

# Unit 05: Community Engagement

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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VPA.1.2.5	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.5.A	History of the Arts and Culture
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.3.8.C	Theatre
VPA.1.3.8.C.1	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
VPA.1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.

### Integration of Career Readiness, Life Literacies and Key Skills

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Technology / Integration of Computer Science and Design Thinking**

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TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

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LA.K-12.NJSLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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see Crosswalks

## **21st Century Life and Careers**

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## **Stage I: Desired Results**

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## Transfer/Overview/Rationale

### Transfer / Overview / Rationale

#### Unit Rationale

The purpose of this unit...

Students will demonstrate growth in presentational literacy skills as they present their works to the school and greater community.

## Meaning

## Essential Questions

### Essential Questions

How do artists present their work to the public?

How do actors use body movement and their voice to enhance storytelling?

How can we be inspired by the ancient Greeks today?

## Enduring Understanding/Indicators of Understanding

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Students will participate and develop presentational literacy skills as they prepare to share their artworks in a public exhibition.

Students will develop storytelling skills as they prepare to perform their narratives to their families.

Students will gain an understanding for ancient Greek culture as they develop artworks inspired by the ancient Greeks.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

How to prepare works for exhibition.

How to tell stories to an audience.

To identify ancient Greek artworks.

### **Skills**

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Skills

Student will be skilled at ...

Setting up artwork displays.

Storytelling

Identifying ancient Greek artworks.

## **Stage 3: Learning Plan**

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## Resource and Mentor Texts

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### Resources and Mentor Texts

Burstein, Stanley Mayer and Richard Hon-Chun Shek. Holt World History. Austin, TX: Holt, Rhinehart, and Winston, 2006.

Edwards, Roberta. Where is the Parthenon? New York, NY: Grosset and Dunlap, 2016.

Green, John and Drew Silver. Greek Gods and Goddesses. Mineola, NY: Dover Publishing, Inc, 2001.

Green, John. Life in Ancient Greece. New York: Dover Publications, Inc, 1993.

Harris, John and Calef Brown. Greece! Rome! Monsters! Los Angeles, CA: The J. Paul Getty Museum, 2002.

MacDonald, Fiona. I Wonder Why Greeks Built Temples and Other Questions About Ancient Greece. New York, Kingfisher, 1997.

MacDonald, Fiona and David Antram. You Wouldn't Want to Be a Slave in Ancient Greece! Scholastic.

Medley, Tristan. Gods and Heroes From Greece to Rome. Athens, OH: Mystic Mills, 2017.

Pearson, Anne. DK Eyewitness; Ancient Greece. New York, NY: DK Publishing, 2014.

Reinhart, Matthew and Robert Sabuda. Encyclopedia Mythologica: Gods and Heroes. Somerville, MA: Candlewick Press, 2010.

Roytman, Arkady. Greek and Roman Gods. Mineola, NY: Dover Publishing, Inc, 2009.

Sasek, M. This is Greece. New York, NY: Universe Publishing, 2009.

Tierney, Tom. Greek and Roman Fashions. Mineola, NY: Dover Publications, Inc, 2001.

Van Vleet, Carmela. Explore Ancient Greece! White River Junction, VT: Nomad Press, 2008.

Waryncia, Lou. If I Were a Kid in Ancient Greece. Petersborough, NH: Cricket Books, 2006.

## **Formative Assessment Strategies**

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Formative Assessment Strategies

Class discussion and critique

Questioning students to check for understanding

Teacher feedback

Teacher/student interviews

Peer edits

Student narratives

Student performances

Student art exhibition

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

Students will present their narratives to their families in a presentation. They will wear their papier mache masks and will retell a portion of their graphic novels.

Students will display their artworks for their families: photographs, papier mache masks, grecian urns from their dig kits.

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to

ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.