

# Student Achievement Committee Meeting

Wednesday, January 17, 2024 6:30 PM

BOE - Room 36 and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

## 1. Call to Order/ Pledge of Allegiance

## 2. Decision: Approval of Minutes

## 3. Public Comment

## 4. Decision

4.1. Student Achievement Calendar of Meeting Dates **Presenter:** Carly Fortin

4.2. Program of Studies **Presenter:** Michael Higgins

4.3. Theater Behind the Scenes **Presenter:** Kenneth Bagley

4.4. Advanced Acting **Presenter:** Kenneth Bagley

4.5. Murals **Presenter:** Kenneth Bagley

4.6. Soundtrack Production **Presenter:** Kenneth Bagley

4.7. Entrepreneurship **Presenter:** Dr. Jaime Rechenberg

4.8. Architectural Concepts **Presenter:** Dr. Jaime Rechenberg

## 5. Information

5.1. Update on K-3 Reading Waiver

## 6. Adjournment



Student Achievement Committee  
September 20, 2023  
MINUTES - DRAFT

*The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please go to: [SAC Meeting September 20, 2023](#) Passcode: M034gKT\**

Present: Catherine Carbone, Eric Carlson, Michael Dietter, Jill Fitzsimons-Bula, Carly Fortin, Sara Hale, Maria Simmons, Erika Treannie, Jaime Rechenberg, Azra Redzic, Kristy Ricciardone, Jillian Romann, Melanie Vetrano, Leszek Ward

Call to Order

Commissioner Fitzsimons-Bula called the meeting to order at 6:30 p.m.

Decision: Approval of Minutes from August 30, 2023 meeting:

*On a motion made by Commissioner Carlson and seconded by Commissioner Fitzsimons-Bula, it was unanimously;*

**VOTED: to approve the minutes from August 30, 2023.**

Report on Summer School Participation:

Mrs. Carly Fortin, Chief Academic Officer, presented information on 2023 Summer School. Elementary had a 35 percent increase in attendees and a drastic increase in the number of days attended compared to 2022.

Middle School also had a great turn out, with most middle school attendees being in grade 8. A new program, Algebra Plus, was offered for students who were recommended to take Algebra in 8th grade. This group was used as part of Bristol's High Quality Instruction- Live professional development this summer.

High school students were also able to take classes this summer for their required credits, including some electives and physical education. Another opportunity Bristol had this summer was a CNA program, where we partnered with Tunxis Community College. Ten students participated in this program this summer and all ten received their certification.

Report on Attendance 22-23:

Mrs. Erika Treannie, Director of Climate, Culture, and Family Engagement, presented information on our attendance throughout the district. Bristol Public Schools had the 6th highest reduction rate of chronic absenteeism out of all public schools in CT. Because of this, Bristol was asked to present at Tuesday Talks and CAPSS to help other school districts reduce their chronic absenteeism as well. Attendance Works will also be publishing an article highlighting Bristol Public Schools.

*Questions and discussion followed.*

Report on SAT performance 22-23:

Mrs. Carly Fortin presented that Bristol students are meeting the expected growth between administrations of PSAT and SAT. She did, however, report that in both Bristol and at the state level, mean SAT scores of students who were in high school during the pandemic are lower than the average scores pre-pandemic.

Actions we are taking to increase our scores include: strengthening our core curriculum by focusing on curriculum revision and implementation and increasing student engagement with the college planning process and the SAT by possibly offering credit opportunities for SAT preparation activities.

Question and discussion followed.

Report on LAS performance:

Mrs. Azra Redzic, Elementary Humanities Supervisor and Supervisor of TESOL teachers and ML students, presented that the LAS Links is a comprehensive assessment designed to measure English language proficiency in students from Kindergarten through Grade 12. This assessment helps us identify students who require English language support. Mrs. Fortin presented the number of multilingual learners enrolled in Bristol has increased by 15 percent in the last year. Student achievement is partially reflective of a student's English language proficiency this school year.

Mrs. Fortin also presented that Bristol multilingual students have been outgrowing the state of CT's average growth for the past five years on both the oral and the literacy subtests. This past year, we outperformed the state's growth on the oral subtest.

Report on College Career Readiness Enrollment and Achievement 22-23:

Mrs. Carly Fortin presented students who scored a 3 or higher on the AP exams have been at its highest in the past five years for both Bristol Central and Bristol Eastern. One-third of our AP courses have a pass rate that is greater than 75 percent. The achievement percentage at Bristol Eastern is greater than the state average. Overall, due to College Career Pathways and Dual-Enrollment, enrollment in AP classes is decreasing, while achievement in AP classes is increasing.

Grant-Funded Family Engagement:

Mrs. Carly Fortin presented that this upcoming school year, all elementary, K-8, and middle schools in Bristol will be considered Title I schools. Previously, these funds have been used to support the Family Resource Center and many family events throughout the year. Other federal grants we have received also fund family engagement in Bristol. These are: McKinney-Vento- Homeless Assistance (funds 3 homeless family liaisons), Title IV (funds 4 family liaisons), ESSER II (2 bilingual family liaisons), ESSER ARP (funded Family Partnership Activities) and Adult Education PEP Grant for Family Literacy (funds parent education classes enrolled in Adult Education).

A lengthy discussion on a state statute was originated by a question from a Commissioner. Dr. Michael Dietter called a point of order due to the fact that the item was not on the Student Achievement Committee Agenda.

There being no further discussion, Commissioner Fitzsimons- Bula adjourned the meeting at 8:05 pm.

Respectfully submitted,

*Katlyne Laprise*  
Katlyne Laprise

DRAFT



Student Achievement Committee  
October 18, 2023  
MINUTES - DRAFT

*The minutes presented within this document are a summary of the discussion that took place at the Student Achievement Committee meeting. To view the meeting in its entirety and hear full reports please go to: [SAC Meeting October 18, 2023](#) Passcode: 1Yf2Z+\$N*

Present: Russell Anderson, Catherine Carbone, Michael Dietter, Jill Fitzsimons-Bula, Carly Fortin, Kristen Giantonio, Maria Simmons, Jaime Rechenberg, Azra Redzic, Jillian Romann, Melanie Vetrano, Leszek Ward

Call to Order

Commissioner Fitzsimons-Bula called the meeting to order at 6:30 p.m.

Decision: Approval of Minutes from September 20, 2023 meeting:

*On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Simmons, it was;*

**VOTED: to postpone the motion to approve the minutes to the next Student Achievement Committee meeting.**

The motion **PASSED** with Commissioner Fitzsimons- Bula and Commission Simmons in favor of the motion, and Commissioner Giantonio opposed.

Decision: Curriculum Revision- Algebra II

A presentation on the curriculum revision for Algebra 2 was conducted by Dr. Jaime Rechenberg, Secondary STEM Supervisor. Details were provided on the structure, content, and assessment methods of the revised curriculum. Discussion highlighted the inclusion of various activities, warm-ups, and formative assessments to enhance student learning.

Questions and discussion followed.

*On a motion made by Commissioner Simmons and seconded by Commissioner Giantonio, it was unanimously;*

**VOTED: to move the curriculum revision for Algebra II to the full Board of Education for approval.**

Decision: Curriculum Revision: Middle School English Language Arts

A presentation on the curriculum revision for Middle School English Language Arts was conducted by Mr. Leszek Ward, Secondary Humanities Supervisor. Mr. Ward highlighted the key aspects of the curriculum, including the emphasis on a diverse range of perspectives, the inclusion of challenging texts, and the integration of thought-provoking themes.

Questions and discussion followed.

*On a motion made by Commissioner Simmons and seconded by Commissioner Giantonio, it was unanimously;*

**VOTED: to move the curriculum revision for Middle School English Language Arts to the full Board of Education for approval.**

There being no further discussion, Commissioner Fitzsimons- Bula adjourned the meeting at 7:50 pm.

Respectfully submitted,

***Katlyne Laprise***

Katlyne Laprise

DRAFT



## PROCEDURES FOR REMOTE PUBLIC COMMENT

Members of the public are invited to comment to the Board on any topic related to school business.

Items requiring consideration by the Board must be approved as an agenda item by a 2/3ds vote of the Board members present. Such items may be referred for further study and not necessarily acted upon at this meeting.

Anyone wishing to address the Board should adhere to the following procedures:

### **PUBLIC COMMENT**

#### **Before a Remote Meeting**

1. Send your comments to: [KatlyneLaprise@bristolk12.org](mailto:KatlyneLaprise@bristolk12.org)
2. Be sure to put **PUBLIC COMMENT-SAC** in the subject line.
3. Include your name and address.
4. Direct your comments to the Board Chair.
5. Your comments will be read at the meeting by the Board Chair.
6. All comments should be written in an appropriate manner, particularly if concerning a personnel matter.
7. Any comments not adhering to the guidelines will not be read at the meeting.

#### **During a Remote Meeting**

1. Everyone is requested to address the Chair for recognition.
2. Each speaker must state his/her name and address.
3. All speakers must observe rules of common etiquette. Personalities are not to be injected. Anyone violating this rule will be denied the floor. Unless waived by the Chairperson or a majority of the Board,
4. Each speaker shall limit his/her remarks to three (3) minutes.
5. A speaker will not be recognized for a second time on the same topic.
6. Each speaker must concern himself/herself with the topic under discussion. Anyone digressing from the topic will be ruled out of order.
7. Written statements and materials may be made available, in advance of comments, for distribution to Board members.
8. Speakers shall state their positions on the subject being discussed.
9. Board members will not respond directly to comments during the Board meeting. The Superintendent will direct the question to the appropriate staff member for follow-up.

Bristol, Connecticut



City of Bristol  
Office of Town and City Clerk  
111 North Main Street  
Bristol, Connecticut 06010

To: Therese Pac, Town & City Clerk

From: Bristol Board of Education

Contact Person: Carly Fortin

Telephone Number: (860)-584-7079

Address: 129 Church St. Bristol, CT

E-mail Address: [carlyfortin@bristolk12.org](mailto:carlyfortin@bristolk12.org)

In compliance with Section 1-225 of the Connecticut General Statutes the following is a listing of dates of the regular meetings of the Student Achievement Committee.

<b>MONTH</b>	<b>DATE/DATES</b>	<b>TIME &amp; PLACE OF MEETING</b>
<b>JANUARY</b>	January 17, 2024	6:30pm- BOE Room 36
<b>FEBRUARY</b>	February 21, 2024	6:30pm- BOE Room 36
<b>MARCH</b>	No Meeting	N/A
<b>APRIL</b>	April 17, 2024	6:30pm- BOE Room 36
<b>MAY</b>	May 15, 2024	6:30pm- BOE Room 36
<b>JUNE</b>	June 26, 2024	6:30pm- BOE Room 36
<b>JULY</b>	No Meeting	N/A
<b>AUGUST</b>	August 21, 2024	6:30pm- BOE Room 36
<b>SEPTEMBER</b>	September 18, 2024	6:30pm- BOE Room 36
<b>OCTOBER</b>	October 16, 2024	6:30pm- BOE Room 36
<b>NOVEMBER</b>	November 20, 2024	6:30pm- BOE Room 36
<b>DECEMBER</b>	December 18, 2024	6:30pm- BOE Room 36
<b>JANUARY 2025</b>	January 15, 2025	6:30pm- BOE Room 36

Yours very truly,

\_\_\_\_\_  
(Signature) **Chairman**

\_\_\_\_\_  
(Signature) **Secretary**

\_\_\_\_\_  
(Date)

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
<b>Theater - Behind the Scenes</b>	Theater	<b>9-12 BAIMS</b>	0.5
<b>Course Description:</b>			
<p>Explore the “behind the scenes” elements of production in the following disciplines: set design, costume design, lighting/electrics, and sound design, among other subcategories. Learn and apply knowledge and skills to design your own work. Students may have the opportunity to be a stage manager, call a show; act as crew moving sets, props, etc. during shows; operate a spotlight, lighting console, and audio console; set up a PA system and cabling for audio set-ups; and participate in best safety practices, including handling electrics and using proper body mechanics. Academic study and hands-on application provide a practical approach to production. Students may be required to work on the semester performance course production.</p>			
<b>Aligned Core Resources:</b>		<b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>	
<p><b>Access to construction tools and machines</b>  <b>Building materials</b>  <b>Paint</b>  <b>Highlighters</b>  <b>Pens</b>  <b>Access to light board</b>  <b>Access to sound board</b>  <b>Access to spotlights</b>  <b>Access to stage</b>  <b>Sewing machines and supplies</b></p>		<p><b>Meaningfully contribute to a global society</b>  <b>COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Demonstrates ability to work effectively and respectfully with diverse teams</li> <li>• Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>• Assume shared responsibility for collaborative work and value the individual contributions made by each team member</li> </ul> <p><b>Successfully Employ Skills for Self-Sufficiency</b>  <b>GOAL DIRECTED</b></p> <ul style="list-style-type: none"> <li>• Set goals with tangible and intangible success criteria</li> <li>• Use time and financial resources wisely to meet goals, complete tasks, and manage projects</li> <li>• Balance tactical (short-term) goals</li> <li>• Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals</li> </ul> <p><b>Effectively Communicate in a Global Society</b>  <b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</li> <li>• Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact</li> <li>• Communicate effectively in diverse environments (including becoming multi-lingual)</li> </ul>	

<b>Additional Course Information:</b> <i>Knowledge/Skill Dependent courses/prerequisites</i>	<b>Link to Completed Equity Audit</b>
	<a href="#">Theater Behind the Scenes - Equity Curriculum Review</a>

<b>Standard Matrix</b>							
District Learning Expectations and Standards	<a href="#">Intro to Theater Production</a>	<a href="#">Costume Design</a>	<a href="#">Lighting Design</a>	<a href="#">Scenic Design</a>	<a href="#">Sound Design</a>	<a href="#">Production Team Unifying Design Concept</a>	<a href="#">Technical Theater Practicum</a>
<b>Creating</b>							
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	X	X	X	X	X	X	X
TH:Cr2.1 Organize and develop artistic ideas and work.	X					X	X
TH:Cr3.1 Refine and complete artistic work.							
<b>Performing</b>							
TH:Pr4.1 Select, analyze and interpret artistic work for presentation.							
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	X	X	X	X	X	X	X
TH:Pr6.1 Convey meaning through the presentation of artistic work.							
<b>Responding</b>							
TH:Re7.1 Perceive and analyze artistic work.							
TH:Re8.1 Interpret intent and meaning in artistic work.							
TH:Re9.1 Apply criteria to evaluate artistic work.	X	X	X	X	X	X	X
<b>Connecting</b>							
TH:Cn10.0 Synthesize and relate knowledge and							

personal experiences to make art.							
TH:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	X	X	X	X	X	X	X

### Unit Links

[Intro to Theater Production](#)  
[Costume Design](#)  
[Lighting Design](#)  
[Scenic Design](#)  
[Sound Design](#)  
[Production Team Unifying Design Concept](#)  
[Technical Theater Practicum](#)

### Unit Title:

Intro to Theater Production

### Relevant Standards: Bold indicates priority

**TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.**

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

**TH:Cr2.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.**

**TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.**

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

**TH:Cn11.2.II.a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.**

### Essential Question(s):

**CR1:** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?  
**CR2:** How, when, and why do theatre artists' choices

### Enduring Understanding(s):

**CR1:** Theatre artists rely on intuition, curiosity, and critical inquiry.  
**CR2:** Theatre artists work to discover different ways of communicating meaning.

<p>change?</p> <p><b>PR5:</b> What can I do to fully prepare a performance or technical design?</p> <p><b>RE9:</b> How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p> <p><b>CN11:</b> In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>	<p><b>PR5:</b> Theatre artists develop personal processes and skills for a performance or design.</p> <p><b>RE9:</b> Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p><b>CN11:</b> Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Students will complete research and design projects to show competency in each of the design elements. Students will present an original unified concept of a production of a play to demonstrate understanding of theatrical design flow.	11 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
In this unit students will learn the fundamentals of technical theater design and will implement the skills of research, planning and design in a deep analysis of a play.	
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<p>Scenic Design</p> <p>Light Design</p> <p>Sound Design</p> <p>Costume Design</p> <p>Unifying Production Concept</p>	<p>Video Playback</p> <p>A device (computer or cell phone) with the ability to access the internet and other designated online sites and the ability to capture digital images.</p> <p>Access to Google</p> <p>Composition book or journal, sketch pads, colored pencils, markers and art supplies, graph paper, black</p> <p>Costume designs will use paper and art supplies and then take a digital photograph</p> <p>Scene designs will use cardboard stock, paper and arts supplies and then take a digital photograph.</p> <p>Sound designs will use either Garage Band or an internet-based sound application.</p> <p>Light designs will need the ability to use the light board and/or a program like the Online Light Lab at <a href="https://scenicandlighting.com/lightlab/">https://scenicandlighting.com/lightlab/</a></p>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
	Theater design is often taken for granted and not understood as an art.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Comprehension</b>	

<p>3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships</p>	<ul style="list-style-type: none"> <li>- Bridge concepts with relevant analogies and metaphors</li> <li>- Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)</li> </ul>
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**Supporting Multilingual/English Learners**

**Related CELP standards:**

**Learning Targets:**

9-12.1  
An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

I can identify a few key words and phrases in oral communications and simple oral and written texts  
I can retell a few key details in oral presentations and simple oral and written texts

<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
<p>Day 1 Introductions and Team-Building Activities</p>	<p>I can work collaboratively in a group and appreciate others' strengths and differences. I can understand that there are myriad elements to theater production.</p>	<ul style="list-style-type: none"> <li>● I can identify several aspects of a theatrical Production</li> <li>● I can describe the duties and function of the various elements of a theatrical production</li> <li>● I can identify the relationship between the different elements of a theatrical production</li> <li>● I can analyze the roles of different jobs of a theatrical production</li> </ul> <p><b>Assessment:</b> Student participation and journal exit prompt</p>	<p>Journal</p>
<p>Day 2 Introduction to Technical Theater</p>	<p>I can understand that there are myriad elements to theater production.</p>	<ul style="list-style-type: none"> <li>● I can identify several aspects of a theatrical Production</li> <li>● I can describe the duties and function of the various elements of a theatrical production</li> <li>● I can identify the relationship between the different elements of a theatrical production</li> <li>● I can analyze the roles of different jobs of a theatrical production</li> </ul> <p><b>Assessment:</b> Student participation and journal exit prompt</p>	<p>Technical Theater Documentary</p>

<p>Day 3 Introduction to Scenic Design</p>	<p>I can understand and appreciate scenic design choices and implementation.</p>	<ul style="list-style-type: none"> <li>● I can identify the elements of scenic design</li> <li>● I can describe the implementation of scenic design choices</li> <li>● I can compare the artistic and technical decisions in scenic design choices</li> <li>● I can suggest scenic design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will journal and discuss SCENIC DESIGN CHOICES</p>	<p>Video recording of anchor play</p>
<p>Day 4 Introduction to Sound Design</p>	<p>I can understand and appreciate sound design choices and implementation.</p>	<ul style="list-style-type: none"> <li>● I can identify the elements of sound design</li> <li>● I can describe the implementation of sound design choices</li> <li>● I can compare the artistic and technical decisions in sound design choices</li> <li>● I can suggest sound design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will journal and discuss SOUND DESIGN CHOICES</p>	<p>Video recording of anchor play</p>
<p>Day 5 Introduction to Costume Design</p>	<p>I can understand and appreciate costume design choices and implementation.</p>	<ul style="list-style-type: none"> <li>● I can identify the elements of costume design</li> <li>● I can describe the implementation of costume design choices</li> <li>● I can compare the artistic and technical decisions in costume design choices</li> <li>● I can suggest costume design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will journal and discuss COSTUME DESIGN CHOICES</p>	<p>Video recording of anchor play</p>
<p>Day 6 Introduction to Light Design</p>	<p>I can understand and appreciate light design choices and implementation.</p>	<ul style="list-style-type: none"> <li>● I can identify the elements of lighting design</li> <li>● I can describe the implementation of lighting design choices</li> <li>● I can compare the artistic and technical decisions in lighting design choices</li> <li>● I can suggest lighting design choices to support an artistic</li> </ul>	<p>Video recording of anchor play</p>

		<p>vision</p> <p><b>Assessment:</b> Students will journal and discuss LIGHT DESIGN CHOICES</p>	
<p>Day 7 Introduction to RESEARCH - PLAN - DESIGN process of technical theater and unifying design concept</p>	<p>I can conduct the needed research to understand how to create my design.</p>	<ul style="list-style-type: none"> <li>● I can identify the aspects of a theatrical Production</li> <li>● I can describe the duties and function of the various elements of a theatrical production</li> <li>● I can identify the relationship between the different elements of a theatrical production</li> <li>● I can analyze the roles of different jobs of a theatrical production to create my own design</li> </ul> <p><b>Assessment:</b> Students will journal and discuss researched design choices used in the anchor play.</p>	<p>Comparative clips of two productions of anchor play.</p>
<p>Day 8 Scenic Design Research</p>	<p>I can conduct the needed research to understand how to create my design.</p>	<ul style="list-style-type: none"> <li>● I can identify the aspects of a theatrical Production</li> <li>● I can describe the duties and function of the various elements of a theatrical production</li> <li>● I can identify the relationship between the different elements of a theatrical production</li> <li>● I can analyze the roles of different jobs of a theatrical production to create my own design</li> </ul> <p><b>Assessment:</b> Students will research locations from the anchor play and create a GOOGLE SLIDE Research Rubric</p>	<p>Google Slides Images</p>
<p>Day 9 Sound Design Research</p>	<p>I can conduct the needed research to understand how to create my design.</p>	<ul style="list-style-type: none"> <li>● I can identify the aspects of a theatrical Production</li> <li>● I can describe the duties and function of the various elements of a theatrical production</li> <li>● I can identify the relationship between the different elements of a theatrical</li> </ul>	<p>Google Slides Sounds</p>

		<p>production</p> <ul style="list-style-type: none"> <li>• I can analyze the roles of different jobs of a theatrical production to create my own design</li> </ul> <p><b>Assessment:</b> Students will research sound elements from the anchor play and will create a GOOGLE SLIDE with examples of sound</p> <p>Research Rubric</p>	
Day 10 Costume Design Research	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can identify the aspects of a theatrical Production</li> <li>• I can describe the duties and function of the various elements of a theatrical production</li> <li>• I can identify the relationship between the different elements of a theatrical production</li> <li>• I can analyze the roles of different jobs of a theatrical production to create my own design</li> </ul> <p><b>Assessment:</b> Students will research fashion from the era of the anchor play and will create a mood board in GOOGLE SLIDES</p> <p>Research Rubric</p>	Google Slides Research sites Images
Day 11 Light Design Research	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can identify the aspects of a theatrical Production</li> <li>• I can describe the duties and function of the various elements of a theatrical production</li> <li>• I can identify the relationship between the different elements of a theatrical production</li> <li>• I can analyze the roles of different jobs of a theatrical production to create my own design</li> </ul> <p><b>Assessment:</b> Students will analyze two scenes from the anchor play and will create a GOOGLE SLIDE</p>	Google Slides Images

**Unit Title:**

# Costume Design

**Relevant Standards: Bold indicates priority**

**TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.**

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

**TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.**

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

**TH:Cn11.2.II.a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.**

**Essential Question(s):**

**CR1:** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?  
**PR5:** What can I do to fully prepare a performance or technical design?  
**RE9:** How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?  
**CN11:** In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

**Enduring Understanding(s):**

**CR1:** Theatre artists rely on intuition, curiosity, and critical inquiry.  
**PR5:** Theatre artists develop personal processes and skills for a performance or design.  
**RE9:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.  
**CN11:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

**Demonstration of Learning:**

Students will complete a research and design project to show competency in costume design. Students will present a unified concept of a production of the anchor play..

