected by environmental issues and their stories. • Engage in improvisation and character exercises to embody different viewpoints. <p>Session 5: Refining Acting Skills</p> <ul style="list-style-type: none"> • Refine a range of acting skills to build believable characters in theater performances related to climate change. • Focus on vocal projection, physicality, and emotional depth in character development. • Rehearse scenes and monologues emphasizing environmental themes. |
|--|---|--|

| | | |
|---|--|---|
| <p>2. Theatre artists make strong choices to effectively convey meaning.</p> <p>3. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> | | <p>Session 6: Designing Productions</p> <ul style="list-style-type: none"> ● Apply theatrical elements and research to create designs that communicate the concept of climate change. ● Collaborate with classmates to develop set, costume, and lighting designs. ● Incorporate multimedia elements and eco-friendly materials into production concepts. <p>Session 7: Analyzing and Assessing Theater Works</p> |
| <p>Social and Emotional Learning: <i>Competencies</i></p> | <p>Social and Emotional Learning: <i>Sub-Competencies</i></p> | |
| <p>SEL/Create</p> <ul style="list-style-type: none"> - (1) Generating and conceptualizing ideas. <p>SEL/Perform</p> <ul style="list-style-type: none"> - (4) Selecting, analyzing, and interpreting work. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (8) Interpreting intent and meaning. <p>SEL/Connect</p> <ul style="list-style-type: none"> - (10) Synthesize and relate knowledge and | <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</p> | <ul style="list-style-type: none"> ● Analyze and assess theater works related to climate change by connecting them to art forms, history, culture, and other disciplines. ● Discuss how different interpretations and approaches contribute to the communication of environmental messages. ● Evaluate the effectiveness of productions in conveying themes of climate change to specific audiences. <p>Session 8: Final Performances and Reflection</p> <ul style="list-style-type: none"> ● Perform the finalized theater productions for the class or invited audience. ● Reflect on the process of integrating climate change themes into musical theater. |

| | | |
|--|---|---|
| <p>personal experiences to make art.</p> | <p>through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ 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/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</p> | <ul style="list-style-type: none"> ● Discuss the role of theater in raising awareness and inspiring action on environmental issues. <p>Assessment:</p> <ul style="list-style-type: none"> ● Participation in research activities and character development exercises ● Application of technology in design choices and acting skills in rehearsals ● Presentation of production designs and analysis of theater works ● Performance evaluations based on thematic coherence and audience engagement ● Reflection on the integration of climate change themes into musical theater <p>Resources:</p> <ul style="list-style-type: none"> ● Musical theater productions addressing environmental themes ● Texts, articles, and videos on climate change and the arts ● Research materials on historical and cultural conventions in theater ● Digital tools and software for set design and multimedia integration <p>Interdisciplinary Connections:</p> |
|--|---|---|

| | | | |
|--|--|---|--|
| | <p>integrated to synthesize, make and interpret meaning in artistic works.</p> <p>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</p> | <p>Science (S)</p> <p>Social Studies (SS)</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 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>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</i></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 | <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 | <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><i>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_glance.pdf</p> | <p>special needs, as well as to discuss whether or not homework is appropriate.</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>initial assessment to learn how to best tailor the format of any classwork, quiz or 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. | | | |

| Other: <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 assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time 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. 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. |

| | | | |
|--|---|--|--|
| | <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. | | |
|--|---|--|--|

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> |
|--|---|---|---|---|---|---|

| | | |
|---|--|---|
| 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 |

| | | |
|--|--|--|
| | | <p>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> |
| | Career Readiness, Life Literacies, & Key Skills Practices | |
| | | <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> |