

| Marking Period  |   | Unit Title  | Recommended Instructional Days |
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| 1   |   | Marking Period 1  | 1 Marking Period               |
| <b>Artistic Process:</b>  | <b>Anchor Standard:<br/>General Knowledge &amp; Skills</b>  | <b>Recommended Activities, Investigations,<br/>Interdisciplinary Connections, and/or Student<br/>Experiences to Explore NJSLS-VPA within Unit</b>   |                                |
| Creating<br>Performing<br>Responding  | <b>Standard #:</b> Anchor Standard 2<br><b>Description:</b> Organizing and developing ideas.<br><br><b>Standard #:</b> Anchor Standard 5<br><b>Description:</b> Developing and refining techniques and models or steps needed to create products.<br><br><b>Standard #:</b> Anchor Standard 7<br><b>Description:</b> Perceiving and analyzing work. |   |                                |
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| <b>Artistic Practice:</b>   | <b>Performance Expectation/s:</b>   |   |                                |
| <b>Creating</b><br>Imagine<br>Envision<br>Plan<br>Construct<br>Evaluate<br>Clarify<br>Realize | <b>HS Advanced</b><br>1.4.12adv.Cr2<br>a. Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.<br><br>b. Collaborate as a creative team to make original artistic choices  | <b>Activity Description:</b><br>Sample Advanced Theatre Lesson Plan for Marking Period 1<br><br><b>Class:</b> Advanced Theatre, 40 minutes<br><b>Suggested Activities:</b><br><br>Warm-up Routine (10 minutes) <ul style="list-style-type: none"> <li>● Roll downs</li> </ul> |                                |

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| <p><b>Performing</b><br/>         Establish<br/>         Analyze<br/>         Choose<br/>         Rehearse<br/>         Share</p> <p><b>Responding</b><br/>         Examine<br/>         Discern<br/>         Critique<br/>         Interpret</p> | <p>in devised or scripted theatre work.</p> <p><b>HS Advanced</b><br/>         1.4.12adv.Pr5<br/>         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><b>HS Advanced</b><br/>         1.4.12adv.Re7<br/>         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> | <ul style="list-style-type: none"> <li>• Stretching</li> <li>• Diction Exercises</li> <li>• Tongue Twisters</li> <li>• Improvisation Games</li> <li>• Physical Exploration</li> <li>• Space Exploration</li> <li>• Breathing and Diaphragm Exercises</li> <li>• Yawning and Jaw Loosening Exercises</li> </ul> <p>Advanced Level Playwright Study - Lynn Nottage<br/>         Part 1 - Character Work</p> <p>Introduction (5 Minutes)</p> <p>Students will review background research materials from the introductory lesson on Lynn Nottage. Class will open with a brief review and discussion on Lynn Nottage's life, body of work, and impact on theatre. Students will select a 2-4 person Lynn Nottage scene to work on for a performance assignment.</p> <p>Work Time/Teacher Check-In (20 minutes)</p> <p>Working with scene partners, students research their selected scene for further understanding of character, plot, and context. Students collaborate and create notes on the following information:</p> <ul style="list-style-type: none"> <li>• Synopsis of the play</li> <li>• Who is your character?</li> <li>• Who are you talking to?</li> <li>• What is it you want them to know?</li> <li>• What happened just before this moment in the show?</li> </ul> |
| <p><b>Enduring Understanding/s:</b></p>   | <p><b>Essential Question/s:</b></p>  |   |

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| <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> | <ul style="list-style-type: none"> <li>• What happens just after the monologue ends?</li> </ul> <p>Utilizing the details above, pairs/groups begin reading through the scene and improvising choices for character development. Teacher observes for understanding and checks in with each pair/group individually.</p> <p>Closure (5 minutes)<br/>         Teacher instructs students to video their final reading to document the character development work in progress. Student exit ticket is to note what the next steps are in developing the scene and song by asking the question 'what's next?'.</p> |
| <b>Social and Emotional Learning:</b><br><i>Competencies</i>  | <b>Social and Emotional Learning:</b><br><i>Sub-Competencies</i>   |  |
| SEL/Create<br>- (2) Organize and develop artistic ideas and work.<br><br>SEL/Perform  | SEL/Create<br>CONSOLIDATED EU<br>Artists organize and develop creative ideas by balancing what is known with what is new<br><br>CONSOLIDATED EQ  |  |