**Pacing for Unit**

4 classes

**Family Overview (link below)**

Students will implement the fundamentals of costume design in a costume design challenge that includes research, planning and design.

**Integration of Technology:**

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Costume Design	Video playback of anchor play A device (computer or cell phone) with the ability to access the internet and other designated online sites and the ability to capture digital images. Access to Google Composition book or journal, sketch pads, colored pencils, markers and art supplies, graph paper, black Costume designs will use paper and art supplies and then take a digital photograph
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Theater design is often taken for granted and not understood as an art.
Connections to Prior Units:	Connections to Future Units:
Differentiation through <a href="#">Universal Design for Learning</a>	
UDL Indicator	Teacher Actions:
<p><b>Perception</b> 1.1 - Offer ways of customizing the display of information</p> <p><b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p><b>Recruiting Interest</b> 7.1 Optimize individual choice and autonomy</p>	<ul style="list-style-type: none"> <li>• Display information in a flexible format so that the following perceptual features can be varied</li> <li>• Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video</li> <li>• Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)</li> <li>• Use web applications (e.g., wikis, animation, presentation)</li> <li>• Provide learners with as much discretion and autonomy as possible</li> <li>• Allow learners to participate in the design of classroom activities and academic tasks</li> <li>• Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals</li> </ul>
Supporting Multilingual/English Learners	
Related <a href="#">CELP standards</a> :	Learning Targets:
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Day 12 Costume Design Challenge	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can identify the elements of costume design</li> <li>• I can describe the implementation of costume design choices</li> <li>• I can compare the artistic and technical decisions in costume design choices</li> <li>• I can suggest costume design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will research and create a mood board for a character in the anchor play. Costume Design Rubric</p>	Google Slides Research sites Images
Day 13 Costume Design Challenge	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can identify the elements of costume design</li> <li>• I can describe the implementation of costume design choices</li> <li>• I can compare the artistic and technical decisions in costume design choices</li> <li>• I can suggest costume design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will research and create a mood board for a character in the anchor play. Costume Design Rubric</p>	Google Slides Research sites Images
Day 14 Costume Design Challenge	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can identify the elements of costume design</li> <li>• I can describe the implementation of costume design choices</li> <li>• I can compare the artistic and technical decisions in costume design choices</li> </ul>	Google Slides Research sites Images

		<ul style="list-style-type: none"> <li>• I can suggest costume design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will research and create a mood board for a character in the anchor play. Costume Design Rubric</p>	
Day 15 Costume Design Challenge	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can identify the elements of costume design</li> <li>• I can describe the implementation of costume design choices</li> <li>• I can compare the artistic and technical decisions in costume design choices</li> <li>• I can suggest costume design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will research and create a mood board for a character in the anchor play. Costume Design Rubric</p>	Google Slides Research sites Images

**Unit Title:**

Lighting Design

**Relevant Standards: Bold indicates priority**

**TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.**

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

**TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.**

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

**TH:Cn11.2.II.a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.**

<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<p><b>CR1:</b> What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p> <p><b>PR5:</b> What can I do to fully prepare a performance or technical design?</p> <p><b>RE9:</b> How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p> <p><b>CN11:</b> In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>	<p><b>CR1:</b> Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p><b>PR5:</b> Theatre artists develop personal processes and skills for a performance or design.</p> <p><b>RE9:</b> Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p><b>CN11:</b> Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Students will complete research and design projects to show competency in each of the design elements. Students will present a unified concept of a production of the anchor play to demonstrate understanding of theatrical design flow.	3 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
Students will implement the fundamental skills of lighting design in a lighting design challenge that will include research, planning and design.	
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Light Design Focus Light plot Light cues Intensity Color	A video playback of anchor play A device (computer or cell phone) with the ability to access the internet and other designated online sites and the ability to capture digital images. Access to Google Composition book or journal, sketch pads, colored pencils, markers and art supplies, graph paper, black Light designs will need the ability to use the light board and/or a program like the Online Light Lab at <a href="https://scenicandlighting.com/lightlab/">https://scenicandlighting.com/lightlab/</a>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
	Theater design is often taken for granted and not understood as an art.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>

<b>Differentiation through Universal Design for Learning</b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<p><b>Perception</b> 1.1 - Offer ways of customizing the display of information</p> <p><b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p><b>Recruiting Interest</b> 7.1 Optimize individual choice and autonomy</p>		<ul style="list-style-type: none"> <li>● Display information in a flexible format so that the following perceptual features can be varied</li> <li>● Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video</li> <li>● Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)</li> <li>● Use web applications (e.g., wikis, animation, presentation)</li> <li>● Provide learners with as much discretion and autonomy as possible</li> <li>● Allow learners to participate in the design of classroom activities and academic tasks</li> <li>● Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related CELP standards:</b>		<b>Learning Targets:</b>	
<p>9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p>		<p>I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts</p>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
Day 16 Light Design Challenge	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>● I can identify the elements of lighting design</li> <li>● I can describe the implementation of lighting design choices</li> <li>● I can compare the artistic and technical decisions in lighting design choices</li> <li>● I can suggest lighting design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will research</p>	Google Slides Research Sites Light Board Images

		color and intensity and create a light plot for a scene in the anchor play. Light Design Rubric	
Day 17 Light Design Challenge	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can identify the elements of lighting design</li> <li>• I can describe the implementation of lighting design choices</li> <li>• I can compare the artistic and technical decisions in lighting design choices</li> <li>• I can suggest lighting design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will research color and intensity and create a light plot for a scene in the anchor play. Light Design Rubric</p>	Google Slides Research Sites Light Board Images
Day 18 Light Design Challenge	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can identify the elements of lighting design</li> <li>• I can describe the implementation of lighting design choices</li> <li>• I can compare the artistic and technical decisions in lighting design choices</li> <li>• I can suggest lighting design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will research color and intensity and create a light plot for a scene in the anchor play. Light Design Rubric</p>	Google Slides Research Sites Light Board Images

**Unit Title:**

# Scenic Design

## Relevant Standards: **Bold indicates priority**

**TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.**

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

**TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.**

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

**TH:Cn11.2.II.a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.**

### Essential Question(s):

**CR1:** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?  
**PR5:** What can I do to fully prepare a performance or technical design?  
**RE9:** How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?  
**CN11:** In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

### Enduring Understanding(s):

**CR1:** Theatre artists rely on intuition, curiosity, and critical inquiry.  
**PR5:** Theatre artists develop personal processes and skills for a performance or design.  
**RE9:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.  
**CN11:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

### Demonstration of Learning:

Students will implement the fundamental skills of scenic design in a scenic design challenge that will include research, planning and design.

### Pacing for Unit

4 classes

### Family Overview (link below)

Students will implement the skills of scenic design in a design challenge based on the anchor play. Students will research, plan and design a set for a specific scene from the play.

### Integration of Technology:

### Unit-specific Vocabulary:

Scenic Design  
 Light Design  
 Sound Design  
 Costume Design  
 Unifying Production Concept

### Aligned Unit Materials, Resources, and Technology (beyond core resources):

Access to video playback  
 A device (computer or cell phone) with the ability to access the internet and other designated online sites and the ability to capture digital images.

	<p>Access to Google          Composition book or journal, sketch pads, colored pencils, markers and art supplies, graph paper, black          Costume designs will use paper and art supplies and then take a digital photograph          Scene designs will use cardboard stock, paper and arts supplies and then take a digital photograph.          Sound designs will use either Garage Band or an internet-based sound application.          Light designs will need the ability to use the light board and/or a program like the Online Light Lab at <a href="https://scenicandlighting.com/lightlab/">https://scenicandlighting.com/lightlab/</a></p>		
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>		
	Theater design is often taken for granted and not understood as an art.		
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>		
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>	<b>Teacher Actions:</b>		
<p><b>Perception</b>          1.1 - Offer ways of customizing the display of information</p> <p><b>Expression and Communication</b>          5.1 Use multiple media for communication          5.2 Use multiple tools for construction and composition</p> <p><b>Recruiting Interest</b>          7.1 Optimize individual choice and autonomy</p>	<ul style="list-style-type: none"> <li>• Display information in a flexible format so that the following perceptual features can be varied</li> <li>• Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video</li> <li>• Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)</li> <li>• Use web applications (e.g., wikis, animation, presentation)</li> <li>• Provide learners with as much discretion and autonomy as possible</li> <li>• Allow learners to participate in the design of classroom activities and academic tasks</li> <li>• Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals</li> </ul>		
<b>Supporting Multilingual/English Learners</b>			
<b>Related CELP standards:</b>	<b>Learning Targets:</b>		
<p>9-12.1          An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p>	<p>I can identify a few key words and phrases in oral communications and simple oral and written texts          I can retell a few key details in oral presentations and simple oral and written texts</p>		
<b>Lesson</b>	<b>Learning Target</b>	<b>Success Criteria/</b>	<b>Resources</b>

Sequence		Assessment	
Day 19 Scenic Design Challenge	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can identify the elements of scenic design</li> <li>• I can describe the implementation of scenic design choices</li> <li>• I can compare the artistic and technical decisions in scenic design choices</li> <li>• I can suggest scenic design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will design a set for the anchor play using research of its era. Students will design and then add a digital image of the design to Google Slides Scenic Design Rubric</p>	Google Slides Research Sites Images
Day 20 Scenic Design Challenge	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can identify the elements of scenic design</li> <li>• I can describe the implementation of scenic design choices</li> <li>• I can compare the artistic and technical decisions in scenic design choices</li> <li>• I can suggest scenic design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will design a set for the anchor play using research of its era. Students will design and then add a digital image of the design to Google Slides Scenic Design Rubric</p>	Google Slides Research Sites Images
Day 21 Scenic Design Challenge	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can identify the elements of scenic design</li> <li>• I can describe the implementation of scenic design choices</li> </ul>	Google Slides Research Sites Images

		<ul style="list-style-type: none"> <li>• I can compare the artistic and technical decisions in scenic design choices</li> <li>• I can suggest scenic design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will design a set for the anchor play using research of its era. Students will design and then add a digital image of the design to Google Slides Scenic Design Rubric</p>	
Day 22 Scenic Design Challenge	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can identify the elements of scenic design</li> <li>• I can describe the implementation of scenic design choices</li> <li>• I can compare the artistic and technical decisions in scenic design choices</li> <li>• I can suggest scenic design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will design a set for the anchor play using research of its era. Students will design and then add a digital image of the design to Google Slides Scenic Design Rubric</p>	Google Slides Research Sites Images

**Unit Title:**

Sound Design

**Relevant Standards: Bold indicates priority**

**TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.**

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

**TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.**

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

**TH:Cn11.2.II.a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.**

Essential Question(s):	Enduring Understanding(s):
<p><b>CR1:</b> What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p> <p><b>PR5:</b> What can I do to fully prepare a performance or technical design?</p> <p><b>RE9:</b> How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?</p> <p><b>CN11:</b> In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>	<p><b>CR1:</b> Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p><b>PR5:</b> Theatre artists develop personal processes and skills for a performance or design.</p> <p><b>RE9:</b> Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p><b>CN11:</b> Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will complete research and design projects to show competency in each of the design elements. Students will present a unified concept of a production to demonstrate understanding of theatrical design flow.</p>	<p>3 classes</p>
Family Overview (link below)	Integration of Technology:
<p>Students will implement the fundamental skills of sound design in a soundscape design challenge that will include research, planning and design.</p>	
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Sound cue Sound plot Environmental music Sound effects Foley</p>	<p>Video playback of anchor play A device (computer or cell phone) with the ability to access the internet and other designated online sites and the ability to capture digital images. Access to Google Composition book or journal, sketch pads, colored pencils, markers and art supplies, graph paper, black Sound designs will use either Garage Band or an internet-based sound application.</p>
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	<p>Theater design is often taken for granted and not</p>

		understood as an art.	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
<b>Differentiation through Universal Design for Learning</b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<p><b>Perception</b> 1.1 - Offer ways of customizing the display of information</p> <p><b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p><b>Recruiting Interest</b> 7.1 Optimize individual choice and autonomy</p>		<ul style="list-style-type: none"> <li>• Display information in a flexible format so that the following perceptual features can be varied</li> <li>• Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video</li> <li>• Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)</li> <li>• Use web applications (e.g., wikis, animation, presentation)</li> <li>• Provide learners with as much discretion and autonomy as possible</li> <li>• Allow learners to participate in the design of classroom activities and academic tasks</li> <li>• Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related CELP standards:</b>		<b>Learning Targets:</b>	
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
Day 23 Sound Design Challenge	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can identify the elements of sound design</li> <li>• I can describe the implementation of sound design choices</li> <li>• I can compare the artistic and technical decisions in sound design choices</li> <li>• I can suggest sound design choices to support an artistic vision</li> </ul>	Google Slides Digital Sounds

		<p><b>Assessment:</b> Students will create a soundscape for anchor play. Students will research and add sounds/links to a Google Slide Sound Design Rubric</p>	
Day 24	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>● I can identify the elements of sound design</li> <li>● I can describe the implementation of sound design choices</li> <li>● I can compare the artistic and technical decisions in sound design choices</li> <li>● I can suggest sound design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will create a soundscape for anchor play. Students will research and add sounds/links to a Google Slide Sound Design Rubric</p>	Google Slides Digital Sounds
Day 25	I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>● I can identify the elements of sound design</li> <li>● I can describe the implementation of sound design choices</li> <li>● I can compare the artistic and technical decisions in sound design choices</li> <li>● I can suggest sound design choices to support an artistic vision</li> </ul> <p><b>Assessment:</b> Students will create a soundscape for anchor play. Students will research and add sounds/links to a Google Slide Sound Design Rubric</p>	Google Slides Digital Sounds

**Unit Title:**

# Production Team Unifying Design Concept

**Relevant Standards: Bold indicates priority**

**TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.**

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

**TH:Cr2.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.**

**TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.**

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

**TH:Cn11.2.II.a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.**

**Essential Question(s):**

**CR1:** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

**CR2:** How, when, and why do theatre artists' choices change?

**PR5:** What can I do to fully prepare a performance or technical design?

**RE9:** How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

**CN11:** In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

**Enduring Understanding(s):**

**CR1:** Theatre artists rely on intuition, curiosity, and critical inquiry.

**CR2:** Theatre artists work to discover different ways of communicating meaning.

**PR5:** Theatre artists develop personal processes and skills for a performance or design.

**RE9:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

**CN11:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

**Demonstration of Learning:**

Students will complete research and design projects to show competency in each of the design elements. Students will present a unified concept of a production to demonstrate understanding of theatrical design flow.

**Pacing for Unit**

8 classes

**Family Overview (link below)**

Students will create teams of four designers who will each focus on one element of design: costumes, set design, light design or sound design.

**Integration of Technology:**

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Scenic Design Light Design Sound Design Costume Design Unifying Production Concept	Video playback of anchor play. A device (computer or cell phone) with the ability to access the internet and other designated online sites and the ability to capture digital images. Access to Google Composition book or journal, sketch pads, colored pencils, markers and art supplies, graph paper, black Costume designs will use paper and art supplies and then take a digital photograph Scene designs will use cardboard stock, paper and arts supplies and then take a digital photograph. Sound designs will use either Garage Band or an internet-based sound application. Light designs will need the ability to use the light board and/or a program like the Online Light Lab at <a href="https://scenicandlighting.com/lightlab/">https://scenicandlighting.com/lightlab/</a>
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Theater design is often taken for granted and not understood as an art.
Connections to Prior Units:	Connections to Future Units:
Differentiation through <a href="#">Universal Design for Learning</a>	
UDL Indicator	Teacher Actions:
<p><b>Comprehension</b>            3.2 Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Expression &amp; Communication</b>            5.3 Build fluencies with graduated levels of support for practice and performance</p> <p><b>Executive Function</b>            6.1 Guide appropriate Goal Setting            6.2 Support planning and strategy development.            6.3 Facilitate managing information and resources</p> <p><b>Sustaining Effort and Persistence</b>            8.3 - Foster collaboration and community</p>	<ul style="list-style-type: none"> <li>● Use multiple examples and non-examples to emphasize critical features</li> <li>● Highlight previously learned skills that can be used to solve unfamiliar problems</li> <li>● Provide differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners)</li> <li>● Provide multiple examples of novel solutions to authentic problems</li> <li>● Provide prompts and scaffolds to estimate effort, resources, and difficulty</li> <li>● Provide models or examples of the process and product of goal-setting</li> <li>● Provide guides and checklists for scaffolding goal-setting</li> <li>● Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps</li> <li>● Provide guides for breaking long-term goals into reachable short-term objectives</li> <li>● Provide graphic organizers and templates for data collection and organizing information</li> <li>● Create cooperative learning groups with clear goals, roles, and responsibilities</li> </ul>

		<ul style="list-style-type: none"> <li>• Construct communities of learners engaged in common interests or activities</li> <li>• Create expectations for group work (e.g., rubrics, norms, etc.)</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related CELP standards:</b>		<b>Learning Targets:</b>	
<p>9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p>		<p>I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts</p>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
<p>Day 26 Creating Production Teams</p> <p>What is a Dramaturg?</p>	<p>I can contribute to the work of a production team. I can work collaboratively and share leadership. I can contribute and accept ideas, take responsibilities and meet deadlines. I can present my ideas visually using technical drawings and models. I can conduct the needed research to understand how to create my design.</p>	<ul style="list-style-type: none"> <li>• I can define a Dramaturg.</li> <li>• I can contribute ideas to the design of a theatrical production</li> <li>• I can present my ideas in multiple ways.</li> <li>• I can be part of a collaborative team to design the elements of a theatrical production</li> </ul> <p><b>Assessment:</b> Students will journal and discuss the role of a Dramaturg Students will research a topic from the era of the anchor play to understand world connections Students will create a brief summary with links and images in a Google Slide</p>	<p>Google Slides Research Sites Video resources</p>
<p>Day 27 Creating Production Teams</p> <p>Dramaturg research</p>	<p>I can contribute to the work of a production team. I can work collaboratively and share leadership. I can contribute and accept ideas, take responsibilities and meet deadlines. I can present my ideas visually using technical drawings and models. I can conduct the needed research to understand how to create my design.</p>	<ul style="list-style-type: none"> <li>• I can define a Dramaturg.</li> <li>• I can contribute ideas to the design of a theatrical production</li> <li>• I can present my ideas in multiple ways.</li> <li>• I can be part of a collaborative team to design the elements of a theatrical production</li> </ul> <p><b>Assessment:</b> Students will share their research with the class via</p>	<p>Google Slides</p>

