

Marking Period		Unit Title	Recommended Instructional Days
1		Marking Period 1	45 days
<b>Artistic Process:</b>	<b>Anchor Standard: General Knowledge &amp; Skills</b>	<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 2 <b>Description:</b> Organizing and developing ideas.		
	<b>Standard #:</b> Anchor Standard 5 <b>Description:</b> Developing and refining techniques and models or steps needed to create products.		
	<b>Standard #:</b> Anchor Standard 7 <b>Description:</b> Perceiving and analyzing work.		
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>		
<b>Creating</b> Imagine Envision Plan Construct Evaluate Clarify Realize	<b>HS Accomplished</b> 1.4.12acc.Cr2 a. Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.	<b>Activity Description:</b>  Unit Title: Diversity in Theatre- Exploring Perspectives and Making Informed Choices  Unit Overview: This unit will delve into the exploration of diversity and inclusion in theater, emphasizing historical and cultural influences, creative teamwork, and character	

<p><b>Performing</b>                  Establish                  Analyze                  Choose                  Rehearse                  Share</p> <p><b>Responding</b>                  Examine                  Discern                  Critique                  Interpret</p>	<p>b. Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.</p> <p><b>HS Accomplished</b>                  1.4.12acc.Pr5</p> <p>a. Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.</p> <p>b. Identify essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.</p> <p><b>HS Accomplished</b>                  1.4.12acc.Re7</p> <p>a. Respond to what is seen, felt, and heard in devised or scripted theatre work to develop criteria for artistic choices.</p> <p>b. Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.</p>	<p>development. Students will develop a critical understanding of how historical and cultural factors shape theater works and collaborate as a creative team to make informed and analytical choices. They will discover how unique choices contribute to believable and sustainable characters, utilizing essential text information, research, and director's concepts. Through response and evaluation, students will develop criteria for artistic choices and apply theater elements to formal and informal assessments.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>● Develop a dramatic interpretation demonstrating critical understanding of historical and cultural influences in theater works.</li> <li>● Cooperate as a creative team to make informative and analytical choices for theater works.</li> <li>● Discover how unique choices shape believable and sustainable characters.</li> <li>● Identify essential text information, research sources, and director's concepts to influence character choices.</li> <li>● Respond to and analyze elements in theater works to develop criteria for artistic choices.</li> <li>● Apply theater elements to formal and informal evaluations of artistic choices.</li> </ul> <p>Standards: 1.4.12acc.Cr2, 1.4.12acc.Pr5, 1.4.12acc.Re7</p>
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Enduring Understanding/s:	Essential Question/s:	
<ol style="list-style-type: none"> <li>1. Theatre artists work to discover different ways of communicating meaning.</li> <li>2. Theatre artists make choices to convey meaning.</li> <li>3. Theatre artists reflect to understand the impact of drama processes and theatre experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. How, when, and why do theatre artists' choices change?</li> <li>2. How do theatre artists use tools and techniques to communicate ideas and feelings?</li> <li>3. How do theatre artists comprehend the essence of drama processes and theatre experiences?</li> </ol>	<p>Session 1: Introduction to Diversity and Inclusion in Theatre</p> <ul style="list-style-type: none"> <li>● Discuss the importance of diversity and inclusion in theater.</li> <li>● Introduce key concepts and terminology related to diversity, culture, and inclusion.</li> <li>● Assign readings and viewings of theater works featuring diverse perspectives.</li> </ul> <p>Session 2: Understanding Historical and Cultural Influences</p> <ul style="list-style-type: none"> <li>● Research and present on historical and cultural influences in theater. (SS)</li> <li>● Analyze how historical and cultural factors shape devised or scripted theater works.</li> <li>● Discuss examples of diverse theater works and their impact on audiences.</li> </ul> <p>Session 3: Creative Teamwork and Analytical Choices</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</p> <ul style="list-style-type: none"> <li>- (2) Organize and develop artistic ideas and work.</li> </ul> <p>SEL/Perform</p>	<p>SEL/Create</p> <p>CONSOLIDATED EU                  Artists organize and develop creative ideas by balancing what is known with what is new.</p> <p>CONSOLIDATED EQ</p>	<ul style="list-style-type: none"> <li>● Collaborate as a creative team to analyze a selected theater work.</li> <li>● Make informative and analytical choices regarding staging, characterization, and design.</li> <li>● Discuss the importance of teamwork and communication in theater production.</li> </ul>

<p>- (5) Develop &amp; refine artistic techniques &amp; 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, &amp; 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: Character Development and Unique Choices</p> <ul style="list-style-type: none"> <li>● Discover how unique choices shape believable and sustainable characters.</li> <li>● Analyze text information, research sources, and director's concepts to influence character choices.</li> <li>● Rehearse scenes focusing on character development and authenticity.</li> </ul> <p>Session 5: Response and Criteria Development</p> <ul style="list-style-type: none"> <li>● Respond to what is seen, felt, and heard in theater works.</li> <li>● Develop criteria for artistic choices based on response and analysis.</li> <li>● Discuss the importance of subjective and objective evaluation in theater.</li> </ul> <p>Session 6: Application of Theater Elements</p> <ul style="list-style-type: none"> <li>● Apply theater elements (e.g., acting, directing, design) to formal and informal evaluations of artistic choices.</li> <li>● Analyze production values and their impact on audience experience.</li> <li>● Reflect on personal aesthetic preferences and how they influence evaluation.</li> </ul>
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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: Final Performance and Evaluation</p> <ul style="list-style-type: none"><li>● Prepare and perform devised or scripted theater work for the class or invited audience.</li><li>● Conduct formal and informal evaluations of artistic choices.</li><li>● Provide constructive feedback to peers and reflect on the production process.</li></ul> <p>Session 8: Reflection and Synthesis</p> <ul style="list-style-type: none"><li>● Reflect on the unit's exploration of diversity and inclusion in theater.</li><li>● Synthesize learning experiences and personal growth.</li><li>● Discuss future applications of skills and insights gained.</li></ul> <p>Assessment:</p> <ul style="list-style-type: none"><li>● Participation in class discussions and activities</li><li>● Research presentations on historical and cultural influences</li><li>● Collaborative analysis and decision-making exercises</li><li>● Scene rehearsals and character development activities</li><li>● Response papers and criteria development assignments</li><li>● Performance of devised or scripted theater work</li><li>● Formal and informal evaluations of artistic choices</li></ul>
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<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Peer and self feedback in critical response format</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Rubric evaluations</li> <li>● Tests/Quizzes</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Performances</li> <li>● In-studio showings</li> </ul>
<p align="center"><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>		Standards in Action: <i>Climate Change</i>	X	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	
	<b><i>Core Ideas:</i></b>	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.
	<b><i>Performance Expectation/s:</i></b>	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.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	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.	