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| <ul style="list-style-type: none"> <li>- (5) Develop &amp; refine artistic techniques &amp; work for presentation.</li> </ul> <p>SEL/Respond</p> <ul style="list-style-type: none"> <li>- (7) Perceive and analyze artistic work.</li> </ul> <p>SEL/Connect</p> <ul style="list-style-type: none"> <li>- (10) Synthesize and relate knowledge and personal experiences to make art.</li> </ul> | <p>How do artists make creative decisions?</p> <p>SEL/Perform<br/> CONSOLIDATED EU<br/> 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<br/> How do artists improve the quality of their presentation/performance?</p> <p>SEL/Respond<br/> CONSOLIDATED EU<br/> 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<br/> How do artists comprehend and process creative experiences in</p> |  |
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|  | <p>ways that impact one's perception and responses to personal life experiences?</p> <p>SEL/Connect<br/>CONSOLIDATED EU<br/>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<br/>How does one's feelings and thoughts connect to artistic works?</p> |   |  |
| <p><b>Assessments (Formative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>           |   | <p><b>Assessments (Summative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>   |  |
| <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Peer and self feedback in critical response format</li></ul> |   | <p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"><li>● Rubric evaluations</li><li>● Tests/Quizzes</li></ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Performances</li><li>● In-studio showings</li></ul> |  |
| <p><b>Differentiated Student Access to Content:<br/>Teaching and Learning Resources/Materials</b></p>  |   |   |  |
| <p><b>Core Resources</b></p>   | <p><b>Alternate Core Resources</b><br/><i>IEP/504/At-Risk/ESL</i></p>   | <p><b>ELL Core Resources</b></p>  | <p><b>Gifted &amp; Talented Core Resources</b></p> |

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| <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>Freire, P. (1972). <i>Pedagogy of the oppressed</i>. New York: Herder and Herder.</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>.<br/> <a href="https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf">https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</a></p> <p>Woodson, C. (2005). <i>Beginning. Of, The Mis-Education of the Negro</i> (1-87). Mineola, NY: Dover Publications Inc.</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  |   |   |   |
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| <b>Technology:</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> |   |   |   |
| Differentiated Student Access to Content:<br>Recommended <i>Strategies &amp; Techniques</i>   |   |   |   |
| Core Resources  | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>  | ELL Core Resources  | Gifted & Talented Core  |
| <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 needed, when required according to students' IEP or 504 plan. Break assignments up into</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> |

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|  | <p>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)

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| Amistad Law:<br><i>N.J.S.A. 18A 52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities Law:<br><i>N.J.S.A. 18A:35-4.35</i> |  | Standards in Action:<br><i>Climate Change</i> |
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| <b>Standard 9</b>                |  |
| <b>12 Career Ready Practices</b> | <p><input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee.</p> <p><input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills.</p> <p><input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being.</p> <p><input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively and with reason.</p> <p><input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions.</p> |



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|  | <input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation.<br><input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies.<br><input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br><input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management.<br><input checked="" type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals.<br><input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity.<br><input checked="" type="checkbox"/> CRP12. Work productively in teams while using cultural global competence. |
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| <b>9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION</b> |   |
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| Content Area: 21st Century Life and Careers               |   |
| Strand C: Career Preparation                              |   |
| Number:   | Standard Statement:   |
| 9.2.12.C.1  | Review career goals and determine steps necessary for attainment.   |
| 9.2.12.C.2  | Modify Personalized Student Learning Plans to support declared career goals.  |
| 9.2.12.C.3  | Identify transferable career skills and design alternate career plans.  |
| 9.2.12.C.4  | Analyze how economic conditions and societal changes influence employment trends and future education.                        |
| 9.2.12.C.5  | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |

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| 9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. |
| 9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.   |
| 9.2.12.C.8 | Assess the impact of litigation and court decisions on employment laws and practices.   |
| 9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability.  |

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| <b>9.3 CAREER &amp; TECHNICAL EDUCATION (CTE)</b>            |  |
| Content Area: Standard 9.3 Career and Technical Education    |  |
| Strand: Arts, A/V Technology & COmmunications Career Cluster |  |
| Number:  | Standard Statement:  |
| 9.3.12.AR-PRF.1  | Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.               |
| 9.3.12.AR-PRF.2  | Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions. |
| 9.3.12.AR-PRF.3  | Perform a varied repertoire of vocal and/or instrumental music representing  |

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|                 | diverse styles, cultures and historical periods.  |
| 9.3.12.AR-PRF.4 | Demonstrate knowledge of music theory.  |
| 9.3.12.AR-PRF.5 | Explain key issues affecting the creation of characters, acting skills and roles.                           |
| 9.3.12.AR-PRF.6 | Create stage, film, television or electronic media scripts in a variety of traditional and current formats. |
| 9.3.12.AR-PRF.7 | Describe how technology and technical support enhance performing arts productions.                          |
| 9.3.12.AR-PRF.8 | Analyze all facets of stage and performing arts production management.                                      |