		Google Slides Portfolio Checklist	
Day 28 Unifying Production Concept Research and Plan	I can contribute to the work of a production team. I can work collaboratively and share leadership. I can contribute and accept ideas, take responsibilities and meet deadlines. I can create a design to support a unifying concept that takes into account any given circumstances, available resources and functionality. I can present my ideas visually using technical drawings and models. I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can define a Dramaturg.</li> <li>• I can contribute ideas to the design of a theatrical production</li> <li>• I can present my ideas in multiple ways.</li> <li>• I can be part of a collaborative team to design the elements of a theatrical production</li> </ul> <p><b>Assessment:</b> Journal and discuss Unifying Concept as shown in the anchor play Group will brainstorm and start planning a design concept for each element</p>	Video playback of a unifying concept of anchor play Images from unifying concept of anchor play
Day 29-33	I can contribute to the work of a production team. I can work collaboratively and share leadership. I can contribute and accept ideas, take responsibilities and meet deadlines. I can create a design to support a unifying concept that takes into account any given circumstances, available resources and functionality. I can present my ideas visually using technical drawings and models. I can conduct the needed research to understand how to create my design.	<ul style="list-style-type: none"> <li>• I can define a Dramaturg.</li> <li>• I can contribute ideas to the design of a theatrical production</li> <li>• I can present my ideas in multiple ways.</li> <li>• I can be part of a collaborative team to design the elements of a theatrical production</li> </ul> <p><b>Assessment:</b> Students will work independently on their element of production design and will meet once per period for a debrief and progress report Production Presentation Checklist</p>	Google Slides Research Sites Images

**Unit Title:**

Technical Theater Practicum

**Relevant Standards: Bold indicates priority**

**TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.**

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

**TH:Cr2.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.**

**TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.**

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

**TH:Cn11.2.II.a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.**

Essential Question(s):	Enduring Understanding(s):
<p><b>CR1:</b> What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p> <p><b>CR2:</b> How, when, and why do theatre artists' choices change?</p> <p><b>PR5:</b> What can I do to fully prepare a performance or technical design?</p> <p><b>RE9:</b> How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p> <p><b>CN11:</b> In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>	<p><b>CR1:</b> Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p><b>CR2:</b> Theatre artists work to discover different ways of communicating meaning.</p> <p><b>PR5:</b> Theatre artists develop personal processes and skills for a performance or design.</p> <p><b>RE9:</b> Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p><b>CN11:</b> Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will engage in technical theater through the musical theater production. Students will successfully manage an element of theater production - sound, lights, spotlight operation, stage management, house management, box office management, etc.</p>	<p>7-10 class periods</p>
Family Overview (link below)	Integration of Technology:
<p>Through the musical theater production, students will have an opportunity to actually "tech" a live show.</p>	
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Set design Costumes Prop Master Light Design Spotlights Sound Design Sound Board</p>	<p>Materials to build and decorate required set pieces Access to costume pieces and/or fabric and supplies to augment pieces relevant to production Access to light board Access to spot lights Access to materials to create props required for production</p>

Microphone Accompaniment Fly System Crew Strike	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
	Technical theater isn't as important as the performance.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Comprehension</b> 3.2 Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Expression &amp; Communication</b> 5.3 Build fluencies with graduated levels of support for practice and performance</p> <p><b>Executive Function</b> 6.1 Guide appropriate Goal Setting 6.2 Support planning and strategy development. 6.3 Facilitate managing information and resources</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster collaboration and community</p>	<ul style="list-style-type: none"> <li>• Use multiple examples and non-examples to emphasize critical features</li> <li>• Highlight previously learned skills that can be used to solve unfamiliar problems</li> <li>• Provide differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners)</li> <li>• Provide multiple examples of novel solutions to authentic problems</li> <li>• Provide prompts and scaffolds to estimate effort, resources, and difficulty</li> <li>• Provide models or examples of the process and product of goal-setting</li> <li>• Provide guides and checklists for scaffolding goal-setting</li> <li>• Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps</li> <li>• Provide guides for breaking long-term goals into reachable short-term objectives</li> <li>• Provide graphic organizers and templates for data collection and organizing information</li> <li>• Create cooperative learning groups with clear goals, roles, and responsibilities</li> <li>• Construct communities of learners engaged in common interests or activities</li> <li>• Create expectations for group work (e.g., rubrics, norms, etc.)</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Day 34-40	I can work with Musical Theater directors to create and implement technical theater needs for the final performance.	<ul style="list-style-type: none"> <li>• I can define the duties of my assigned role in a production team.</li> <li>• I can contribute ideas to the design of a theatrical production</li> <li>• I can work with the different members of a production team .</li> <li>• I can be part of a collaborative team to design and implement the elements of a theatrical production</li> </ul> <p><b>Assessment:</b> Attendance at all rehearsals and attendance at the final production. Successful implementation of chosen theater element.</p>	

Unit Title:	
<h2>Technical Theater Jobs</h2>	
Relevant Standards: <b>Bold indicates priority</b>	
<p><b>TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.</b></p> <p>TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.</p> <p><b>TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.</b></p> <p>TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.</p> <p>TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.</p> <p><b>TH:Cn11.2.II.a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.</b></p>	
Essential Question(s):	Enduring Understanding(s):

<p><b>CR1:</b> What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p> <p><b>PR5:</b> What can I do to fully prepare a performance or technical design?</p> <p><b>RE9:</b> How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p> <p><b>CN11:</b> In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>	<p><b>CR1:</b> Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p><b>PR5:</b> Theatre artists develop personal processes and skills for a performance or design.</p> <p><b>RE9:</b> Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p><b>CN11:</b> Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Students will successfully research and present the intricacies of their selected theater production job. Students will understand the various jobs available "Behind the Scenes."	4-5 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
Students will research and share the job responsibilities of technical theater and production staff.	
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Stage Manager House Manager Box office Manager Publicity Hospitality Producer	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
	Acting is the only job available in theater.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Comprehension</b></p> <p>3.1 - Activate or supply background knowledge</p> <p>3.2 - Highlight patterns, critical features, big ideas, and relationships</p>	<ul style="list-style-type: none"> <li>- Bridge concepts with relevant analogies and metaphors</li> <li>- Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>

9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		I can identify a few key words and phrases in oral communications and simple oral and written texts I can retell a few key details in oral presentations and simple oral and written texts	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Day 41-45	I can research theater jobs and will present their findings to the class to understand the myriad staff that make up a theater production team beyond the actors, directors and designers.	<ul style="list-style-type: none"> <li>• I can identify the different jobs of a theater production team.</li> <li>• I can prepare a presentation on a job of a production team</li> <li>• I can explain the role of that job and how it relates to the whole production team .</li> <li>• I can give an in class presentation on the job of a theatrical production team.</li> </ul> <p><b>Assessment:</b> Students will create a Google Slide presentation about their chosen theater profession. Working in teams students will present their findings to the class.</p>	

<b>Unit Title:</b>	
Theater Immersion Experience	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.</b></p> <p><b>TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.</b></p> <p>TH:Cn11.2.I.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>

<p><b>CR1:</b> What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p> <p><b>RE9:</b> How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p> <p><b>CN11:</b> In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>	<p><b>CR1:</b> Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p><b>RE9:</b> Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p><b>CN11:</b> Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p>
<p><b>Demonstration of Learning:</b></p>	<p><b>Pacing for Unit</b></p>
<p>Students will write a reflection about the technical aspects of theater they witnessed through watching a live professional performance.</p>	<p>4-5 classes</p>
<p><b>Family Overview (link below)</b></p>	<p><b>Integration of Technology:</b></p>
<p>Students will attend a local theater production and study and reflect on the technical theater aspects. Students will get a first-hand look at a professional theater production in order to assess and critique the artistic choices made by the production team.</p>	
<p><b>Unit-specific Vocabulary:</b></p>	<p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>
<p><b>Opportunities for Interdisciplinary Connections:</b></p>	<p><b>Anticipated misconceptions:</b></p>
	<p>Acting is the only job available in theater.</p>
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	
<p><b>UDL Indicator</b></p>	<p><b>Teacher Actions:</b></p>
<p><b>Executive Function</b></p> <p>6.1 Guide appropriate Goal Setting 6.2 Support planning and strategy development. 6.3 Facilitate managing information and resources</p> <p><b>Sustaining Effort and Persistence</b></p> <p>8.3 - Foster collaboration and community</p>	<ul style="list-style-type: none"> <li>● Provide prompts and scaffolds to estimate effort, resources, and difficulty</li> <li>● Provide models or examples of the process and product of goal-setting</li> <li>● Provide guides and checklists for scaffolding goal-setting</li> <li>● Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps</li> <li>● Provide guides for breaking long-term goals into reachable short-term objectives</li> <li>● Provide graphic organizers and templates for data collection and organizing information</li> <li>● Create cooperative learning groups with clear goals, roles, and responsibilities</li> <li>● Construct communities of learners engaged in common interests or activities</li> </ul>

- Create expectations for group work (e.g., rubrics, norms, etc.)

### Supporting Multilingual/English Learners

#### Related CELP standards:

9-12.1  
An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.


#### Learning Targets:

I can identify a few key words and phrases in oral communications and simple oral and written texts  
I can retell a few key details in oral presentations and simple oral and written texts

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Day 1	I can understand design concepts and how artistic choices help with visualization and meaning	<ul style="list-style-type: none"> <li>• I can identify several aspects of a live theatrical Production</li> <li>• I can describe the artistic choices used in a live performance</li> <li>• I can identify the relationship between the different elements of the live theatrical production</li> <li>• I can analyze the reasons behind the artistic choices of a live theatrical production</li> </ul> <p><b>Assessment:</b> Students will journal and reflect on the content of the play we will be seeing and the artistic choices made in staging a production.</p>	Information on the play we will be seeing: images, video playback, research
Day 2	I can appreciate and analyze artistic choices made in a theater production	<ul style="list-style-type: none"> <li>• I can identify several aspects of a live theatrical Production</li> <li>• I can describe the artistic choices used in a live performance</li> <li>• I can identify the relationship between the different elements of the live theatrical production</li> <li>• I can analyze the reasons behind the artistic choices of a live theatrical production</li> </ul>	Tickets and cost of bus to attend a local theater production

		<b>Assessment:</b>	
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Students will complete a feedback form regarding the artistic choices made by the production team  
Discussion and reflection

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
<b>Advanced Acting</b>	Theater	<b>9-12 BAIMS</b>	0.5
<b>Course Description:</b>			
<p>The purpose of this course is to provide the student with the knowledge and skill necessary to develop a character through advanced methods in acting. Through the use of internal and external development students will refine their process as a performer. Furthering the development of the actor's instrument, implementing advanced acting theory and practice, and employing styles in performance, students will explore contemporary and non-contemporary techniques in character analysis and creating roles. The course will culminate in public performance. <b>Prerequisite:</b> Successful completion of Intermediate Acting and/or Teacher Recommendation</p>			
<b>Aligned Core Resources:</b>		<b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>	
		<p><b>Meaningfully contribute to a global society</b> COLLABORATION</p> <ul style="list-style-type: none"> <li>• Demonstrates ability to work effectively and respectfully with diverse teams</li> <li>• Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>• Assume shared responsibility for collaborative work and value the individual contributions made by each team member</li> </ul> <p><b>Successfully Employ Skills for Self-Sufficiency</b> GOAL DIRECTED</p> <ul style="list-style-type: none"> <li>• Set goals with tangible and intangible success criteria</li> <li>• Use time and financial resources wisely to meet goals, complete tasks, and manage projects</li> <li>• Balance tactical (short-term) goals</li> <li>• Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals</li> </ul> <p><b>Effectively Communicate in a Global Society</b> COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</li> <li>• Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact</li> <li>• Communicate effectively in diverse environments (including becoming multi-lingual)</li> </ul>	
<b>Additional Course Information:</b> <i>Knowledge/Skill Dependent courses/prerequisites</i>		<b>Link to Completed Equity Audit</b>	
<b>Prerequisite - Intermediate Acting</b>		 <b>Advanced Acting - Equity Curriculum Review</b>	

## Standard Matrix

District Learning Expectations and Standards	<u>Acting Fundamentals</u>	<u>The Masters of Acting Methods</u>	<u>Application in Performance</u>
<b>Creating The Basics</b>			
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	X	X	
TH:Cr2.1 Organize and develop artistic ideas and work.		X	X
TH:Cr3.1 Refine and complete artistic work.	X	X	X
<b>Performing</b>			
TH:Pr4.1 Select, analyze and interpret artistic work for presentation.		X	
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	X	X	X
TH:Pr6.1 Convey meaning through the presentation of artistic work.	X		X
<b>Responding</b>			
TH:Re7.1 Perceive and analyze artistic work.	X		
TH:Re8.1 Interpret intent and meaning in artistic work.			
TH:Re9.1 Apply criteria to evaluate artistic work.			
<b>Connecting</b>			
TH:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.			
TH:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		X	

## Unit Links

<b>Acting Fundamentals</b>	<b>2</b>
<b>The Masters of Acting Methods</b>	<b>7</b>
<b>Application in Performance</b>	<b>16</b>

## Unit Title:

Acting Fundamentals

<b>Relevant Standards: Bold indicates priority</b>	
<p><b>TH:Cr1.1.HSIc</b> Use script analysis to generate ideas about a character in a theater work.</p> <p><b>TH:Cr3.1.HSI b.</b> Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work</p> <p><b>TH:Pr5.1.HSI a.</b> Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.</p> <p><b>TH:Pr6.1.HSI a.</b> Perform a scripted drama/theatre work for a specific audience.</p> <p><b>TH:Re7.1.HSI a.</b> Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<p><b>CR1:</b> What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p> <p><b>CR3:</b> How do theatre artists transform and edit their initial ideas?</p> <p><b>PR5:</b> What can I do to fully prepare a performance or technical design?</p> <p><b>PR6:</b> What happens when theatre artists and audiences share a creative experience?</p> <p><b>RE7:</b> How do theatre artists comprehend the essence of drama processes and theatre experiences?</p>	<p><b>CR1:</b> Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p><b>CR3:</b> Theatre artists refine their work and practice their craft through rehearsal.</p> <p><b>PR5:</b> Theatre artists develop personal processes and skills for a performance or design.</p> <p><b>PR6:</b> Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p> <p><b>RE7:</b> Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<p>Use of terminology  Insightful character analysis  Commitment to rehearsal process  Final performance</p>	<p>11 classes</p>
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<p>Students will review and practice the foundations of acting theory including voice and physicalization. Students will also review and practice vocabulary used for basic rehearsal and production preparedness.</p>	<p>None</p>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<p>Actions/Intentions, Apron, Aside, Beat, Blocking, Characterization, Cheating or Opening Out, Cold Reading, Cue, Dialogue, Downstage, Driving Question, Emotion, Fourth wall, Improvisation, Impulse, Indicating, Inner Life/Inner Monologue, Instinct, Instrument, Intention, Monologue, Motivation, Objective, Obstacle, Organic, Pace, Pantomime, Props, Sides, Soliloquy, Stage</p>	

Directions, Staging, Stage Left, Stage Right, Subtext, Super objective, Upstage, Upstaging			
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
ELA-script analysis		Acting is a simple process that cannot be taught or learned	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Review of Intermediate Acting Class techniques		Terminology and fundamental technique to built personal strategies/tools that will be applied in the methodologies to be student in Unit 2	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<p><b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p><b>Sustain Effort and Persistence</b> 8.3 Foster collaboration and community</p>		<ul style="list-style-type: none"> <li>• Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)</li> <li>• Use web applications (e.g., wikis, animation, presentation)</li> <li>• Create cooperative learning groups with clear goals, roles, and responsibilities</li> <li>• Construct communities of learners engaged in common interests or activities</li> <li>• Create expectations for group work (e.g., rubrics, norms, etc.)</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>CELP Learning Targets:</b>	
<p>9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</p>		<p>I can actively listen to others I can participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary I can present basic information</p> <p>I can conduct short individual or shared research projects to answer a question I can gather information from a few provided print and digital sources I can label collected information, experiences, or events</p>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1 Overview of the course  Review of fundamental acting techniques through improv and partner scene	<p>I can demonstrate appropriate physical and vocal warmups</p> <p>I can express thoughts, feelings, and actions</p>	<ul style="list-style-type: none"> <li>• I can identify fundamental acting techniques</li> <li>• I can use fundamental acting terminology</li> <li>• I can develop character and plot as it relates to</li> </ul>	Participation Rubric

work	<p>through improv and partner scene work</p> <p>I can utilize fundamental theater terminology</p>	<p>scene work</p> <ul style="list-style-type: none"> <li>I can improvise using fundamental acting techniques</li> </ul> <p><b>Assessment:</b> Participation Rubric</p>	
2, 3, 4 Review of foundational acting techniques through improv and partner scene work	<p>I can demonstrate appropriate physical and vocal warmups</p> <p>I can express thoughts, feelings, and actions through improv and partner scene work</p> <p>I can utilize fundamental theater terminology</p>	<ul style="list-style-type: none"> <li>I can identify fundamental acting techniques</li> <li>I can use fundamental acting terminology</li> <li>I can develop character and plot as it relates to scene work</li> <li>I can improvise using fundamental acting techniques</li> </ul> <p><b>Assessment:</b> Participation Rubric</p>	Participation Rubric
5 Choose 2 contrasting monologues  Character Analysis	<p>I can evaluate and select appropriate monologues</p> <p>I can analyze the traits, objectives, obstacles, and tactics of a character</p> <p>I can utilize theater terminology</p>	<ul style="list-style-type: none"> <li>I can identify several traits of a character</li> <li>I can determine the objectives, obstacles, and tactics of a character in a scene</li> <li>I can identify the relationship between the character and the scene</li> <li>I can use theater terminology to develop a full analysis of a character</li> </ul> <p><b>Assessment:</b>  Completion of analysis document</p>	Participation Rubric  Character Analysis Worksheet
6 Character Analysis/ Backstory	I can analyze the script to develop a complete analysis of a character.	<ul style="list-style-type: none"> <li>I can identify several traits of a character</li> <li>I can determine the objectives, obstacles, and tactics of a character in a scene</li> <li>I can identify the relationship between the character and the scene</li> <li>I can use theater terminology to develop a full analysis of a character</li> </ul>	Character Analysis Worksheet

		<p><b>Assessment:</b></p> <p>Completion of analysis document</p>	
7, 8 Rehearsal - Monologue A	<p>I can tell a story/convey meaning through a monologue.</p> <p>I can use a variety of acting techniques to perform a monologue.</p>	<ul style="list-style-type: none"> <li>• I can identify acting techniques to support the development of a character</li> <li>• I can describe the objectives, obstacles, and tactics of a character in a scene</li> <li>• I can use the character analyzation and acting techniques to develop a performance of a monologue</li> <li>• I can perform a monologue that employs fundamental acting techniques and character analysis.</li> </ul> <p><b>Assessment:</b> Participation Rubric</p>	Participation Rubric
9, 10 Rehearsal - Monologue B	<p>I can tell a story/convey meaning through a monologue.</p> <p>I can use a variety of acting techniques to perform a monologue.</p>	<ul style="list-style-type: none"> <li>• I can identify acting techniques to support the development of a character</li> <li>• I can describe the objectives, obstacles, and tactics of a character in a scene</li> <li>• I can use the character analyzation and acting techniques to develop a performance of a monologue</li> <li>• I can perform a monologue that employs fundamental acting techniques and character analysis.</li> </ul> <p><b>Assessment:</b> Participation Rubric</p>	Participation Rubric
11-12 Dress Rehearsal/ Final Performance	<p>I can tell a story/convey meaning through a monologue.</p>	<ul style="list-style-type: none"> <li>• I can identify several aspects of a theatrical Production</li> <li>• I can describe the duties and function of the various elements of a theatrical production</li> </ul>	Monologue Rubric

	I can use a variety of acting techniques to perform a monologue.	<ul style="list-style-type: none"> <li>• I can identify the relationship between the different elements of a theatrical production</li> <li>• I can analyze the roles of different jobs of a theatrical production</li> </ul> <p><b>Assessment:</b> Monologue Rubric</p>	
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<b>Unit Title:</b>	
<h1>The Masters of Acting Methods</h1>	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>TH:Cr1.1.HSII c.</b> Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.</p> <p><b>TH:Cr2.1.HSIII b.</b> Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.</p> <p><b>TH:Cr3.1.HSI b.</b> Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work</p> <p><b>TH:Pr4.1.HSII a.</b> Discover how unique choices shape believable and sustainable drama/ theatre work.</p> <p><b>TH:Pr5.1.HSI a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.</b></p> <p><b>TH:Pr5.1.HSII a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.</b></p> <p><b>TH:Cn11.2.IIa. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.</b></p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<b>CR1:</b> What happens when theatre artists use their	<b>CR1:</b> Theatre artists rely on intuition, curiosity, and

<p>imaginings and/or learned theatre skills while engaging in creative exploration and inquiry?  <b>CR2:</b> How, when, and why do theatre artists' choices change?  <b>CR3:</b> How do theatre artists transform and edit their initial ideas?  <b>PR4:</b> Why are strong choices essential to interpreting a drama or theatre piece?  <b>PR5:</b> What can I do to fully prepare a performance or technical design?  <b>PR6:</b> What happens when theatre artists and audiences share a creative experience?  <b>CN11:</b> What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>	<p>critical inquiry.  <b>CR2:</b> Theatre artists work to discover different ways of communicating meaning  <b>CR3:</b> Theatre artists refine their work and practice their craft through rehearsal.  <b>PR4:</b> Theatre artists make strong choices to effectively convey meaning.  <b>PR5:</b> Theatre artists develop personal processes and skills for a performance or design.  <b>PR6:</b> Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.  <b>CN11:</b> Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<p>Research information  Presentations  Rehearsals  Performances</p>	17 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<p>Students will get an overview of the different acting methodologies of the masters. Students will be doing research and presenting information on the different methodologies, as well as preparing monologues to practice the different techniques.</p>	
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<p>Driving Question, Emotional Recall, Given circumstances, Group Theatre, Inner Action, Inner Life/ Inner Monologue, Magic if/What if ?, Meisner Technique, Method, Moscow Art Theatre, Particularization, Physicalization, Private Moment, Sense memory, Super objective, Through line of action or continuity, Transference,</p>	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<p>Research/biographical information</p>	Acting is just a talent and can't be learned
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<p>Vocabulary and Acting fundamentals</p>	Using mastery techniques to individualize an actor's craft
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Perception</b>  1.1 - Offer ways of customizing the display of</p>	- Display information in a flexible format so that

<p>information</p> <p><b>Comprehension</b></p> <p>3.1 - Activate or supply background knowledge</p> <p>3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Expression and Communication</b></p> <p>5.1 Use multiple media for communication</p> <p>5.2 Use multiple tools for construction and composition</p> <p><b>Recruiting Interest</b></p> <p>7.1 Optimize individual choice and autonomy</p>	<p>the following perceptual features can be varied</p> <ul style="list-style-type: none"> <li>- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video</li> <li>- Bridge concepts with relevant analogies and metaphors</li> <li>- Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)</li> <li>- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)</li> <li>- Use web applications (e.g., wikis, animation, presentation)</li> <li>- Provide learners with as much discretion and autonomy as possible</li> <li>- Allow learners to participate in the design of classroom activities and academic tasks</li> <li>- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals</li> <li>-</li> </ul>
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**Supporting Multilingual/English Learners**

**Related CELP standards:**

**CELP Learning Targets:**

9-12.2  
An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

9-12.5  
An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.

