

Marking Period		Unit Title	Recommended Instructional Days
1		Marking Period 1	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	Standard #: Anchor Standard 2 Description: Organizing and developing ideas.		
	Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products.		
	Standard #: Anchor Standard 7 Description: Perceiving and analyzing work.		
Artistic Practice:	Performance Expectation/s:		
Creating Imagine Envision Plan Construct Evaluate Clarify Realize	HS Advanced 1.4.12adv.Cr2 a. Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work. b. Collaborate as a creative team to make original artistic choices	Activity Description: Unit Title: Exploring Inclusivity Through Collaborative Theatre Unit Overview: This unit will center on the exploration of diversity and inclusion in theater, emphasizing collaborative decision-making	

<p>Performing Establish Analyze Choose Rehearse Share</p> <p>Responding Examine Discern Critique Interpret</p>	<p>in devised or scripted theatre work.</p> <p>HS Advanced 1.4.12adv.Pr5 a. Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.</p> <p>b. Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.</p> <p>HS Advanced 1.4.12adv.Re7 a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.</p> <p>b. Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.</p>	<p>and experimentation with various artistic choices. Students will collaborate as a creative team to make informative, analytical, and original choices for devised or scripted theater works. They will experiment with theatrical styles and acting techniques to develop unique directorial concepts and characterizations. Additionally, students will analyze multiple interpretations of artistic criteria and use historical and cultural context to structure and justify personal responses to theater works.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Collaborate as a creative team to make informative and analytical choices for theater works. ● Collaborate as a creative team to make original artistic choices for theater works. ● Experiment with theatrical styles to form unique directorial concepts. ● Experiment with various acting techniques for character development. ● Demonstrate understanding of multiple interpretations of artistic criteria. ● Use historical and cultural context to structure and justify personal responses to theater works.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Standards: 1.4.12adv.Cr2, 1.4.12adv.Pr5, 1.4.12adv.Re7</p>

<ol style="list-style-type: none"> 1. Theatre artists work to discover different ways of communicating meaning. 2. Theatre artists make choices to convey meaning. 3. Theatre artists reflect to understand the impact of drama processes and theatre experiences. 	<ol style="list-style-type: none"> 1. How, when, and why do theatre artists' choices change? 2. How do theatre artists use tools and techniques to communicate ideas and feelings? 3. How do theatre artists comprehend the essence of drama processes and theatre experiences? 	<p>Session 1: Introduction to Diversity and Inclusion in Theatre</p> <ul style="list-style-type: none"> ● Discuss the importance of diversity and inclusion in theater. ● Introduce key concepts and terminology related to diversity and inclusion. ● Assign readings and viewings of theater works that explore diverse perspectives. <p>Session 2: Collaborative Decision-Making</p> <ul style="list-style-type: none"> ● Collaborate as a creative team to make informative and analytical choices for theater works. ● Discuss the importance of communication and teamwork in theater production. ● Brainstorm ideas for potential theater works that highlight diverse experiences and perspectives. <p>Session 3: Experimenting with Artistic Choices</p> <ul style="list-style-type: none"> ● Collaborate as a creative team to make original artistic choices for theater works. ● Experiment with different artistic styles, genres, and themes. ● Discuss the significance of pushing boundaries and taking creative risks in theater.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create - (2) Organize and develop artistic ideas and work.</p> <p>SEL/Perform</p>	<p>SEL/Create CONSOLIDATED EU Artists organize and develop creative ideas by balancing what is known with what is new</p> <p>CONSOLIDATED EQ</p>	

<p>- (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond</p> <p>- (7) Perceive and analyze artistic work.</p> <p>SEL/Connect</p> <p>- (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p>How do artists make creative decisions?</p> <p>SEL/Perform CONSOLIDATED EU 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 How do artists improve the quality of their presentation/performance?</p> <p>SEL/Respond CONSOLIDATED EU Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works</p> <p>CONSOLIDATED EQ How do artists comprehend and process creative experiences in</p>	<p>Session 4: Exploring Theatrical Styles</p> <ul style="list-style-type: none"> ● Experiment with theatrical styles to form unique directorial concepts for theater works. ● Explore different styles such as realism, surrealism, absurdism, and expressionism. ● Discuss how each style can be used to convey diverse narratives and themes. <p>Session 5: Acting Techniques for Character Development</p> <ul style="list-style-type: none"> ● Experiment with various acting techniques for character development in theater works. ● Practice exercises focusing on physicality, voice, and emotional depth. ● Discuss how different techniques can be used to portray diverse characters authentically. <p>Session 6: Analyzing Artistic Criteria</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of multiple interpretations of artistic criteria. ● Analyze various criteria such as plot, character, theme, and style in theater works. ● Discuss how different interpretations can influence artistic choices and audience reception.
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	<p>ways that impact one's perception and responses to personal life experiences?</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 How does one's feelings and thoughts connect to artistic works?</p>	<p>Session 7: Using Historical and Cultural Context (SS)</p> <ul style="list-style-type: none">● Use historical and cultural context to structure and justify personal responses to theater works.● Research and present on the historical and cultural background of selected theater works.● Discuss how context influences interpretation and meaning in theater. <p>Session 8: Final Presentation and Reflection</p> <ul style="list-style-type: none">● Present devised or scripted theater works developed collaboratively throughout the unit.● Reflect on the production process, artistic choices, and the impact of diversity and inclusion.● Discuss lessons learned and future considerations for creating inclusive theater. <p>Assessment:</p> <ul style="list-style-type: none">● Participation in collaborative decision-making exercises● Presentation of original artistic choices for theater works● Application of theatrical styles and acting techniques● Analysis of artistic criteria and interpretations● Research presentations on historical and cultural context● Final presentation of devised or scripted theater works
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		<ul style="list-style-type: none"> ● Reflections on the production process and the role of diversity and inclusion <p>Resources:</p> <ul style="list-style-type: none"> ● Theater works featuring diverse perspectives and themes ● Texts, articles, and videos on diversity and inclusion in theater ● Research materials on historical and cultural context ● Theater space or access to recording equipment for rehearsals and performances <p>Interdisciplinary Connections:</p> <p>Social Studies (SS)</p>
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">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

Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	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>.</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, 	<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.

https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf	or the school's Occupational or Physical Therapists.		
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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). 	<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

	<ul style="list-style-type: none"> • 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. 		opportunities for extra credit.
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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	<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.	