

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 Imagine Envision Plan Construct Evaluate Clarify Realize Performing Establish	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 Environmental Consciousness Through Drama Unit Overview: This unit will explore the intersection of theater and environmental consciousness, focusing on the theme of climate change. Students will investigate historical and cultural conventions that influence the visual composition of theater

<p>Analyze Choose Rehearse Share</p> <p>Responding Examine Discern 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>works, as well as the application of technology in design choices. They will use personal experiences and knowledge to develop believable characters within the context of climate change narratives. Additionally, students will refine acting skills, apply theatrical elements to design, analyze theater works related to climate change, and consider the purpose and audience of such 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 for theater works. ● Use personal experiences and knowledge to develop believable characters. ● Refine acting skills to build believable characters. ● Apply theatrical elements and research to create designs. ● Analyze theater works related to climate change. ● Construct meaning in theater works while respecting others' interpretations. ● Verify and articulate how theater works communicate for specific purposes and audiences. <p>Standards: 1.4.12acc.Cr1, 1.4.12acc.Pr4, 1.4.12acc.Re8</p> <p>Session 1: Introduction to Theater and Climate Change</p> <ul style="list-style-type: none"> ● Discuss the importance of theater in addressing environmental issues.
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	<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"> ● Introduce key concepts and terminology related to climate change. ● Assign readings and viewings of theater works exploring environmental themes. (S) <p>Session 2: Historical and Cultural Conventions in Visual Composition</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<ul style="list-style-type: none"> ● Investigate historical and cultural conventions influencing the visual composition of theater works. (SS)
<ol style="list-style-type: none"> 1. Theatre artists rely on intuition, curiosity, and critical inquiry. 2. Theatre artists develop personal processes and skills for a performance or design. 3. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 	<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. How do theatre artists fully prepare a performance or design? 3. How can the same work of art communicate different 	<ul style="list-style-type: none"> ● Analyze examples of set, costume, and lighting designs in theater works related to climate change. ● Brainstorm ideas for visual compositions for a climate change-themed scene or monologue. <p>Session 3: Technology and Design Choices</p> <ul style="list-style-type: none"> ● Understand and apply technology to design choices for theater works. ● Experiment with digital projections, sound effects, and other technological elements. ● Discuss ethical considerations when using technology in theater productions related to climate change. <p>Session 4: Character Development and Personal Experiences</p> <ul style="list-style-type: none"> ● Use personal experiences and knowledge to develop believable characters within the context of climate change narratives.

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	messages to different people? <ul style="list-style-type: none"> ● Rehearse scenes focusing on character development and authenticity. ● Discuss the importance of empathy and understanding in portraying characters affected by climate change.
<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 personal experiences to make art. 	<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 structure and context of art works inform performance and presentation? How do artists interpret their works?</p>	<p>Session 5: Refining Acting Skills</p> <ul style="list-style-type: none"> ● Refine a range of acting skills to build believable characters. ● Practice exercises focusing on physicality, voice, and emotional authenticity. ● Receive feedback and make adjustments to improve performances. <p>Session 6: Applying Theatrical Elements to Design</p> <ul style="list-style-type: none"> ● Apply theatrical elements and research to create designs for climate change-themed theater productions. ● Collaborate with designers to develop set, costume, lighting, and sound designs. ● Discuss how design choices can enhance storytelling and convey the concept of a production. <p>Session 7: Analyzing Theater Works</p> <ul style="list-style-type: none"> ● Analyze and assess theater works related to climate change, connecting them to art forms, history, culture, and other disciplines. ● Construct meaning in theater works while considering personal aesthetics and knowledge of production elements.

	<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 How does one's feelings and thoughts connect to artistic works?</p>	<ul style="list-style-type: none">● Discuss different interpretations of theater works and respect diverse perspectives. <p>Session 8: Final Performance and Reflection</p> <ul style="list-style-type: none">● Verify and articulate how theater works related to climate change communicate for specific purposes and audiences.● Prepare and perform devised or scripted theater work for the class or invited audience.● Reflect on the production process and discuss the impact of theater in raising awareness about climate change. <p>Assessment:</p> <ul style="list-style-type: none">● Participation in class discussions and activities● Research projects on historical and cultural conventions● Character development exercises and scene rehearsals● Acting skills assessments● Design presentations and critiques● Analysis of theater works related to climate change● Reflections on personal interpretations and understanding <p>Resources:</p> <ul style="list-style-type: none">● Theater works exploring environmental themes, specifically climate change● Texts, articles, and videos on climate change and theater● Design software and technical equipment for experimenting with design choices
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<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>	<ul style="list-style-type: none"> Meet with the student’s special education or inclusion teacher prior to initial assessment to learn 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the

<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_glance.pdf</p>	<p>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.</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. 	<ul style="list-style-type: none"> ● 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. 	<p>assistance of guidance counselors.</p>
<p>Supplemental Resources</p>			

<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. <p>Other:</p> <ul style="list-style-type: none"> N/A 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
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 	<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. 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>

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy
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	<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>	