I can actively listen to others  
I can participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary  
I can present basic information

I can conduct short individual or shared research projects to answer a question  
I can gather information from a few provided print and digital sources  
I can label collected information, experiences, or events

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<p>13 Overview of the quintessential teaching artists and their techniques</p> <p>Assign Research Groups</p>	<p>I can identify the different 'schools' of acting methods</p>	<ul style="list-style-type: none"> <li>• I can identify that there are different methods on how to act</li> <li>• I can describe the fundamental aspects of each method presented</li> <li>• I can identify the relationship between the different acting methods</li> <li>• I can analyze an acting methodology</li> </ul>	<p>Masters Overview</p>

		<b>Assessment:</b> Note-Catcher	
14 Research Day	<p>I can evaluate and select an acting method to research and present to the class</p> <p>I can contribute to a peer group and help create a presentation</p>	<ul style="list-style-type: none"> <li>• I can choose an acting methodology to research and present</li> <li>• I can describe the fundamentals of an acting methodology</li> <li>• I can identify the relationship between the different acting methodologies</li> <li>• I can present information explaining an acting methodology to the class</li> </ul> <b>Assessment:</b> Note Catcher	Canva/Slides
15 Groups/individuals present-videos/research  Stanislavski/Strasberg  -rehearsal monologues and scenes	<p>I can present research and can speak clearly and confidently in front of my peers to deliver new information</p> <p>I can express thoughts, feelings, and actions</p>	<ul style="list-style-type: none"> <li>• I can choose an acting methodology to research and present</li> <li>• I can describe the fundamentals of an acting methodology</li> <li>• I can identify the relationship between the different acting methodologies</li> <li>• I can present information explaining an acting methodology to the class</li> </ul> <b>Assessment:</b> Presentation/ Note Catcher	Note Catcher
16 Stanislavski/Strasberg  W monologues	<p>I can tell a story/convey meaning through a monologue using a new technique.</p>	<ul style="list-style-type: none"> <li>• I can identify the elements of an acting methodology</li> <li>• I can identify the elements and acting techniques of an acting methodology</li> <li>• I can determine the elements and techniques of an acting methodology for the preparation of a monologue</li> <li>• I can present a monologue using a specific acting methodology</li> </ul>	Participation Rubric

		<b>Assessment:</b> Rehearsal participation	
17 Stanislavski/Strasberg  W scenes (unit 1)	I can perform a scene with a partner using new technique(s)  I can tell a story using acting techniques	<ul style="list-style-type: none"> <li>• I can identify the elements of an acting methodology</li> <li>• I can identify the elements and acting techniques of an acting methodology</li> <li>• I can determine the elements and techniques of an acting methodology for the preparation of a monologue</li> <li>• I can present a monologue using a specific acting methodology</li> </ul> <b>Assessment:</b> Performance Rubric	Participation Rubric Performance Rubric
18 Groups/individuals present-videos/research  Meisner	I present research and can speak clearly and confidently in front of my peers to deliver new information  I can express thoughts, feelings, and actions	<ul style="list-style-type: none"> <li>• I can identify the elements of an acting methodology</li> <li>• I can identify the elements and acting techniques of an acting methodology</li> <li>• I can determine the elements and techniques of an acting methodology for the preparation of a monologue</li> <li>• I can present a monologue using a specific acting methodology</li> </ul> <b>Assessment:</b> Rehearsal participation	Note Catcher
19 Meisner w monologues	I can tell a story/convey meaning through a monologue.	<ul style="list-style-type: none"> <li>• I can identify the elements of an acting methodology</li> <li>• I can identify the elements and acting techniques of an acting methodology</li> <li>• I can determine the elements and techniques of an acting methodology for the preparation of a</li> </ul>	Participation Rubric

		<ul style="list-style-type: none"> <li>monologue</li> <li>I can present a monologue using a specific acting methodology</li> </ul> <p><b>Assessment:</b> Rehearsal participation</p>	
20 Meisner w scenes (unit 1)	<p>I can perform a scene with a partner using new technique(s)</p> <p>I can tell a story using acting techniques</p>	<ul style="list-style-type: none"> <li>I can identify the elements of an acting methodology</li> <li>I can identify the elements and acting techniques of an acting methodology</li> <li>I can determine the elements and techniques of an acting methodology for the preparation of a monologue</li> <li>I can present a monologue using a specific acting methodology</li> </ul> <p><b>Assessment:</b> Performance Rubric/ Rehearsal participation</p>	Participation Rubric Performance Rubric
21 Groups/individuals present-videos/research  Adler	<p>I present research and can speak clearly and confidently in front of my peers to deliver new information</p> <p>I can express thoughts, feelings, and actions</p>	<ul style="list-style-type: none"> <li>I can identify the elements of an acting methodology</li> <li>I can identify the elements and acting techniques of an acting methodology</li> <li>I can determine the elements and techniques of an acting methodology for the preparation of a monologue</li> <li>I can present a monologue using a specific acting methodology</li> </ul> <p><b>Assessment:</b> Rehearsal participation</p>	Note Catcher
22 Adler w monologues	I can tell a story/convey meaning through a monologue.	<ul style="list-style-type: none"> <li>I can identify the elements of an acting methodology</li> <li>I can identify the elements and acting techniques of an acting</li> </ul>	Participation Rubric

		<ul style="list-style-type: none"> <li>methodology</li> <li>I can determine the elements and techniques of an acting methodology for the preparation of a monologue</li> <li>I can present a monologue using a specific acting methodology</li> </ul> <p><b>Assessment:</b> Rehearsal participation</p>	
23 Adler w scenes (unit 1)	<p>I can perform a scene with a partner using new technique(s)</p> <p>I can tell a story using acting techniques</p>	<ul style="list-style-type: none"> <li>I can identify the elements of an acting methodology</li> <li>I can identify the elements and acting techniques of an acting methodology</li> <li>I can determine the elements and techniques of an acting methodology for the preparation of a monologue</li> <li>I can present a monologue using a specific acting methodology</li> </ul> <p><b>Assessment:</b> Performance Rubric/ Rehearsal participation</p>	Participation Rubric Performance Rubric
24 Groups/individuals present-videos/research  25 Chekov	<p>I present research and can speak clearly and confidently in front of my peers to deliver new information</p> <p>I can express thoughts, feelings, and actions</p>	<ul style="list-style-type: none"> <li>I can identify the elements of an acting methodology</li> <li>I can identify the elements and acting techniques of an acting methodology</li> <li>I can determine the elements and techniques of an acting methodology for the preparation of a monologue</li> <li>I can present a monologue using a specific acting methodology</li> </ul> <p><b>Assessment:</b> Rehearsal participation</p>	Note Catcher

<p>26 Chekov w monologues</p>	<p>I can tell a story/convey meaning through a monologue.</p>	<ul style="list-style-type: none"> <li>• I can identify the elements of an acting methodology</li> <li>• I can identify the elements and acting techniques of an acting methodology</li> <li>• I can determine the elements and techniques of an acting methodology for the preparation of a monologue</li> <li>• I can present a monologue using a specific acting methodology</li> </ul> <p><b>Assessment:</b> Rehearsal participation</p>	<p>Participation Rubric</p>
<p>27 Chekov w scenes (unit 1)</p>	<p>I can perform a scene with a partner using new technique(s)</p> <p>I can tell a story using acting techniques</p>	<ul style="list-style-type: none"> <li>• I can identify the elements of an acting methodology</li> <li>• I can identify the elements and acting techniques of an acting methodology</li> <li>• I can determine the elements and techniques of an acting methodology for the preparation of a monologue</li> <li>• I can present a monologue using a specific acting methodology</li> </ul> <p><b>Assessment:</b> Performance Rubric/ Rehearsal participation</p>	<p>Participation Rubric Performance Rubric</p>
<p>28 Groups/individuals present-videos/research</p> <p>Hagan</p>	<p>I present research and can speak clearly and confidently in front of my peers to deliver new information</p> <p>I can express thoughts, feelings, and actions</p>	<ul style="list-style-type: none"> <li>• I can identify the elements of an acting methodology</li> <li>• I can identify the elements and acting techniques of an acting methodology</li> <li>• I can determine the elements and techniques of an acting methodology for the preparation of a monologue</li> <li>• I can present a monologue using a</li> </ul>	<p>Note Catcher</p>

		<p>specific acting methodology</p> <p><b>Assessment:</b> Rehearsal participation</p>	
29 Hagan w/ monologues	<p>I can tell a story/convey meaning through a monologue.</p>	<ul style="list-style-type: none"> <li>• I can identify the elements of an acting methodology</li> <li>• I can identify the elements and acting techniques of an acting methodology</li> <li>• I can determine the elements and techniques of an acting methodology for the preparation of a monologue</li> <li>• I can present a monologue using a specific acting methodology</li> </ul> <p><b>Assessment:</b> Rehearsal participation</p>	Participation Rubric
30 Hagan w/ scenes (unit 1)	<p>I can perform a scene with a partner using new technique(s)</p> <p>I can tell a story using acting techniques</p>	<ul style="list-style-type: none"> <li>• I can identify the elements of an acting methodology</li> <li>• I can identify the elements and acting techniques of an acting methodology</li> <li>• I can determine the elements and techniques of an acting methodology for the preparation of a monologue</li> <li>• I can present a monologue using a specific acting methodology</li> </ul> <p><b>Assessment:</b> Performance Rubric/ Rehearsal participation</p>	Participation Rubric Performance Rubric

Unit Title:

# Application in Performance

**Relevant Standards: Bold indicates priority**

**TH:Cr2.1.HSIII b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.**

**TH:Cr3.1.HSI b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.**

**TH:Pr5.1.HSII a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.**

**TH:Pr6.1.HSII a. Present a drama/theatre work using creative processes that shape the production for a specific audience.**

**TH:Pr6.1.HSI a. Perform a scripted drama/theatre work for a specific audience.**

**Essential Question(s):**

**CR2:** How, when, and why do theatre artists' choices change?  
**CR3:** How do theatre artists transform and edit their initial ideas?  
**PR5:** What can I do to fully prepare a performance or technical design?  
**PR6:** What happens when theatre artists and audiences share a creative experience?

**Enduring Understanding(s):**

**CR2:** Theatre artists work to discover different ways of communicating meaning  
**CR3:** Theatre artists refine their work and practice their craft through rehearsal.  
**PR5:** Theatre artists develop personal processes and skills for a performance or design.  
**PR6:** Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

**Demonstration of Learning:**

Performance

**Pacing for Unit**

6 classes

**Family Overview (link below)**

In this unit students will apply their learning of the different acting school methodologies in a final performance.

**Integration of Technology:**

**Unit-specific Vocabulary:**

**Aligned Unit Materials, Resources, and Technology (beyond core resources):**

**Opportunities for Interdisciplinary Connections:**

**Anticipated misconceptions:**

ELA Source material			
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Techniques, methods, and vocabulary			
<b>Differentiation through Universal Design for Learning</b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<p><b>Perception</b> 1.1 - Offer ways of customizing the display of information</p> <p><b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p><b>Recruiting Interest</b> 7.1 Optimize individual choice and autonomy</p>		<ul style="list-style-type: none"> <li>- Display information in a flexible format so that the following perceptual features can be varied</li> <li>- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video</li> <li>- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)</li> <li>- Use web applications (e.g., wikis, animation, presentation)</li> <li>- Provide learners with as much discretion and autonomy as possible</li> <li>- Allow learners to participate in the design of classroom activities and academic tasks</li> <li>- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related CELP standards:</b>		<b>CELP Learning Targets:</b>	
<p>9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</p>		<p>I can actively listen to others I can participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary I can present basic information</p> <p>I can conduct short individual or shared research projects to answer a question I can gather information from a few provided print and digital sources I can label collected information, experiences, or events</p>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
31 Select Scenes or monologues/or group performance	I can use various acting methodologies to expand acting skills in rehearsal and	<ul style="list-style-type: none"> <li>• I can evaluate and choose a scene or monologue to perform</li> <li>• I can determine acting techniques to use to prepare my scene or monologue</li> </ul>	Participation Rubric

Rehearsal	performance.	<ul style="list-style-type: none"> <li>• I can identify the techniques of the acting methodology that best relates to the scene or monologue</li> <li>• I can perform a scene or monologue using techniques of acting methodology</li> </ul> <p><b>Assessment:</b> Participation Rubric</p>	
32 - 37 Rehearsal	<p>I can develop a character for a scene or monologue.</p> <p>I can practice various acting techniques (such as improvisation, the schools of acting, physical theatre, abstract representation) to expand skills (such as facial expression, movement, gestures, vocal color, etc.) in a rehearsal and performance.</p>	<ul style="list-style-type: none"> <li>• I can identify several traits of a character</li> <li>• I can determine the objectives, obstacles, and tactics of a character in a scene</li> <li>• I can identify the techniques of the acting methodology that best relates to the scene or monologue</li> <li>• I can perform a scene or monologue using techniques of acting methodology</li> </ul> <p><b>Assessment:</b> Participation Rubric</p>	Participation Rubric
38 Performance	I can perform a scripted theatre work for an audience.	<ul style="list-style-type: none"> <li>• I can identify the elements that go into performing for an audience</li> <li>• I can determine what I need to do to perform a scene or monologue for an audience</li> <li>• I can develop the techniques of the acting methodology that best relates to the scene or monologue</li> <li>• I can perform a scene or monologue using techniques of acting methodology</li> </ul> <p><b>Assessment:</b> Performance Rubric</p>	Performance Rubric
39- 40	I can reflect and self	<ul style="list-style-type: none"> <li>• I can identify the elements that went into my performance</li> </ul>	

Flex/Wrap-up/Reflect	assess my performance	<ul style="list-style-type: none"><li>• I can determine what I need to do to improve my performance</li><li>• I can judge the techniques of the acting methodology that I used in my performance</li><li>• I can analyze my performance and make suggestions for self improvement in my acting techniques</li></ul> <p><b>Assessment:</b> Performance Rubric</p>	
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Course Title:	Content Area:	Grade Level:	Credit (if applicable)
<b>Mural Painting and Public Art</b>	Art	<b>9-12 BAIMS</b>	0.5

**Course Description:**

Students will learn technical skills through accuracy in drawing from small scale images to murals. Projects will be inspired by self expression, building and beautifying our community and engaging citizens. Murals will be designed on different mediums such as buildings, walls, and large scale openings. Materials used will include paint, stencils, and projectors.

**Aligned Core Resources:**

**Connection to the [BPS Vision of the Graduate](#)**

**Meaningfully contribute to a global society**  
EMPATHY

- Demonstrating understanding of others perspectives and needs
- Listen with an open mind to understand others' situations
- Understand the concept of community as a means for supporting others in need

GLOBAL AWARENESS

- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understand other nations and cultures including the use of non-English language

**Demonstrate Academic Knowledge and Skills**

CONTENT MASTERY

- Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum

CRITICAL THINKING AND PROBLEM SOLVING

- Collect, assess and analyze relevant information
- Reason effectively. Use systems thinking
- Make sound judgments and decisions. Identify, define and solve authentic problems and essential questions.
- Reflect critically on learning experience, processes and solutions
- Transfer knowledge to other situations

**Additional Course Information:**  
*Knowledge/Skill Dependent courses/prerequisites*

**Link to Completed Equity Audit**

[Murals - Equity Curriculum Review](#)

**Standard Matrix**

District Learning Expectations and Standards	<a href="#">Design and Composition</a>	<a href="#">Scaling and Perspective</a>	<a href="#">Murals Art History</a>	<a href="#">Creative Lettering</a>	<a href="#">Influential Street Art (from a muralist perspective)</a>	<a href="#">Proposal Writing</a>	<a href="#">Community Based - Public Mural Making</a>
<b>Creating</b>							
VA:Cr1 Generate and conceptualize artistic ideas and work.	x	x	x	x			x
VA:Cr2 Organize and develop artistic ideas and work	x				x	x	x
VA:Cr3 Refine and complete artistic work.	x	x		x			

<b>Presenting</b>							
VA:Pr.4 Select, analyze and interpret artistic work for presentation.	x					x	
VA:Pr5 Develop and refine artistic techniques and work for presentation.					x		x
VA:Pr6 Convey meaning through the presentation of artistic work.					x	x	
<b>Responding</b>							
VA:Re7 Perceive and analyze artistic work.			x		x		
VA:Re8 Interpret intent and meaning in artistic work.			x	x			
VA:Re9 Apply criteria to evaluate artistic work.		x					
<b>Connecting</b>							
VA:Cn10 Synthesize and relate knowledge and personal experiences to make art.		x		x		x	
VA:Cn11 Relate artistic ideas and			x				x

works with societal, cultural, and historical context to deepen understanding.							
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**Unit Links**

	<b>2</b>
<b>Design and Composition</b>	<b>4</b>
<b>Scaling and Perspective</b>	<b>6</b>
<b>Murals Art History</b>	<b>8</b>
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<b>Influential Street Art (from a muralist perspective)</b>	<b>12</b>
<b>Proposal Writing</b>	<b>14</b>
<b>Community Based - Public Mural Making</b>	<b>16</b>

**Unit Title:**

Design and Composition

**Relevant Standards: Bold indicates priority**

- VA:Cr1.1.HSI** Use multiple approaches to begin creative endeavors
- VA:Cr2.1.HSII** Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cr3.1.HSI** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Pr4.1.HSI** Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
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<p><b>Cr1.1:</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p><b>Cr2.1:</b> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><b>Cr3.1:</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><b>Cr4.1:</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>	<p><b>Cr1.1:</b> Creativity and innovative thinking are essential life skills that can be developed.</p> <p><b>Cr2.1:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p><b>Cr3.1:</b> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b>Cr4.1:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p>
<p><b>Demonstration of Learning:</b></p>	<p><b>Pacing for Unit</b></p>
<p><i>Students will show understanding of mural design and composition by being guided through mural elements, including various mural styles, such as graffiti, historical and political street art and contemporary painted statements. Students will perform individual comparison projects as well create unique sample designs to be contributed to a large mural design later in the curriculum.</i></p>	<p>5 Classes</p>
<p><b>Family Overview (link below)</b></p>	<p><b>Integration of Technology:</b></p>
<p><i>Students will be learning about mural design and composition by being guided through mural elements, including various mural styles, such as graffiti, historical and political street art and contemporary painted statements.</i></p>	<p><i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i></p>
<p><b>Unit-specific Vocabulary:</b></p>	<p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>
<p>Perspective Color theory Space Composition Principles of Design Graffiti Mural Art</p>	

<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
		Murals can only be painted outdoors. Murals are only for large public spaces. Murals can only be painted by professional artists. Murals must be permanent.	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
		Principles of Design, creating the composition, understanding perspective, comprehending the use of space, development of appropriate design.	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<b>Perception</b> 1.1 - Offer ways of customizing the display of information <b>Language and Symbols</b> 2.5 - Illustrate through multiple media <b>Comprehension</b> 3.3 - Guide information processing and visualization <b>Expression and Communication</b> 5.2 - Use multiple tools for construction and composition <b>Sustaining Effort and Persistence</b> 8.3 - Foster collaboration and community		<ul style="list-style-type: none"> <li>- Offer student choice of composition</li> <li>- Promote creative ideas with multiple media</li> <li>- Planning process</li> <li>- Offer different ways of planning works</li> <li>- Facilitate collaboration with community organizations as needed</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
Graffiti vs Mural Art Proposal	I can understand the compositional difference between graffiti and mural art and show how they can influence each other.	I can show a clear understanding of the difference between graffiti and mural art in their work.	Materials: drawing tools, acrylic paint, paint boards, folders, paint palette, paper, plastic paint pallets.
Mural Design and Color Theory Draft	I can explore and understand how to use multiple color schemes to compliment a mural .	I can show evidence of color theory knowledge including color mixing and layering in their work	

**Unit Title:**

# Scaling and Perspective

**Relevant Standards: Bold indicates priority**

**VA:Cr1.1.HSII** Individually or collaboratively formulate new creative problems based on the student's existing artwork.

**VA:Cr3.1.HSIII** Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

**VA:Re9.1.HSI** Establish relevant criteria in order to evaluate a work of art or collection of works.

**VA:Cn10.1.HSI** Document the process of developing ideas from early stages to fully elaborated ideas.

**Essential Question(s):**

**Cr1.1:** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

**Cr3.1:** What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

**Re9.1:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

**Cn10.1:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and lives of their communities through art-making?

**Enduring Understanding(s):**

**Cr1.1:** Creativity and innovative thinking are essential life skills that can be developed.

**Cr3.1:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

**Re9.1:** People evaluate art based on various criteria.

**Cn10.1:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Demonstration of Learning:**

*Students will show understanding of mural scaling and perspective through grid drawing techniques, small scale practice and by studying changes in shapes and textures. Students will show evidence of learning through the process by creating individual mural grid drawings and picture and letter transfers, as well ,through large group mural executions.*

**Pacing for Unit**

5 Classes

**Family Overview (link below)****Integration of Technology:**

<p>Students will learn scaling and perspective through grid drawing techniques, small scale practice and by studying changes in shapes and textures. Students will show evidence of learning through the process by creating individual mural grid drawings and picture and letter transfers, as well ,through large group mural executions.</p>	
<p><b>Unit-specific Vocabulary:</b></p>	<p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>
<p>Scale, Perspective, Composition, Principles of Design, Graphing, Grid Method, Freehand, Pounce Pattern Doodle / Squiggle Grid, Layers</p>	
<p><b>Opportunities for Interdisciplinary Connections:</b></p>	<p><b>Anticipated misconceptions:</b></p>
	<p>Murals can only be painted outdoors.  Murals are only for large public spaces.  Murals can only be painted by professional artists.  Murals must be permanent.</p>
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
	<p>Principles of Design, creating the composition, understanding perspective, comprehending the use of space, development of appropriate design, color theory.</p>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	
<p><b>UDL Indicator</b></p>	<p><b>Teacher Actions:</b></p>
<p><b>Perception</b>  1.1 - Offer ways of customizing the display of information  <b>Language and Symbols</b>  2.5 - Illustrate through multiple media  <b>Comprehension</b>  3.3 - Guide information processing and visualization  <b>Expression and Communication</b>  5.2 - Use multiple tools for construction and composition  <b>Sustaining Effort and Persistence</b>  8.3 - Foster collaboration and community</p>	<ul style="list-style-type: none"> <li>- Offer student choice of composition</li> <li>- Promote creative ideas with multiple media</li> <li>- Planning process</li> <li>- Offer different ways of planning works</li> <li>- Facilitate collaboration with community organizations as needed</li> </ul>
<p><b>Supporting Multilingual/English Learners</b></p>	
<p><b>Related <a href="#">CELP standards:</a></b></p>	<p><b>Learning Targets:</b></p>
<p>9-12.2  An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>I can actively listen to others  I can present information and ideas  I can respond to simple questions and ask questions</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Small-scale mural composition	I can learn how to scale images to create a large version composition of each design.	I can show a clear understanding of how to scale artwork to create larger versions in their projects.	Examples to show scaling and how to create enlarged art. Materials: Paper, Pencils, Acrylic paint, Paint boards, Folders, Paint palette paper, Plastic paint pallets, Various size paint brushes, Graph paper
Partnered or small group mural designs.	I can use collaboration skills to create larger compositions	I can collaborate with others to create mural art.	

Unit Title:	
<h1>Murals Art History</h1>	
Relevant Standards: <b>Bold indicates priority</b>	
<p><b>VA:Cr1.2.HSII</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p><b>VA:Re.7.1.HSIII</b> Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p><b>VA:Re8.1.HSI</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p><b>VA:Cn11.1.HSII</b> Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	
Essential Question(s):	Enduring Understanding(s):
<p><b>Cr1.2:</b> How does knowing the contexts, histories, &amp; traditions of art forms help us create works of art &amp; design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?</p> <p><b>Re7.1:</b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><b>Re8.1:</b> What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as</p>	<p><b>Cr1.2:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p><b>Re7.1:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><b>Re8.1:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</p>

<p>text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p><b>Cn11.1:</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	<p><b>Cn11.1:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
<p><b>Demonstration of Learning:</b></p>	<p><b>Pacing for Unit</b></p>
<p><i>Students will show understanding of mural art history after guided lessons of mural history from primitive times to today's street art. Students will show evidence of learning through the creation of a temporal order outline and individually created study guide.</i></p>	<p>3 Classes</p>
<p><b>Family Overview (link below)</b></p>	<p><b>Integration of Technology:</b></p>
<p><i>Students will be guided through lessons of mural history from primitive times to today's street art. Students will show evidence of learning through the creation of a temporal order outline and individually created study guide.</i></p>	<p><i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i></p>
<p><b>Unit-specific Vocabulary:</b></p>	<p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>
<p>Contemporary, Public Artists, Renaissance, Lascaux Caves, Primitive Art, Mexican Muralists, Modern Art, Social, Political/propaganda, Economic factors</p>	
<p><b>Opportunities for Interdisciplinary Connections:</b></p>	<p><b>Anticipated misconceptions:</b></p>
<p></p>	<p>Murals can only be painted outdoors. Murals are only for large public spaces. Murals can only be painted by professional artists. Murals must be permanent.</p>
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
<p></p>	<p>The development of common and popular design, meaning and perspective of public art display, community based art making.</p>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	
<p><b>UDL Indicator</b></p>	<p><b>Teacher Actions:</b></p>
<p><b>Comprehension</b> 3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships</p>	<ul style="list-style-type: none"> <li>- Bridge concepts with relevant analogies and metaphors</li> <li>- Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual</li> </ul>

	imagery, concept anchoring, or concept mastery routines)
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**Supporting Multilingual/English Learners**

**Related CELP standards:**

**Learning Targets:**

9-12.2  
An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

I can actively listen to others  
I can present information and ideas  
I can respond to simple questions and ask questions

<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
Mural history research and study guide  Murals through the decades: history and meaning	I can create a study guide to present historical information to an audience.  I can describe how murals recorded historical events.  I can understand how murals became outlets for past times of resistance, such as protests, war and cultural change.	I can show a clear understanding of the progression of mural history.  I can describe and understand how murals can record history and show cultural change.	Digital or physical resources: Renaissance, Lascaux Caves, Primitive Art, Mexican Muralists, Contemporary Public Artists, Modern Art, Mural work based on Social, Political/propaganda, and Economic factors, Local/Bristol Murals

**Unit Title:**

**Creative Lettering**

**Relevant Standards: Bold indicates priority**

**VA:Cr1.1.HSI** Use multiple approaches to begin creative endeavors.

**VA:Cr3.1.HSII** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

**VA:Re8.1.HSII** Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

**VA:Cn10.1.HSI** Document the process of developing ideas from early stages to fully elaborated ideas.

<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<p><b>Cr1.1:</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p><b>Cr3.1:</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><b>Re8.1:</b> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p><b>Cn10.1:</b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>	<p><b>Cr1.1:</b> Creativity and innovative thinking are essential life skills that can be developed.</p> <p><b>Cr3.1:</b> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time</p> <p><b>Re8.1:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b>Cn10.1:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<p><i>Students will show understanding of creative lettering through a series of guided practices including sample mural lettering projects and large scale letter transfers.</i></p>	<p>3 Classes</p>
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<p><i>Students will learn creative lettering through a series of guided practices including sample mural lettering projects and large scale letter transfers.</i></p>	<p><i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i></p>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<p>Calligraphy, manuscript, handwriting, penmanship, block lettering, graffiti, script, graphing, projecting</p>	

<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
		Murals can only be painted outdoors. Murals are only for large public spaces. Murals can only be painted by professional artists. Murals must be permanent.	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
		The development of common and popular design Meaning and perspective of public art display Community based art making	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<b>Perception</b> 1.1 - Offer ways of customizing the display of information <b>Language and Symbols</b> 2.5 - Illustrate through multiple media <b>Comprehension</b> 3.3 - Guide information processing and visualization <b>Expression and Communication</b> 5.2 - Use multiple tools for construction and composition <b>Sustaining Effort and Persistence</b> 8.3 - Foster collaboration and community		<ul style="list-style-type: none"> <li>- Offer student choice of composition</li> <li>- Promote creative ideas with multiple media</li> <li>- Planning process</li> <li>- Offer different ways of planning works</li> <li>- Facilitate collaboration with community organizations as needed</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
Finding a lettering style  Process of projecting  Mini lettering composition	I can explore diverse types of lettering in art across various eras and movements.  I can learn and practice multiple ways to create mural lettering.  I can use projecting techniques to create high quality mural text.	I can show a clear understanding of mural lettering and its various types.  I can use multiple ways including projecting to create mural quality text.	Examples of various types of mural lettering including graffiti, as a style. Historical information of the creation and evolution of mural text or word art. Creative examples of techniques behind mural lettering. Materials: spray paint, acrylic paint, projector, pencils, paint

			brushes, canvas board/paper.

**Unit Title:**

## Influential Street Art (from a muralist perspective)

**Relevant Standards: Bold indicates priority**

**VA:Cr1.2.HSIII** Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

**VA:Pr5.1.HSI** Analyze and evaluate the reasons and ways an exhibition is presented.

**VA:Pr6.1.HSI** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

**VA:Re7.2.HSII** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
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**Cr1.2:** How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

**Pr5.1:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**Pr6.1:** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks

**Cr1.2:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

**Pr5.1:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Pr6.1:** Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

collected, preserved, or presented, cultivate appreciation and understanding?  <b>Re7.2:</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?	<b>Re7.2:</b> Visual imagery influences understanding of and responses to the world.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<i>Students will show understanding of influential street art through exploration of past and present street artists and their craft, as well as, the importance behind their chosen content/topic. Students will show evidence of learning by creating an informational slide on a chosen street artist. A final project will be to choose a common community topic to create a sample mural painting through the influence of a street artist's perspective.</i>	5 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<i>Students will learn influential street art through exploration of past and present street artists and their craft, as well as, the importance behind their chosen content/topic. Students will show evidence of learning by creating an informational slide on a chosen street artist. A final project will be to choose a common community topic to create a sample mural through the influence of a street artist's perspective.</i>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Banksy, Keith Haring, Jean-Michael Basquiat, Lady Pink, Os Gemeos, Invader, Shepard Fair, Inspiration, Community Art, Landmark, Legal Wall.	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
	Murals can only be painted outdoors. Murals are only for large public spaces. Murals can only be painted by professional artists. Murals must be permanent.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
	The development of common and popular design Meaning and perspective of public art display Community based art making
<b>Differentiation through Universal Design for Learning</b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Perception</b>	

<p>1.1 - Offer ways of customizing the display of information</p> <p><b>Language and Symbols</b></p> <p>2.5 - Illustrate through multiple media</p> <p>Comprehension</p> <p><b>Comprehension</b></p> <p>3.1 - Activate or supply background knowledge</p> <p>3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>3.3 - Guide information processing and visualization</p> <p><b>Expression and Communication</b></p> <p>5.2 - Use multiple tools for construction and composition</p> <p><b>Sustaining Effort and Persistence</b></p> <p>8.3 - Foster collaboration and community</p>	<ul style="list-style-type: none"> <li>- Offer student choice of composition</li> <li>- Promote creative ideas with multiple media</li> <li>- Bridge concepts with relevant analogies and metaphors</li> <li>- Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)</li> <li>- Planning process</li> <li>- Offer different ways of planning works</li> <li>- Facilitate collaboration with community organizations as needed</li> </ul>
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**Supporting Multilingual/English Learners**

**Related [CELP standards:](#)**

**Learning Targets:**

9-12.2  
An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

I can actively listen to others  
I can present information and ideas  
I can respond to simple questions and ask questions

<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
<p>Create a virtual street art journal.</p> <p>Design a street art plan that directly relates to the community.</p> <p>Compare and contrast two street artists and all that's involved in their work.</p>	<p>I can explore various past and present street artists and their inspirations to create a journal/portfolio.</p> <p>I can plan a street art project that directly relates to a chosen community topic.</p> <p>I can find ways to compare and contrast street artists and the elements of their work.</p>	<p>I can show a clear understanding of the expectation of in-depth researching and journaling found information.</p> <p>I can create a street art plan directly relating to their community to show knowledge of street artists and their inspirations.</p> <p>I can compare and contrast street artists and their work.</p>	<p>Research information on: Banksy, Keith Haring, Jean-Michael Basquiat, Lady Pink, Os Gemeos, Invader, Shepard Fairey.</p> <p>Materials: drawing paper, drawing tools.</p>

<b>Unit Title:</b>	
<h1>Proposal Writing</h1>	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>VA:Cr2.3.HSI</b> Collaboratively develops a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p><b>VA:Pr4.1.HSII</b> Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p><b>VA:Pr6.1.HSII</b> Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</p> <p><b>VA:Cn10.1.HSIII</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<p><b>Cr2.3:</b> How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p><b>Pr4.1:</b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><b>Pr6.1:</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p><b>Cn10.1:</b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>	<p><b>Cr2.3:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><b>Pr4.1:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p><b>Pr6.1:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><b>Cn10.1:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<p><i>Students will show understanding of proposal writing after using the Need to Know chart, by creating a mural</i></p>	<p>3 Classes</p>

<p><i>proposal for the community in small groups. Students will show evidence of learning by playing various community roles to mock the proposal writing/feedback experience.</i></p>	
<p><b>Family Overview (link below)</b></p>	<p><b>Integration of Technology:</b></p>
<p><i>Students will learn proposal writing after using the Need to Know chart and by creating a mural proposal for the community in small groups. Students will show evidence of learning by playing various community roles to mock the proposal writing/feedback experience.</i></p>	<p><i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i></p>
<p><b>Unit-specific Vocabulary:</b></p>	<p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>
<p>Visiting artist, branding yourself, creating logo/business card, write a proposal/get commission, create a website (online portfolio)</p>	
<p><b>Opportunities for Interdisciplinary Connections:</b></p>	<p><b>Anticipated misconceptions:</b></p>
	<p>Murals can only be painted outdoors. Murals are only for large public spaces. Murals can only be painted by professional artists. Murals must be permanent.</p>
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
	<p>The development of common and popular design Meaning and perspective of public art display Community based art making</p>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	
<p><b>UDL Indicator</b></p>	<p><b>Teacher Actions:</b></p>
<p><b>Perception</b> 1.1 - Offer ways of customizing the display of information <b>Language and Symbols</b> 2.5 - Illustrate through multiple media Comprehension 3.3 - Guide information processing and visualization <b>Expression and Communication</b> 5.2 - Use multiple tools for construction and composition <b>Sustaining Effort and Persistence</b> 8.3 - Foster collaboration and community</p>	<ul style="list-style-type: none"> <li>- Offer student choice of composition</li> <li>- Promote creative ideas with multiple media</li> <li>- Planning process</li> <li>- Offer different ways of planning works</li> <li>- Facilitate collaboration with community organizations as needed</li> </ul>
<p><b>Supporting Multilingual/English Learners</b></p>	
<p><b>Related <a href="#">CELP standards:</a></b></p>	<p><b>Learning Targets:</b></p>
<p>9-12.2</p>	<p>I can actively listen to others</p>

An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		I can present information and ideas I can respond to simple questions and ask questions	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Proposal writing and revising introduction using the Know and Need to Know chart, while including telling stories of the community.  Linking career connections and self branding and mural planning	I can revisit the <i>Know &amp; Need to Know</i> , step by step chart: Reflect on and assess your new understandings in order to draft your mural proposal.  I can take on one of four career-connected roles to support the creation of my team's mural proposal.	I can show a clear understanding of how to draft and revise a mural proposal using a step by step process.	Resources about visiting artist, branding yourself, creating logo/business card, writing a proposal/receiving commission, developing a website (online portfolio) Increase tourism/ foot traffic, increase attractiveness, increase appreciation for art. Sites to aid the step-by-step mural writing process. <a href="https://www.mural.co/templates/customer-journey-map">https://www.mural.co/templates/customer-journey-map</a>

<b>Unit Title:</b>	
<h1>Community Based - Public Mural Making</h1>	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>VA:Cr1.1.HSIII</b> Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p><b>VA:Cr2.2.HSI</b> Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p><b>VA:Pr5.1.HSII</b> Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p><b>VA:Cn11.1.HSI</b> Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>

<p><b>Cr1.1:</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p><b>Cr2.2:</b> How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p> <p><b>Pr5.1:</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><b>Cn11.1:</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	<p><b>Cr1.1:</b> Creativity and innovative thinking are essential life skills that can be developed.</p> <p><b>Cr2.2:</b> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p><b>Pr5.1:</b> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><b>Cn11.1:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
<p><b>Demonstration of Learning:</b></p>	<p><b>Pacing for Unit</b></p>
<p><i>Students will show understanding of public mural making by being a part of the process to organize a mural plan, utilize prior learned grid and transfer techniques and work as a team to collaborate and successfully complete the final mural project.</i></p>	<p>12 Classes</p>
<p><b>Family Overview (link below)</b></p>	<p><b>Integration of Technology:</b></p>
<p><i>Students will learn public mural making by being a part of the process to organize a mural plan, utilize prior learned grid and transfer techniques and work as a team to collaborate and successfully complete the final mural project.</i></p>	<p><i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i></p>
<p><b>Unit-specific Vocabulary:</b></p>	<p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>
<p>Street Art, Graffiti, Back to Back, Cultural Jamming, Deface, Landmark, Legal Wall, Layers</p>	
<p><b>Opportunities for Interdisciplinary Connections:</b></p>	<p><b>Anticipated misconceptions:</b></p>
	<p>Murals can only be painted outdoors.  Murals are only for large public spaces.  Murals can only be painted by professional artists.  Murals must be permanent.</p>

<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
<b>Differentiation through Universal Design for Learning</b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<p><b>Perception</b> 1.1 - Offer ways of customizing the display of information</p> <p><b>Language and Symbols</b> 2.5 - Illustrate through multiple media Comprehension 3.3 - Guide information processing and visualization</p> <p><b>Expression and Communication</b> 5.2 - Use multiple tools for construction and composition</p> <p><b>Sustaining Effort and Persistence</b> 8.3 - Foster collaboration and community</p>		<ul style="list-style-type: none"> <li>- Offer student choice of composition</li> <li>- Promote creative ideas with multiple media</li> <li>- Planning process</li> <li>- Offer different ways of planning works</li> <li>- Facilitate collaboration with community organizations as needed</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related CELP standards:</b>		<b>Learning Targets:</b>	
<p>9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>		<p>I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions</p>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
<p>Organize teams to build mural components/ breakdowns of community mural parts to be painted.</p> <p>Utilize plans to organize how each student will work in layers.</p> <p>Revisit mural process steps before painting begins.</p>	<p>I can work in a team and take steps to create a community mural.</p> <p>I can use knowledge of layering to create a high quality mural.</p>	<p>I can show a clear understanding of working on a team to create one composition.</p> <p>I can use prior knowledge of layering and partnered work during the mural painting process.</p>	<p>Resources to reiterate all elements for community mural art; designed to tell a story, create unique experience, engage citizens. Materials: drawing tools, acrylic paint, paint boards, folders, paint palette, paper,, step stools, drop clothes, brushes, rollers, string, tape.</p>

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
<b>Soundtrack Production</b>	Music	<b>9-12 BAIMS</b>	0.5

**Course Description:**

Students will engage in the study of the aesthetic and technical practices of film music and sound. The focus will be on the interaction between soundtrack and image track, on the level of form, rhythm, style and emotion, as well as on the creative processes of film scoring. The study of selected film scores illustrating the development of film scoring art will be combined with original projects where students will develop their own soundtracks.

**Aligned Core Resources:**

**Connection to the [BPS Vision of the Graduate](#)**

- COMMUNICATIONS AND TECHNOLOGY LITERACY
- Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society
- COLLABORATION
- Assume shared responsibility for collaborative work and value the individual contributions made by each team member.
- GOAL DIRECTED
- Use time and financial resources wisely to meet goals, complete tasks, and manage projects.

**Additional Course Information:**  
*Knowledge/Skill Dependent courses/prerequisites*

**ink to [Completed Equity Audit](#)**

**[Soundtrack Production - Equity Curriculum Review](#)**

**Standard Matrix**

District Learning Expectations and Standards	<a href="#">Soundtrack Analysis</a>	<a href="#">Sound Effects</a>	<a href="#">Vocal Recording</a>	<a href="#">Film Scoring</a>
<b>Creating</b>				
MU:Cr1.1 Generate and conceptualize artistic ideas and work.	x	x	x	x
MU:Cr2.1 Organize and develop artistic ideas and work.	x	x	x	x

MU:Cr3.1 Refine and complete artistic work.		x	x	x
<b>Performing</b>				
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.				
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.				
MU:Pr6.1 Convey meaning through the presentation of artistic work.				
<b>Respond</b>				
MU:Re7.1 Perceive and analyze artistic work.	x			
MU:Re8.1 Interpret intent and meaning in artistic work.	x			
MU:Re9.1 Apply criteria to evaluate artistic work.				
<b>Connecting</b>				
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.				
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.				

### Unit Links

- [Soundtrack Analysis](#)
- [Sound Effects](#)
- [Vocal Recording](#)
- [Film Scoring](#)

### Unit Title:

Soundtrack Analysis

### Relevant Standards: **Bold indicates priority**

**MU:Cr1.1.T.HSI.a** - Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

### Essential Question(s):

### Enduring Understanding(s):

**MU:Cr2.1.T.HSI.a** - Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

**MU:Re7.1.T.HSI.a** - Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.

**MU:Re7.2.T.HSI.a** - Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

**MU:Re8.1.T.HSI.a** - Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

**Cr1.1:** How do musicians generate creative ideas?

**Cr2.1:** How do musicians make creative decisions?

**Re7.2:** How do individuals choose music to experience?

**Re8.1:** How do we discern the musical creators' and performers' expressive intent?

**Cr1.1:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**Cr2.1:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**Re7.2:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Re8.1:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Demonstration of Learning:**

Written Reflections, Digital Projects

**Pacing for Unit**

~8 Classes

**Family Overview (link below)**

In this unit, students will observe how music and sound effects enhance movie genres. Once they have observed, they will practice creating their own sounds using loops and original ideas.

**Integration of Technology:**

Music audio software (Logic Pro)  
Recording equipment

**Unit-specific Vocabulary:**

Composer, soundtrack, mood, timbre, loop, track, automate

**Aligned Unit Materials, Resources, and Technology (beyond core resources):**

Music audio software (Logic Pro)  
Recording equipment

**Opportunities for Interdisciplinary Connections:**

N/A

**Anticipated misconceptions:**

It will be easy to connect sounds and video, It will be easy to make music, it is easy

**Connections to Prior Units:**

N/A

**Connections to Future Units:**

Students will use what they learn in this unit to help to set the emotional mood for future units.

**Differentiation through [Universal Design for Learning](#)**

UDL Indicator	Teacher Actions:
<p><b>Expression and Communication</b>            5.1 Use multiple media for communication            5.2 Use multiple tools for construction and composition</p>	<ul style="list-style-type: none"> <li>- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video</li> <li>- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)</li> <li>- Use web applications (e.g., wikis, animation, presentation)</li> </ul>

**Supporting Multilingual/English Learners**

Related CELP standards:	Learning Targets:
<p>9-12.2            An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>9-12.6            An EL can analyze and critique the arguments of others orally and in writing, with prompting and supports, • identify a point an author or a speaker makes</p>	<p>I can actively listen to others            I can present information and ideas            I can respond to simple questions and ask questions</p> <p>I can identify a point an author or a speaker makes</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1	I can identify how music and sound effects enhance movie genres.	Written Reflections, Self Assessment	Project 1 (Soundtracks in Movies)
Lesson 2-5	I can demonstrate how music can be used to change moods.	Written Reflections, Self Assessment	Project 2 (Creating a Mood)
Lesson 6-8	I can use loops and sound effects to create a soundtrack that reflects a video.	Written Reflections, Self Assessment	Project 3 (Scoring a Short Video)

<b>Unit Title:</b>
Sound Effects
<b>Relevant Standards: Bold indicates priority</b>

**MU:Cr1.1.T.HSI.a** - Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

**MU:Cr2.1.T.HSI.a** - Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

**MU:Cr3.1.T.HSI.a** - Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Essential Question(s):	Enduring Understanding(s):
<p><b>Cr1.1:</b> How do musicians generate creative ideas?</p> <p><b>Cr2.1:</b> How do musicians make creative decisions?</p> <p><b>Cr3.1:</b> How do musicians improve the quality of their creative work?</p>	<p><b>Cr1.1:</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p><b>Cr2.1:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Cr3.1:</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>
Demonstration of Learning:	Pacing for Unit
Written Reflections, Digital Projects	~15 Classes
Family Overview (link below)	Integration of Technology:
In this unit, students will continue to practice creating music and sounds to enhance different media in a digital format.	Music audio software (Logic Pro) Recording equipment
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Foley, Cue Sheet, Time Stamp, Soundscape, Trailer, Compose, Score, MIDI, Master	Music audio software (Logic Pro) Recording equipment
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	It will be easy to connect sounds and video, It will be easy to make music, it is easy
Connections to Prior Units:	Connections to Future Units:
Students will continue to use genre specific music to enhance their sound effects.	Students will use what they learn in this unit to incorporate proper sound effects into movie scenes.
Differentiation through <a href="#">Universal Design for Learning</a>	
UDL Indicator	Teacher Actions:
<p><b>Perception</b> 1.1 - Offer ways of customizing the display of information</p> <p><b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p><b>Recruiting Interest</b></p>	<ul style="list-style-type: none"> <li>- Display information in a flexible format so that the following perceptual features can be varied</li> <li>- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video</li> <li>- Use social media and interactive web tools (e.g., discussion forums, chats, web design,</li> </ul>

7.1 Optimize individual choice and autonomy	annotation tools, storyboards, comic strips, animation presentations) <ul style="list-style-type: none"> <li>- Use web applications (e.g., wikis, animation, presentation)</li> <li>- Provide learners with as much discretion and autonomy as possible</li> <li>- Allow learners to participate in the design of classroom activities and academic tasks</li> <li>- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals</li> </ul>
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**Supporting Multilingual/English Learners**

<b>Related CELP standards:</b>	<b>Learning Targets:</b>
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions

<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
Lesson 1	I can identify sound effects and how they enhance visual actions in film.	Written Reflections, Self Assessment	Project 4 (Foley)
Lesson 2-4	I can demonstrate how to build a SoundScape using appropriate sound effects.	Written Reflections, Self Assessment	Project 5 (Soundscape)
Lesson 5-7	I can compose a musical score to enhance a movie trailer.	Written Reflections, Self Assessment	Project 6 (Movie Trailer)
Lesson 8-10	I can compose a musical score to enhance a video game.	Written Reflections, Self Assessment	Project 7 (Video Game Sound)
Lesson 11-15	I can use musical form to compose a song.	Written Reflections, Self Assessment	Project 8 (MIDTERM - Class Album Project)

<b>Unit Title:</b>
Vocal Recording

<b>Relevant Standards: Bold indicates priority</b>	
<p><b>MU:Cr1.1.T.HSI.a</b> - Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.</p> <p><b>MU:Cr2.1.T.HSI.a</b> - Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.</p> <p><b>MU:Cr3.1.T.HSI.a</b> - Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<p><b>Cr1.1:</b> How do musicians generate creative ideas?</p> <p><b>Cr2.1:</b> How do musicians make creative decisions?</p> <p><b>Cr3.1:</b> How do musicians improve the quality of their creative work?</p>	<p><b>Cr1.1:</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p><b>Cr2.1:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Cr3.1:</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Written Reflections, Digital Projects	~12 Classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
In this unit, students will be able to use different kinds of microphones to record vocal tracks for varied media.	Music audio software (Logic Pro) Recording equipment
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Podcast, Gain, Voiceover	Music audio software (Logic Pro) Recording equipment
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
N/A	It will be easy to connect sounds and video, It will be easy to make music, it is easy
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Students will continue to use genre specific music to enhance their sound effects.	Students will use what they learn in this unit to incorporate proper voiceover techniques into movie scenes.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Perception</b> 1.1 - Offer ways of customizing the display of information</p> <p><b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and</p>	<ul style="list-style-type: none"> <li>- Display information in a flexible format so that the following perceptual features can be varied</li> <li>- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music,</li> </ul>

<p>composition</p> <p><b>Executive Functions</b> 6.3 Facilitate managing information and resources</p> <p><b>Recruiting Interest</b> 7.1 Optimize individual choice and autonomy</p>	<p>dance/movement, visual art, sculpture, or video</p> <ul style="list-style-type: none"> <li>- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)</li> <li>- Use web applications (e.g., wikis, animation, presentation)</li> <li>-</li> <li>- Provide graphic organizers and templates for data collection and organizing information</li> <li>-</li> <li>- Provide learners with as much discretion and autonomy as possible</li> <li>- Allow learners to participate in the design of classroom activities and academic tasks</li> <li>- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals</li> </ul>
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**Supporting Multilingual/English Learners**

<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
<p>9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions</p>

<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
Lesson 1-4	I can create a podcast that effectively communicates a clear message.	Written Reflections, Self Assessment	Project 9 (Podcast)
Lesson 5-8	I can compose music that enhances a voice recording.	Written Reflections, Self Assessment	Project 10 (Commercial Project)
Lesson 9-12	I can use appropriate gain to ensure a clear vocal recording I can adjust levels on my vocal track to make sure it can be heard and understood	Written Reflections, Self Assessment	Project 11 (Voiceover)

**Unit Title:**

# Film Scoring

## Relevant Standards: Bold indicates priority

**MU:Cr1.1.T.HSI.a** - Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

**MU:Cr2.1.T.HSI.a** - Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

**MU:Cr3.1.T.HSI.a** - Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

### Essential Question(s):

**Cr1.1:** How do musicians generate creative ideas?

**Cr2.1:** How do musicians make creative decisions?

**Cr3.1:** How do musicians improve the quality of their creative work?

### Enduring Understanding(s):

**Cr1.1:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**Cr2.1:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**Cr3.1:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

### Demonstration of Learning:

Written Reflections, Digital Projects

### Pacing for Unit

~10 Classes

### Family Overview (link below)

In this unit, students will culminate all of their knowledge from the previous units to create a soundtrack for a short movie clip.

### Integration of Technology:

Music audio software (Logic Pro)  
Recording equipment

### Unit-specific Vocabulary:

### Aligned Unit Materials, Resources, and Technology (beyond core resources):

Music audio software (Logic Pro)  
Recording equipment

### Opportunities for Interdisciplinary Connections:

N/A

### Anticipated misconceptions:

It will be easy to connect sounds and video, It will be easy to make music, it is easy

### Connections to Prior Units:

Recording techniques and composition methods will be utilized in this unit.

### Connections to Future Units:

N/A

## Differentiation through [Universal Design for Learning](#)

### UDL Indicator

### Teacher Actions:

### Perception

- Display information in a flexible format so that

<p>1.1 - Offer ways of customizing the display of information</p> <p><b>Expression and Communication</b></p> <p>5.1 Use multiple media for communication</p> <p>5.2 Use multiple tools for construction and composition</p> <p><b>Recruiting Interest</b></p> <p>7.1 Optimize individual choice and autonomy</p>	<p>the following perceptual features can be varied</p> <ul style="list-style-type: none"> <li>- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video</li> <li>- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)</li> <li>- Use web applications (e.g., wikis, animation, presentation)</li> <li>- Provide learners with as much discretion and autonomy as possible</li> <li>- Allow learners to participate in the design of classroom activities and academic tasks</li> <li>- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals</li> </ul>
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**Supporting Multilingual/English Learners**

<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
<p>9-12.2</p> <p>An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>		<p>I can actively listen to others</p> <p>I can present information and ideas</p> <p>I can respond to simple questions and ask questions</p>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
Lesson 1-10	<p>I can use the skills I've learned over the semester to create an effective soundtrack.</p> <p>I can create a soundtrack that meets the requirements of the rubric</p>	Written Reflections, Self Assessment	Project 12 (FINAL - Music Scoring for Film)

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Entrepreneurship	CTE-Business	10-12	0.5

### Course Description:

This course is ideal for students looking to explore entrepreneurship and the idea of becoming a small business owner. Students will learn how to set up their business, connect with customers, manage money, protect their assets, and grow their business ventures. By the end of the course, students will have a completed business plan to move forward with their business idea.

### Aligned Core Resources:

The Young Entrepreneur's Guide to Starting & Running a Business - Steve Mariotti

### Connection to the [BPS Vision of the Graduate](#)

Collaboration  
Global Awareness  
Communications and Technology Literacy  
Communication  
Critical Thinking and Problem Solving

### Additional Course Information:

**Knowledge/Skill Dependent courses/prerequisites**

### Link to [Completed Equity Audit](#)

No prerequisites

[Equity Audit - Entrepreneurship](#)

### Standard Matrix

#### [MBA Research Standards](#)

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<a href="#">MBA Research Standards, Entrepreneurship - <b>Business Law</b></a> Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions	X			X		X
<a href="#">MBA Research Standards, Entrepreneurship - <b>Communication Skills</b></a> Understands the concepts, strategies, and systems used to obtain and convey ideas and information.						X
<a href="#">MBA Research Standards, Entrepreneurship - <b>Customer Relations</b></a> Understands the techniques and strategies used to foster positive, ongoing relationships with customers		X				X
<a href="#">MBA Research Standards, Entrepreneurship - <b>Economics</b></a> Understands the economic principles and concepts fundamental to business operations	X		X			

<u>MBA Research Standards,</u> <u>Entrepreneurship - <b>Emotional Intelligence</b></u> Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others		X				X
<u>MBA Research Standards,</u> <u>Entrepreneurship - <b>Entrepreneurship</b></u> Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture	X					X
<u>MBA Research Standards,</u> <u>Entrepreneurship - <b>Financial Analysis</b></u> Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources	X		X			X
<u>MBA Research Standards,</u> <u>Entrepreneurship - <b>Human Resources</b></u> Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources					X	X
<u>MBA Research Standards,</u> <u>Entrepreneurship - <b>Marketing</b></u> Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives		X				X
<u>MBA Research Standards,</u> <u>Entrepreneurship - <b>Operations</b></u> Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning					X	X
<u>MBA Research Standards,</u> <u>Entrepreneurship - <b>Strategic Management</b></u> Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department					X	X

## Unit Links

[Unit 1: Set Up Your Business](#)

[Unit 2: Connect with Customers](#)

[Unit 3: Manage Your Money](#)

[Unit 4: Protect Your Business](#)

[Unit 5: Grow Your Business](#)

[Unit 6: Final Business Plan](#)

Unit Title:	
Unit 1: Set Up Your Business	
Relevant Standards: <b>Bold indicates priority</b>	
<p><u>MBA Research Standards, Entrepreneurship - <b>Business Law</b></u>  Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Economics</b></u>  Understands the economic principles and concepts fundamental to business operations</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Entrepreneurship</b></u>  Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Financial Analysis</b></u>  Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>• Why are small businesses essential to the American economy?</li> <li>• How do successful entrepreneurs think and act compared to non-entrepreneurs?</li> <li>• What are the key factors to consider when identifying and recognizing a business opportunity?</li> <li>• What are the different legal structures for businesses?</li> <li>• How do you select the right legal structure for your business?</li> <li>• How can funds be raised to start a business?</li> </ul>	<ul style="list-style-type: none"> <li>• Small businesses are essential to the growth of the American economy by driving job creation and innovation.</li> <li>• Successful entrepreneurs need to have entrepreneurial thinking which includes creativity, responsibility, hard work, independence, risk-taking, problem-solving, proactive, and discipline to run a successful business.</li> <li>• In order to recognize a business opportunity, an entrepreneur must conduct research, and market analysis, and have a deep understanding of customer needs and trends</li> <li>• There are three main types of legal structures that need to be evaluated based on liability, tax structures, ownership, and primary decision-making.</li> <li>• Raising capital for business start-ups is essential. There are a multitude of ways to raise capital to help with future success.</li> <li>• Business plans are an essential component to developing a strong business which include financial projections, marketing strategies, and operational plans in order to successfully launch and manage a business.</li> <li>• Communication in the world of business is an essential skill. It is important to be able to write and speak effectively.</li> </ul>
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> <li>• Students will be able to evaluate the characteristics of current entrepreneurs and determine why they are or are not successful.</li> </ul>	7 class sessions of 42 class sessions

<ul style="list-style-type: none"> <li>• Students will be able to analyze current market conditions to find potential business opportunities.</li> <li>• Students will be able to interpret the laws of supply and demand, forces of competition, and how prices affect a buyer's purchasing power.</li> <li>• Students will be able to analyze the advantages and disadvantages of common legal structures of business (including sole proprietorships, partnerships, LLCs, and corporations).</li> <li>• Students will be able to evaluate sources of financial support to start up a business.</li> </ul>	
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Entrepreneurship, Unit 1 Family Friendly Link</a>	<ul style="list-style-type: none"> <li>• Internet Research/Resources</li> <li>• Desktop Publishing Software</li> <li>• Presentation Software</li> </ul>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<p>Entrepreneur, products, services, investor, intrapreneurship, market, employee, risk, investment, small business, consumers, customer, scarce resources, capital, trade-off, insolvent, bankrupt, wholesaler, retailers, seed money, business plan, sustainable, green company, need, want, window of opportunity, calculated risks, feasibility, cost-benefit analysis, cash, opportunity cost, SWOT analysis, income statement, triple bottom line, social enterprise, economic system, economy, supply, demand, law of demand, law of supply, market clearing price, monopoly, revenue, profit motive, nonprofit, volume discount, distribution chain, manufacturing, reseller's permit, distribution channel, markup, markup price, liability, unlimited liability, limited liability, sole proprietorship, partnership, general partnerships, limited partnerships, joint ventures, corporation, limited liability company, cooperative, board of advisors, financing, start-up investment, start-up capital, fixed costs, payback, net income, return on investment, angel investors, venture capitalists, business incubator, vendors, sales forecasts, cash flow statement, balance sheet, lean start-up, minimum viable product, product development</p>	<p>Various Internet Resources</p>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Economics</li> <li>• Math</li> <li>• Civics</li> <li>• Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Starting a business is quick and easy.</li> <li>• Success is guaranteed.</li> <li>• All you need is a good idea.</li> <li>• Entrepreneurship is about making money quickly.</li> <li>• You are born an entrepreneur, it cannot be learned.</li> <li>• You must have a lot of money to start a business.</li> <li>• Business success is a matter of luck.</li> <li>• Entrepreneurs work independently and do not need to collaborate.</li> </ul>

		<ul style="list-style-type: none"> <li>A business plan is a one-time document that does not need to be updated.</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
N/A		This is the introductory unit that will be the foundation for all subsequent learning throughout this course.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>		
<b>UDL Indicator</b>		<b>Teacher Actions:</b>
7.1 Optimize individual choice and autonomy 8.4 Increase mastery-oriented feedback		7.1 Empower learners to take charge of their own learning. 8.2 Provide feedback that encourages perseverance, focuses on the development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge
<b>Supporting Multilingual/English Learners</b>		
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>
<ul style="list-style-type: none"> <li>9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</li> <li>9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> <li>9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</li> <li>9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</li> <li>9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.</li> <li>9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</li> <li>9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.</li> </ul>		<ul style="list-style-type: none"> <li>I can analyze the entrepreneurial mindset and behavior.</li> <li>I can identify and evaluate business opportunities based on current market conditions.</li> <li>I can analyze the economic impact of entrepreneurship on local and national levels.</li> <li>I can evaluate and select the appropriate legal structure for a business.</li> <li>I can develop strategies for financing a new business.</li> </ul>
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/Assessment</b>
1	<ul style="list-style-type: none"> <li>I can analyze the entrepreneurial mindset and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>I can define entrepreneurship.</li> <li>I can describe the positive characteristics of an entrepreneur.</li> <li>I can compare and contrast characteristics of an entrepreneur and an employee.</li> <li>I can analyze a current entrepreneur and their</li> </ul>

		<p>success based on their characteristics.</p> <p><b>Assessment:</b> Entrepreneur Research Project/Reflection</p>
2	<ul style="list-style-type: none"> <li>I can identify and evaluate business opportunities based on current market conditions.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the concept of innovation.</li> <li>I can utilize strategies to explore potential opportunities in a specific market.</li> <li>I can perform a cost-benefit analysis and SWOT analysis to determine the feasibility of a business opportunity.</li> <li>I can evaluate the triple-bottom-line of a business.</li> </ul> <p><b>Assessment:</b> Students will develop concept for business plan based on market research</p>
3	<ul style="list-style-type: none"> <li>I can analyze the economic impact of entrepreneurship on local and national levels.</li> </ul>	<ul style="list-style-type: none"> <li>I can define the economy and free market system.</li> <li>I can describe the free market system characteristics.</li> <li>I can evaluate the laws of supply and demand and find market equilibrium.</li> <li>I can analyze how entrepreneurship impacts economic activity at the national and local levels.</li> </ul> <p><b>Assessment:</b> Quiz on Supply and Demand and how entrepreneurship impacts economic activity.</p>
4	<ul style="list-style-type: none"> <li>I can evaluate and select the appropriate legal structure for a business.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the difference between manufacturing, service, retail, and wholesale businesses.</li> <li>I can compare and contrast the advantages and disadvantages of the different types of business legal structures.</li> <li>I can select the most suitable legal structure for a given business concept and defend my reasoning.</li> </ul> <p><b>Assessment:</b> Select an appropriate legal structure for student business and defend reasoning</p>
5	<ul style="list-style-type: none"> <li>I can develop strategies for financing a new business.</li> </ul>	<ul style="list-style-type: none"> <li>I can define key vocabulary related to starting a new business.</li> <li>I can describe the various financing options available to entrepreneurs.</li> <li>I can compare and contrast the advantages and disadvantages of various financing options.</li> </ul> <p><b>Assessment:</b> Students will calculate start-up costs for a business and determine the funding sources that are best for their business, and explain why.</p>

<b>Unit Title:</b>	
Unit 2: Connect with Customers	
<b>Relevant Standards: Bold indicates priority</b>	
<p><u>MBA Research Standards, Entrepreneurship - <b>Customer Relations</b></u> Understands the techniques and strategies used to foster positive, ongoing relationships with customers</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Emotional Intelligence</b></u> Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Marketing</b></u> Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>• How can market research help entrepreneurs better understand their target audience and market dynamics?</li> <li>• What marketing strategies can effectively reach and engage potential customers?</li> <li>• How can entrepreneurs integrate social responsibility into their business practices and marketing efforts?</li> <li>• What are the key principles of successful selling and effective communication in the context of entrepreneurship?</li> </ul>	<ul style="list-style-type: none"> <li>• Market research is important to identify customer needs, market trends, and opportunities for business growth</li> <li>• Effective marketing strategies are effective in engaging potential customers</li> <li>• Social responsibility is an essential part of a successful business model and it can be a competitive advantage.</li> <li>• There are effective selling techniques and clear ethical communication requirements in building customer relationships to drive business success.</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>• Students will be able to conduct market research for their start-up business and analyze the results to make future business decisions.</li> <li>• Students will develop a promotional plan for their business and create sample advertisements and promotional strategies for their business.</li> </ul>	8 class sessions of 42 class sessions
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Entrepreneurship, Unit 2 Family Friendly Link</a>	<ul style="list-style-type: none"> <li>• Internet Research/Resources</li> <li>• Desktop Publishing Software</li> <li>• Presentation Software</li> </ul>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Market, marketing, target market, mass market, features, competitive advantage, competitive intelligence, direct competitors, demographics, geographics, psychographics, focus group, customer profile, business-to-consumer companies, business-to-business companies, brand, marketing plan, promotional mix, call to action, advertising, public	Various Internet Resources

relations, personal selling, sales promotion, media, networking, philanthropy, foundations, business ethics, ethics, whistle-blower, nepotism, non-disclosure, trade secret, transparency, ethical sourcing, sustainable, fair trade, promotional responses, referral, cold call, negotiation, compromise, active listening	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• Economics</li> <li>• Math</li> <li>• Civics</li> <li>• Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Market research is for big business only.</li> <li>• Marketing is only about advertising.</li> <li>• Social responsibility is just a marketing tactic.</li> <li>• Effective communication is all about talking; listening is not as important.</li> <li>• The more customers, the better.</li> <li>• Effective selling is about being pushy and aggressive.</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
This unit connects to the prior unit by building off of the business that they plan on starting and adding in the marketing components to building their business plan.	This connects to the final unit where students will have a fully developed business plan to present to the class.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
5.1 Use multiple media for communication 1.1 Compose in multiple media such as text, speech	5.1 Compose in multiple media such as text, speech, video 1.1 Display information in a flexible format so that perceptual features can be varied
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
<ul style="list-style-type: none"> <li>• 9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</li> <li>• 9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> <li>• 9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</li> <li>• 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</li> <li>• 9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.</li> <li>• 9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and</li> </ul>	<ul style="list-style-type: none"> <li>• I can conduct market research to identify customer needs and preferences.</li> <li>• I can develop and implement effective marketing strategies.</li> <li>• I can integrate social responsibility into business operations and marketing.</li> <li>• I can demonstrate effective selling and communication skills.</li> </ul>

informational text. <ul style="list-style-type: none"> <li>9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.</li> </ul>		
Lesson Sequence	Learning Target	Success Criteria/Assessment
1	<ul style="list-style-type: none"> <li>I can conduct market research to identify customer needs and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>I can define market research and target market.</li> <li>I can conduct market research through a survey, poll, observation, etc. to gather data.</li> <li>I can analyze market research data to identify target market segments, market trends, and customer behaviors.</li> </ul> <p><b>Assessment:</b> Students will conduct market research and analyze the data to make marketing decisions.</p>
2	<ul style="list-style-type: none"> <li>I can develop and implement effective marketing strategies.</li> </ul>	<ul style="list-style-type: none"> <li>I can set marketing goals for a business.</li> <li>I can use the marketing mix to develop strategies for effective marketing.</li> <li>I can create a promotional mix for a specified business.</li> <li>I can develop a marketing plan for a business</li> </ul> <p><b>Assessment:</b> Students will create a marketing plan for their business.</p>
3	<ul style="list-style-type: none"> <li>I can integrate social responsibility into business operations and marketing.</li> </ul>	<ul style="list-style-type: none"> <li>I can define social responsibility.</li> <li>I can provide examples of social responsibility in society.</li> <li>I can design socially responsible practices for my business.</li> </ul> <p><b>Assessment:</b> Students will develop a social responsibility plan for their business.</p>
4	<ul style="list-style-type: none"> <li>I can demonstrate effective selling and communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate effectively with my customers in both verbal and written form.</li> <li>I can evaluate successful selling practices.</li> <li>I can develop my own persuasive communication skills.</li> </ul> <p><b>Assessment:</b> Students will create a sales pitch for their business.</p>

<b>Unit Title:</b>	
Unit 3: Manage Your Money	
<b>Relevant Standards: Bold indicates priority</b>	
<p>MBA Research Standards, Entrepreneurship - <b>Economics</b>          Understands the economic principles and concepts fundamental to business operations</p> <p>MBA Research Standards, Entrepreneurship - <b>Financial Analysis</b>          Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>How can you establish an effective system for tracking costs and profits to make informed financial decisions?</li> <li>What role do financial statements, including income statements, cash flow statements, and balance sheets, play in steering your business and ensuring its financial health?</li> <li>How does bookkeeping benefit entrepreneurs in managing financial records and making financial decisions?</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring costs and profits is a fundamental aspect of managing a successful business.</li> <li>Financial statements are an essential tool for assessing a business's financial health, making informed decisions, and communicating financial information.</li> <li>Bookkeeping is an important role in maintaining organized financial records and facilitating business management.</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>Students will create and analyze balance sheets for a small business</li> <li>Students will create and analyze an income statement</li> <li>Students will calculate start-up costs for their business.</li> </ul>	8 class sessions of 42 class sessions
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Entrepreneurship Unit 3 Family Friendly Link</a>	<ul style="list-style-type: none"> <li>Various Internet Resources</li> <li>Spreadsheet Software</li> </ul>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
start-up costs, operating costs, fixed costs, variable costs, cost of goods sold, cost of services sold, gross profit per unit, profit, net profit, income, expenses, owner's equity, balance sheet, income statement, accounting, calendar year, fiscal year, inventory, break-even point, break-even units, depreciation, percentage, financial ratios, sales-data analysis, same-size analysis, operating ratio, return on sales, cash flow statement, cash flow, burn rate, assets, liabilities, depreciation expense, debt ratio, debt-to-equity ratio, liquidity, bank reconciliation, embezzlement, accounting	Various Internet Resources

controls, auditor.		
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• ELA</li> <li>• Math</li> <li>• Civics</li> <li>• Economics</li> </ul>		<ul style="list-style-type: none"> <li>• Profit is the same as revenue</li> <li>• Financial statements are only for big businesses</li> <li>• Bookkeeping is complex and requires a degree</li> <li>• Tracking costs is only important when a business is struggling</li> <li>• A positive cash balance means a business is successful.</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
Unit 1: Set Up Your Business		Students will use the information used in this unit to develop financial statements for their own business in the final project.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>		
<b>UDL Indicator</b>		<b>Teacher Actions:</b>
5.1 Use multiple media for communication 1.1 Compose in multiple media such as text, speech		5.1 Compose in multiple media such as text, speech, video 1.1 Display information in a flexible format so that perceptual features can be varied
<b>Supporting Multilingual/English Learners</b>		
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>
<ul style="list-style-type: none"> <li>• 9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</li> <li>• 9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> <li>• 9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</li> <li>• 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</li> <li>• 9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.</li> <li>• 9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</li> <li>• 9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.</li> </ul>		<ul style="list-style-type: none"> <li>• I can develop a system to track costs and profits effectively.</li> <li>• I can interpret and utilize financial statements (income, cash flow, and balance sheets) for business decision-making.</li> <li>• I can understand the importance of bookkeeping and maintaining accurate financial records.</li> </ul>
<b>Lesson</b>	<b>Learning Target</b>	<b>Success Criteria/Assessment</b>

Sequence		
1	<ul style="list-style-type: none"> <li>I can develop a system to track costs and profits effectively.</li> </ul>	<ul style="list-style-type: none"> <li>I can define revenue and expenses.</li> <li>I can identify categories of revenues and expenses.</li> <li>I can create a cost tracking system including identifying expenses, categorizing costs, and calculating profits.</li> </ul> <p><b>Assessment:</b> Analyze case study business finances.</p>
2	<ul style="list-style-type: none"> <li>I can interpret and utilize financial statements (income, cash flow, and balance sheets) for business decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the different financial statements</li> <li>I can itemize start-up expenses, and calculate break-even point and ROI.</li> <li>I can differentiate between assets and liabilities</li> <li>I can calculate owner's equity.</li> <li>I can create financial statements.</li> </ul> <p><b>Assessment:</b> Create financial statements for their business.</p>
3	<ul style="list-style-type: none"> <li>I can understand the importance of bookkeeping and maintaining accurate financial records.</li> </ul>	<ul style="list-style-type: none"> <li>I can define bookkeeping and accounting.</li> <li>I can explain why it is important to maintain accurate financial records.</li> </ul> <p><b>Assessment:</b> Quiz on bookkeeping and financial records</p>

<b>Unit Title:</b>	
Unit 4: Protect Your Business	
<b>Relevant Standards: Bold indicates priority</b>	
MBA Research Standards, Entrepreneurship - <b>Business Law</b> Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>How can you safeguard your business's intellectual property to protect your innovations and ideas?</li> <li>What types of insurance are essential for entrepreneurs to mitigate risks and safeguard their business assets?</li> <li>What are the key tax considerations and government regulations that small business owners should be aware of and comply with?</li> </ul>	<ul style="list-style-type: none"> <li>Protecting intellectual property to secure new innovations and ideas is important; it ensures the competitive advantage of businesses.</li> <li>Insurance is a critical tool for managing risks and protecting business assets, promoting long-term stability and resilience.</li> <li>Adhering to tax requirements and government regulations to operate legally and maintain the trust of customers is important to be successful.</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>Students will research and present intellectual property laws</li> <li>Students will analyze the essential insurance products for a business</li> <li>Students will summarize tax implications for their business.</li> </ul>	8 class sessions of 42 class sessions
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Entrepreneurship, Unit 4 Family Friendly LInk</a>	<ul style="list-style-type: none"> <li>Various internet resources</li> </ul>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Intellectual property, copyright, patent, trademark, logo, infringement, fair use, public domain, electronic right, open source, speculative risk, pure risk, risk transfer, policy, coverage, premium, property insurance, cash value, replacement cost, catastrophic risk, business interruption insurance, liability insurance, general liability product liability, professional liability, identity theft insurance, employment practices liability, workers' compensation insurance, ride, deductible, tax, sales taxes, tax return, self-employment tax, FICA, FUTA, excise tax, tax avoidance, tax credit, antitrust laws, license, permit, zoning law, ordinance	Various Internet Resources
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>

<ul style="list-style-type: none"> <li>• Economics</li> <li>• Math</li> <li>• Civics</li> <li>• Language Arts</li> </ul>		<ul style="list-style-type: none"> <li>• Intellectual property protection is only for large businesses</li> <li>• Insurance is an unnecessary expense</li> <li>• Taxes and regulations don't apply to small businesses</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
Students will learn how to protect the business that they have been working to develop up to this point including protecting their brand, logo, slogan, product, etc.		This unit connects to the final project unit in developing a final business plan. Protecting a business is also beneficial in growing one's business.
<b>Differentiation through <i>Universal Design for Learning</i></b>		
<b>UDL Indicator</b>		<b>Teacher Actions:</b>
5.1 Use multiple media for communication 1.1 Compose in multiple media such as text, speech		5.1 Compose in multiple media such as text, speech, video 1.1 Display information in a flexible format so that perceptual features can be varied
<b>Supporting Multilingual/English Learners</b>		
<b>Related <i>CELP standards:</i></b>		<b>Learning Targets:</b>
<ul style="list-style-type: none"> <li>• 9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</li> <li>• 9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> <li>• 9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</li> <li>• 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</li> <li>• 9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.</li> <li>• 9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</li> <li>• 9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.</li> </ul>		<ul style="list-style-type: none"> <li>• I can identify and protect the intellectual property of my business</li> <li>• I can evaluate and select appropriate insurance coverage to manage risks.</li> <li>• I can understand tax responsibilities and government regulations for my class business.</li> </ul>
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/Assessment</b>
1	<ul style="list-style-type: none"> <li>• I can identify and protect intellectual property of my business</li> </ul>	<ul style="list-style-type: none"> <li>• I can define intellectual property.</li> <li>• I can identify and differentiate between the various forms of intellectual property.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can explain the process a business has to follow to protect intellectual property.</li> <li>• I can determine which intellectual property I should protect and how to protect it.</li> </ul> <p><b>Assessment:</b> Students will identify the intellectual property that they would need to protect and explain how they would protect it and why.</p>
2	<ul style="list-style-type: none"> <li>• I can evaluate and select appropriate insurance coverage to manage risks.</li> </ul>	<ul style="list-style-type: none"> <li>• I can define key insurance terms.</li> <li>• I can compare and contrast the different types of insurance.</li> <li>• I can determine the types of insurance various businesses will need.</li> <li>• I can select the appropriate types of insurance for my own business.</li> </ul> <p><b>Assessment:</b> Students will select insurances for their business and explain the importance of the insurance for their business.</p>
3	<ul style="list-style-type: none"> <li>• I can understand tax responsibilities and government regulations for my class business.</li> </ul>	<ul style="list-style-type: none"> <li>• I can define key vocabulary around taxes.</li> <li>• I can explain the importance of complying with local, state, and federal tax laws.</li> <li>• I can determine industry-specific regulations for business licenses and permits.</li> <li>• I can explain the industry-specific regulations for my business and how to obtain the appropriate licenses/permits.</li> </ul> <p><b>Assessment:</b> Students will conduct research to identify the industry-specific regulations for their business to determine licenses and permits needed for their business.</p>

<b>Unit Title:</b>	
Unit 5: Grow Your Business	
<b>Relevant Standards: Bold indicates priority</b>	
<p><u>MBA Research Standards, Entrepreneurship - <b>Human Resources</b></u>  Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Operations</b></u>  Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Strategic Management</b></u>  Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>How can effective management practices contribute to the growth and sustainability of your business?</li> <li>What is the role of human resources in building a successful business, and how can you manage your team effectively?</li> <li>What strategies and techniques can entrepreneurs employ to achieve sustainable business growth and expansion?</li> </ul>	<ul style="list-style-type: none"> <li>Management practices are important in driving business growth, ensuring operational efficiency, and adapting to change.</li> <li>Human resources is an essential role in building a successful business and fostering a positive work culture conducive to growth.</li> <li>There are a variety of growth strategies available to businesses.</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>Students will create a management plan for their business.</li> <li>Students will research various ways to expand your business such as franchising, corporations, mergers, and more.</li> </ul>	8 class sessions of 42 class sessions
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Entrepreneurship, Unit 5 Family Friendly Link</a>	<ul style="list-style-type: none"> <li>Various internet resources</li> </ul>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Management, organizing, interpersonal skills, quality control programs, purchase order, invoice, inventory turnover, inventory shrinkage, employee handbook, organizational structure, recruit, job description, references, compensation, benefits, performance-based reward, flextime, telecommute, performance evaluation, lay off, debt capital, equity capital, merge, merger, product life cycle, franchise agreement, franchise royalties, franchise fee, franchise operations manual	

<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>Economics</li> <li>Math</li> <li>Civics</li> <li>Language Arts</li> </ul>		<ul style="list-style-type: none"> <li>Human resources is only about hiring and firing employees</li> <li>Business growth is only about increasing sales</li> <li>Business growth is always positive</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
N/A		Unit 6: Creating a business Plan
<b>Differentiation through <i>Universal Design for Learning</i></b>		
<b>UDL Indicator</b>		<b>Teacher Actions:</b>
5.1 Use multiple media for communication 1.1 Compose in multiple media such as text, speech		5.1 Compose in multiple media such as text, speech, video 1.1 Display information in a flexible format so that perceptual features can be varied
<b>Supporting Multilingual/English Learners</b>		
<b>Related <i>CELP standards:</i></b>		<b>Learning Targets:</b>
<ul style="list-style-type: none"> <li>9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</li> <li>9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> <li>9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</li> <li>9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</li> <li>9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.</li> <li>9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</li> <li>9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.</li> </ul>		<ul style="list-style-type: none"> <li>I can implement effective management practices to lead and grow my business.</li> <li>I can understand the significance of human resources and effectively manage my team.</li> <li>I can explore and employ growth strategies to expand my business.</li> </ul>
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/Assessment</b>
1	<ul style="list-style-type: none"> <li>I can implement effective management practices to lead and grow your business.</li> </ul>	<ul style="list-style-type: none"> <li>I can define management.</li> <li>I can determine best practices for managing and leading a company.</li> <li>I can self-assess and reflect on the type of manager I will be.</li> </ul>

		<ul style="list-style-type: none"> <li>I can develop a management plan for my business.</li> </ul> <p><b>Assessment:</b> Students will create a management plan for their business.</p>
2	<ul style="list-style-type: none"> <li>I can understand the significance of human resources and effectively manage your team.</li> </ul>	<ul style="list-style-type: none"> <li>I can define human resources.</li> <li>I can identify how I will motivate employees and create a positive work environment.</li> <li>I can develop job descriptions for potential job openings in my business.</li> <li>I can create an employee handbook for my business.</li> </ul> <p><b>Assessment:</b> Students will create job descriptions for their business and an employee handbook.</p>
3	<ul style="list-style-type: none"> <li>I can explore and employ growth strategies to expand your business.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify various business growth strategies.</li> <li>I can compare and contrast the advantages and disadvantages of the business growth strategies.</li> <li>I can select growth strategies that I could employ in my business in the future.</li> </ul> <p><b>Assessment:</b> Students will select potential growth strategies that they could use in the future. Students will need to explain why they selected the growth strategies.</p>

Unit Title:	
Unit 6: Final Business Plan	
Relevant Standards: <b>Bold indicates priority</b>	
<p><u>MBA Research Standards, Entrepreneurship - <b>Business Law</b></u> Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Communication Skills</b></u> Understands the concepts, strategies, and systems used to obtain and convey ideas and information.</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Customer Relations</b></u> Understands the techniques and strategies used to foster positive, ongoing relationships with customers</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Economics</b></u> Understands the economic principles and concepts fundamental to business operations</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Emotional Intelligence</b></u> Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Entrepreneurship</b></u> Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Financial Analysis</b></u> Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Human Resources</b></u> Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Marketing</b></u> Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Operations</b></u> Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning</p> <p><u>MBA Research Standards, Entrepreneurship - <b>Strategic Management</b></u> Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>Why does the business plan need to include each of the basic components?</li> <li>How do investors use the business plan to determine if the business will be successful?</li> </ul>	<ul style="list-style-type: none"> <li>Business plans are essential for the success of a business.</li> <li>Business plans must be updated as your business changes.</li> <li>Investors will use the business plan to determine future involvement with the company.</li> </ul>
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> <li>Development of a comprehensive business plan for the student's business of choice.</li> </ul>	Ongoing with the final 3 classes of the course will be spent on finalizing the business plan and presenting it to the class.

<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Entrepreneurship, Unit 6 Family Friendly LInk</a>	<ul style="list-style-type: none"> <li>• Presentation Software</li> <li>• Internet Research</li> </ul>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Executive Summary, Company Background, Market Opportunity, Leadership, Mission Statement, Social Responsibility, Target Market, Competitors, Competitive Advantage, Promotion, Sales Forecast, Variable Costs, Fixed Costs, Income Statement, Balance Sheet, Return on Sales, Return on Investment, Break Even Point	Various Internet Resources
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>• ELA</li> <li>• Math</li> <li>• Economics</li> <li>• Civics</li> </ul>	<ul style="list-style-type: none"> <li>• Business plans are a waste of time.</li> <li>• Business plans do not need to be updated.</li> <li>• Investors do not look at the business plan.</li> <li>• Business plans must be lengthy and complicated.</li> <li>• The business plan guarantees business success.</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
This unit connects to all prior units because the project will incorporate components from each unit in order to develop a well-organized, well-developed business plan.	N/A
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
5.1 Use multiple media for communication 1.1 Compose in multiple media such as text, speech	5.1 Compose in multiple media such as text, speech, video 1.1 Display information in a flexible format so that perceptual features can be varied
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
<ul style="list-style-type: none"> <li>• 9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</li> <li>• 9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> <li>• 9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</li> <li>• 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</li> <li>• 9-12.7 An EL can adapt language choices to</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the most suitable business type and legal structure for your venture.</li> <li>• I can craft a clear and compelling mission statement and incorporate social responsibility into a business plan.</li> <li>• I can conduct comprehensive market research and define a target market.</li> <li>• I can develop strategies to gain a competitive advantage and set clear business growth goals.</li> <li>• I can create a comprehensive plan for promoting and selling my products or services.</li> <li>• I can summarize start-up costs and identify potential funding sources.</li> <li>• I can understand the legal considerations and requirements for operating a business.</li> </ul>

	<p>purpose, task, and audience when speaking and writing.</p> <ul style="list-style-type: none"> <li>9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</li> <li>9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop a well-thought-out business plan presentation and present it to the class.</li> </ul>
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/Assessment</b>
1	<ul style="list-style-type: none"> <li>I can identify the most suitable business type and legal structure for your venture.</li> </ul>	<ul style="list-style-type: none"> <li>I can select the appropriate legal structure that aligns with my business goals and explain my reasoning.</li> </ul>
2	<ul style="list-style-type: none"> <li>I can craft a clear and compelling mission statement and incorporate social responsibility into a business plan.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a mission statement, vision statement, and create a plan for ethical and social responsibility.</li> </ul>
3	<ul style="list-style-type: none"> <li>I can conduct comprehensive market research and define a target market.</li> </ul>	<ul style="list-style-type: none"> <li>I can gather and analyze data to understand market trends, customer needs, and preferences, and identify my primary target market.</li> </ul>
4	<ul style="list-style-type: none"> <li>I can develop strategies to gain a competitive advantage and set clear business growth goals.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify what makes my company unique to determine competitive advantage and set clear achievable goals for my business.</li> </ul>
5	<ul style="list-style-type: none"> <li>I can create a comprehensive plan for promoting and selling my products or services.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop a marketing strategy for my business that includes promotional ideas and sales channels.</li> </ul>
6	<ul style="list-style-type: none"> <li>I can summarize start-up costs and identify potential funding sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop a list of start-up expenses and determine my funding sources.</li> </ul>
7	<ul style="list-style-type: none"> <li>I can understand the legal considerations and requirements for operating a business.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze legal obligations, licenses, permits and other regulations that I need to comply with as a business owner.</li> </ul>
8	<ul style="list-style-type: none"> <li>I can develop a well-thought-out business plan presentation and present it to the class.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a well-designed, well-planned business plan presentation.</li> <li>I can formally present my business plan to my peers.</li> </ul>

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Architectural Concepts	CTE-Engineering & Technical Sciences	9-12	0.5

**Course Description:**

Students will design and model current and historical building styles using manual drafting, digital CAD, and physical model creation. Students will create models of homes, businesses, and public spaces.

**Aligned Core Resources:**

**Connection to the [BPS Vision of the Graduate](#)**

**COLLABORATION**

- Demonstrates ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work and value the individual contributions made by each team member.

**CRITICAL THINKING AND PROBLEM SOLVING**

- Collect, assess and analyze relevant information
- Reason effectively. Use systems thinking
- Make sound judgments and decisions. Identify, define and solve authentic problems and essential questions.
- Reflect critically on learning experience, processes and solutions
- Transfer knowledge to other situations

**COMMUNICATIONS AND TECHNOLOGY LITERACY**

- Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society

**Additional Course Information:**  
*Knowledge/Skill Dependent courses/prerequisites*

Link to [Completed Equity Audit](#)

**Standard Matrix**

Advance CTE Standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
AC 1.2 Utilize vocabulary and visual cues in context of design and construction situations. <ul style="list-style-type: none"> <li>• Confirm understanding of verbal and visual instructions.</li> <li>• Ask questions concerning details of instructions.</li> </ul>	X	X	X	X	X

<ul style="list-style-type: none"> <li>• Perform assignments as requested.</li> </ul>					
AC 2.2 Estimate resources/materials required for a specific project or problem. <ul style="list-style-type: none"> <li>• Estimate correct amount of required resources/materials.</li> <li>• Create a budget.</li> </ul>					X
AC 2.3 Use available resources/ materials effectively while completing a project or resolving a problem with a project plan. <ul style="list-style-type: none"> <li>• Evaluate waste of resources/materials.</li> <li>• Evaluate necessity for additional resources/materials.</li> </ul>					X
AC 2.4 Determine alternative solutions for a specific project/problem. <ul style="list-style-type: none"> <li>• Evaluate feasibility of alternative suggestions.</li> <li>• Implement appropriate alternatives.</li> </ul>			X		
AC 3.2 Identify workplace/jobsite environmental hazards of a given situation. <ul style="list-style-type: none"> <li>• Follow safe practices relating to environmental hazards.</li> <li>• Identify workplace hazards common to design and construction situations.</li> </ul>					X
AC 3.3 Identify governmental regulations and national, state, and/or local building codes that apply to a given workplace/jobsite. <ul style="list-style-type: none"> <li>• Follow governmental regulations and building codes.</li> <li>• Follow industry regulations and building codes.</li> <li>• Follow jurisdictional regulations and building codes.</li> <li>• Use information given in regulations and codes correctly.</li> <li>• Pass job inspections and comply with regulations at all times.</li> <li>• Pass required substance abuse screening</li> </ul>			X		
AC 4.1 Describe how relationships between trades/professions can facilitate smooth workflow and outcome to meet project goals. <ul style="list-style-type: none"> <li>• Coordinate work between trades.</li> </ul>	X				
AC 6.1 Interpret drawings used in project planning <ul style="list-style-type: none"> <li>• Recognize elements and symbols of blueprints and drawings.</li> </ul>	X	X	X	X	X
AC 6.2: Recognize how specifications and			X		

standards are arranged for proper access. <ul style="list-style-type: none"> <li>• Use specifications and standards.</li> <li>• Apply specifications and standards appropriately</li> </ul>					
AC 6.3 Use architect's plan, manufacturer's illustrations and other materials to communicate specific data and visualize proposed work. <ul style="list-style-type: none"> <li>• Sketch/draw/illustrate concepts and ideas.</li> <li>• Draw or sketch plan/layout to be completed.</li> <li>• Use proper measurements to determine layout.</li> </ul>	X	X	X	X	X
AC 7.1 Research and match career opportunities based upon their fit with personal career goals. <ul style="list-style-type: none"> <li>• Locate and interpret career information for at least one career pathway within the cluster.</li> <li>• Identify job requirements for the career cluster/pathway.</li> <li>• Identify educational and credentialing requirements for careers within the cluster.</li> </ul>	X				
AC 7.2 Match personal interests and aptitudes to careers when researching opportunities within the pathways. <ul style="list-style-type: none"> <li>• Identify personal interests and aptitudes.</li> <li>• Identify job requirements and characteristics for selected careers.</li> <li>• Compare personal interests and aptitudes with job requirements and characteristics of the career selected.</li> <li>• Modify career goals based on results of personal interests and aptitudes with career requirements and characteristics.</li> </ul>	X				
AC DES 1.1 Use available research methods when project planning and problem-solving. <ul style="list-style-type: none"> <li>• Select and employ the proper method for a given project.</li> </ul>			X		
AC DES 2.1 AC-DES 2.1: Employ facilitation skills while leading meetings that involve a variety of clients and agencies. <ul style="list-style-type: none"> <li>• Identify types of client/agency needs.</li> <li>• Mediate diversity to meet needs.</li> </ul>			X		
AC DES 2.2 Employ appropriate representational media to communicate concepts and design.			X		

<ul style="list-style-type: none"> <li>• Deliver a presentation that explains a concept of design or preconstruction.</li> <li>• Show project plans for visual impact.</li> <li>• Evaluate customer comprehension.</li> </ul>					
AC DES 4.1 Explain how the Americans with Disabilities Act influences the compliance requirements for project designs. <ul style="list-style-type: none"> <li>• Integrate Americans with Disabilities Act compliance into project designs.</li> </ul>	X		X		
AC DES 5.1 Identify the geographic and cultural issues related to project design in a given situation. <ul style="list-style-type: none"> <li>• Apply cultural traditions and diversity to project design.</li> </ul>	X				
AC DES 6.1 Apply basic organizational, spatial, structural, and constructional principles to the design of interior and exterior space to produce an effective design. <ul style="list-style-type: none"> <li>• Develop design alternatives that address a given problem.</li> <li>• Evaluate and select the best solution.</li> </ul>		X	X		X
AC DES 6.2 Read and produce technical drawings, understanding the significance of each line in a drawing.		X	X	X	X
AC DES 6.3 Use communication skills and strategies to work effectively with people (including clients, team members, and others) to identify design/construction requirements. <ul style="list-style-type: none"> <li>• Develop technical drawings drafted by hand and computer-generated plans to design structures that meet the client's specifications.</li> <li>• Draw and sketch by hand to communicate ideas effectively.</li> </ul>			X		X
AC DES 7.1 Convey graphic information using multi-dimensional drawings. <ul style="list-style-type: none"> <li>• Employ basic drawing skills.</li> <li>• Conceptualize a three-dimensional form from a two-dimensional drawing to visualize proposed work.</li> <li>• Build three-dimensional form models.</li> </ul>		X	X		X
AC DES 7.2 Build models using referenced drawings and sketches. <ul style="list-style-type: none"> <li>• Employ basic model building techniques.</li> <li>• Verify accuracy of model based on drawings and sketches used.</li> </ul>					X

AC DES 7.3 Utilize computer technology when communicating concepts and designs. <ul style="list-style-type: none"> <li>Employ basic computer modeling techniques.</li> </ul>			X	X	
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### Unit Links

*If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit*

[1: History of Architecture](#)

[2: Fundamentals of Drafting](#)

[3: Floor Plan Design \(CAD\)](#)

[4: Wall Section Design](#)

[5: Architectural Models](#)

<b>Unit Title:</b>	
1: History of Architecture	
<b>Relevant Standards: Bold indicates priority</b>	
AC 1.2; AC 4.1; AC 6.1; AC 6.3; AC7.1; AC 7.2; AC DES 4.1; AC DES 5.1	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
What do architects do? How does architecture impact society?	
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Written Response, Research Document regarding current residential architectural trends	6 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Architecture, Architect, Ranch, Raised Ranch, Split level, Colonial, Bungalow, Studio, Classical Architecture, Byzantine, Gothic, Romanesque, Islamic, Drafting, CAD, Design Process, Floorplan, Elevation	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Concepts related to World History classes may connect to historical architectural styles based on available resources and environmental needs. Students may also see connections with personal finance and construction courses as they explore costs and construction of residential structures.	Students may struggle with basic algebraic operations as they calculate costs of construction and purchase of residential structures.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
N/A	Students will utilize skills and knowledge acquired in this unit as they begin to create personalized designs.
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Engagement:</b> Optimize relevance, value, and authenticity	Vary activities and sources of information so that they can be:

		<ul style="list-style-type: none"> <li>● Personalized and contextualized to learners' lives</li> <li>● Culturally relevant and responsive</li> <li>● Socially relevant</li> <li>● Appropriate for different racial, cultural, ethnic, and gender groups</li> <li>● Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants</li> <li>● Provide tasks that allow for active participation, exploration and experimentation</li> <li>● Invite personal response, evaluation and self-reflection to content and activities</li> </ul>
<b>Supporting Multilingual/English Learners</b>		
<b>Related <i>CELP standards</i>:</b>		<b>Learning Targets:</b>
An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.		See <i>italicized</i> learning targets.
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/Assessment/Resources</b>
1	<i>I can understand the role of architecture in society.</i>	<ul style="list-style-type: none"> <li>● I can define architecture.</li> <li>● I can explore careers related to the field of architecture.</li> <li>● I can explain the importance of architecture in culture and society.</li> </ul>
2	<i>I can compare and contrast modern and historical approaches to architecture.</i>	<ul style="list-style-type: none"> <li>● I can identify and name a variety of modern architectural styles.</li> <li>● I can describe the cultural traditions and factors that influence architecture throughout history.</li> <li>● I can identify similarities and differences in modern architectural trends and historical trends.</li> </ul>
3	<i>I can explain an architect's design process.</i>	<ul style="list-style-type: none"> <li>● I can define the components of an architect's design process.</li> <li>● I can hypothesize, with evidence, why architect's make certain design choices when designing dwellings.</li> <li>● I can explain the sequence from inspection through CAD modeling.</li> </ul>
4	<i>I can understand how a blueprint communicates information about a structure.</i>	<ul style="list-style-type: none"> <li>● I can explain what the different views in the blueprint mean.</li> <li>● I can identify the scale of the blueprint.</li> <li>● I can understand and explain how the symbols used in a blueprint communicate information for the building process.</li> </ul>

<b>Unit Title:</b>	
2: Fundamentals of Drafting	
<b>Relevant Standards: Bold indicates priority</b>	
AC 1.2; AC 6.1; AC 6.3; AC DES 6.1; AC DES 6.2; AC DES 7.1	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
How do I create a sketch or blueprint by hand? How do I measure a space?	<ul style="list-style-type: none"> <li>● Reading a Sketch</li> <li>● Creating a Scaled/proportional sketch</li> <li>● Measurement</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Oral and written response, Peer to peer feedback, Measurement Quiz, Dimensioned Sketch, Scaled Drawing	8 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Blueprint, Sketch, Scale, Measure, Inch, Ruler, Tape, Measure, Convert, Architectural Scale, Symbol, T Square, Triangle, Eraser Shield, Paper Sizes	Manual drafting supplies
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Students will use and reinforce what they learned in math and science classes regarding the relationship between fractions and decimals, addition and subtraction of fractions, and use of scale factor.	Students may struggle differentiating decimal scaled instruments and fractional scaled instruments. Students may also struggle to differentiate between a scaled value and a full size value of a measurement.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Students will better understand the intentionality of design decisions they learned about in Unit 1.	Students will understand the importance of accurate measurements when they move on from flexible sketches to perfectly accurate computer models.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Optimize relevance, value, and authenticity</b>	Vary activities and sources of information so that they can be

- Age and ability appropriate
  - Appropriate for different racial, cultural, ethnic, and gender groups
  - Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation.

**Supporting Multilingual/English Learners**

**Related *CELP standards*:**

An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.

**Learning Targets:**

See *italicized* learning targets.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	<i>I can accurately take and use measurements of a design space.</i>	<ul style="list-style-type: none"> <li>● I can understand how to read a ruler/tape measure to accurately measure a space.</li> <li>● I can convert fractional measurements and decimal measurements.</li> <li>● I can convert total inches and feet plus inches.</li> <li>● I can accurately communicate the dimensions of a design space.</li> </ul>
2	<i>I can accurately create a scaled/proportional sketch.</i>	<ul style="list-style-type: none"> <li>● I can select a scale appropriate to the drawing size.</li> <li>● I can convert a full size measurement to a scale size measurement.</li> <li>● I can identify and use basic drawing tools to create a scaled sketch.</li> </ul>
3	<i>I can communicate information pulled from a blueprint drawing.</i>	<ul style="list-style-type: none"> <li>● I can interpret the text and symbols in a sketch or blueprint.</li> <li>● I understand the relationship between sketched elements and physical objects in a blue print.</li> <li>● I can interpret the scale of the sketch or blueprint.</li> </ul>

<b>Unit Title:</b>	
3: Floor Plan Design (CAD)	
<b>Relevant Standards: Bold indicates priority</b>	
AC 1.2; AC 2.4; AC 3.3; AC 6.1; AC 6.2; AC 6.3; AC DES 1.1; AC DES 2.1; AC DES 2.2; AC DES 4.1; AC DES 6.1; AC DES 6.2; AC DES 6.3; AC DES 7.1; AC DES 7.3	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
What is a floor plan and what is it used for? How do I make a floor plan using CAD?	CAD software exists to create blueprints Various tools and techniques serve specific purposes in CAD
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Oral and written response, Peer to peer feedback, Basic CAD models, 3d renderings,	9 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
CAD, File management, Component, Elevation, Floorplan, Browser, Workspace, Double Hung, Pocket,, Door, Rolling door, Sliding door, Bay Window, Component, Floor, Ceiling, Level	Autodesk Revit
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Students who took Computer Software Applications will reinforce file management skills acquired there. Students who took any design focused courses in art classes can integrate learning acquired there as they design in CAD.	Students will confuse measurements taken from interior faces as they enter measurements that by default are located at the core centerline of a wall.
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Students will experience the increased specify and decreased tolerances as they progress from manual sketching to CAD drawings.	Students will later utilize the floor plans and schematics created in CAD to create scale models of the structures they are modeling.
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>

<p><b>Language And Symbols:</b> Clarify vocabulary and symbols</p>	<ul style="list-style-type: none"> <li>● Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners’ experience and prior knowledge</li> <li>● Provide graphic symbols with alternative text descriptions</li> <li>● Highlight how complex terms, expressions, or equations are composed of simpler words or symbols</li> <li>● Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations)</li> <li>● Embed support for unfamiliar references within the text (e.g., domain specific notation, lesser known properties and theorems, idioms, academic language, figurative language, mathematical language, jargon, archaic language, colloquialism, and dialect)</li> </ul>	
<p><b>Supporting Multilingual/English Learners</b></p>		
<p><b>Related <i>CELP standards:</i></b></p>	<p><b>Learning Targets:</b></p>	
<p>An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p>See <i>italicized</i> learning targets.</p>	
<p><b>Lesson Sequence</b></p>	<p><b>Learning Target</b></p>	<p><b>Success Criteria/Assessment/Resources</b></p>
<p>1</p>	<p><i>I can explain the value of Computer Aided Design (CAD) in architecture.</i></p>	<ul style="list-style-type: none"> <li>● I can list some different CAD applications that support architects.</li> <li>● I understand how to use a sketch to create a digital blueprint.</li> <li>● I understand the advantages and disadvantages of sketches vs CAD.</li> </ul>
<p>2</p>	<p><i>I can use CAD to create a floorplan.</i></p>	<ul style="list-style-type: none"> <li>● I can explore the features in the CAD program.</li> <li>● I can accurately create elevations, walls, floors, and components to meet the specifications of a floorplan.</li> <li>● I can modify existing elements in a CAD model to improve my floor plan design or to meet ADA specifications.</li> <li>● I can provide constructive feedback to my peers in regard to their CAD generated floor plans and required specifications.</li> </ul>

<b>Unit Title:</b>	
4: Wall Section Design	
<b>Relevant Standards: Bold indicates priority</b>	
AC 1.2; AC 6.1; AC 6.3; AC DES 6.2; AC DES 7.3	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
How are walls made? How does that impact architecture?	Not all walls are the same The type of wall used will impact the design
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Oral and written responses, CAD Modeling,	5 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Interior, Exterior, Stud, Header, Footer, Vapor barrier, Air gap, Insulation, Drywall, Finish, Siding, Clapboard, Brick, Cement, Cinderblock , Rebar	Autodesk Revit
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Students who took PLTW Principles of Engineering will understand the U and R values of heat transmissions through wall sections.	
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Representation-Language &amp; Symbols:</b> Clarify vocabulary and symbols	<ul style="list-style-type: none"> <li>● Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge</li> <li>● Provide graphic symbols with alternative text descriptions</li> <li>● Highlight how complex terms, expressions, or equations are composed of simpler words or symbols</li> </ul>

- Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations)
- Embed support for unfamiliar references within the text (e.g., domain specific notation, lesser known properties and theorems, idioms, academic language, figurative language, mathematical language, jargon, archaic language, colloquialism, and dialect.

**Supporting Multilingual/English Learners**

**Related [CELP standards:](#)**

An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.

**Learning Targets:**

See *italicized* learning targets.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	<i>I can compare and contrast the structures of interior and exterior walls.</i>	<ul style="list-style-type: none"> <li>• I can explain the differences between interior and exterior walls.</li> <li>• I can list and explain the purpose of different layers of a wall.</li> <li>• I can explain how different wall types and thicknesses will impact a floor plan.</li> <li>• I can apply my understanding of differences in wall structures to my CAD floor plan/design.</li> </ul>

<b>Unit Title:</b>	
5: Architectural Models	
<b>Relevant Standards: Bold indicates priority</b>	
AC 1.2; AC 2.2; AC 2.3; AC 3.2; AC 6.1; AC 6.3; AC DES 6.1; AC DES 6.2; AC DES 6.3; AC DES 7.1; AC DES 7.2	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
What are architectural models? How are models made?	Models exist to communicate 3d information about a structure. Various materials and tools are used to make models.
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Oral and written Response Peer feedback Physical Model Creation	9 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Model, Scale, Foamcore, Xacto Knife, Utility Knife, Blade, Adhesive, Blueprint, Landscape, CNC, Laser Cut, Stereolithography	Manual Drafting Supplies Foam Core Poster Board Hot glue guns with glue sticks Cutting tools
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Representations-Language &amp; Symbols:</b> Illustrate through multiple media	<ul style="list-style-type: none"> <li>Present key concepts in one form of symbolic representation (e.g., an expository text or a math equation) with an alternative form (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, physical or virtual manipulative)</li> <li>Make explicit links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagrams</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <i>CELP standards:</i></b>	<b>Learning Targets:</b>
An EL can conduct research and evaluate and	See <i>italicized</i> learning targets.

communicate findings to answer questions or solve problems.		
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/Assessment/Resources</b>
1	<i>I can understand how architectural models are used in the real world.</i>	<ul style="list-style-type: none"> <li>• I can explain who would want a model created.</li> <li>• I can explain how models are professionally created.</li> </ul>
2	<i>I can translate information from a blueprint or sketch to a real life model accurately.</i>	<ul style="list-style-type: none"> <li>• I can identify key safety factors for using tools to create a model.</li> <li>• I can safely follow procedures to make a physical model.</li> <li>• I can create a scaled floor plan model based on my blueprint/sketch.</li> </ul>