

INTEGRATED UNIT STANDARDS

Hilltown Cooperative Charter School

Below, I have listed many of the Massachusetts Frameworks, which are addressed through the Prisms' arts integrated unit inspired by Thornton Wilder's play Our Town.

I have bolded some key concepts focused upon throughout the unit and included some project activities/enterprises through which the Frameworks will be addressed.

The Arts Gr.7-8: Music

- Sings with increased accuracy, breath control, and vocal range
- Sings music of diverse genres, cultures, and languages
- Sings up to four parts in ensembles with or without accompaniment
- Reads whole, 1/2, 1/4, 1/8, 1/16 and dotted notes and rests in 2/4, , 4/4, 6/8, 3/8, 9/8, and alla breve meter signatures
- Performs diverse music

Students will sing the following mentioned in the play itself: "Blest Be the Tie That Binds." In addition, they will sing one other hymn and a Polish gypsy song based on what is occurring in the play. These will all be performed within the dramatization of scenes from the play.

For some:

- Reads and sings at sight simple melodies in treble and bass clefs
- Uses and identifies symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- In ensemble, sight-reads accurately and expressively at a difficulty level of 2 on a scale of 1 to 6
- Performs at least one instrument accurately in varied settings
- Performs at a difficulty level of 2 on a scale of 1 to 6

Some students will become part of a small instrumental/chamber group to develop instrumental arrangement of parts of Copland's Our Town Suite. This will be performed during the dramatization of scenes from the play.

The Arts Gr.7-8: Theatre

- Creates and sustains a believable **character** through a scene
- Makes and justifies choices and use of properties and costumes
- Shows artistic choices when using physical acting to develop characterization
- Uses recall of emotional and physical world to motivate character
- Analyzes characters' wants, needs, objectives, and personality
- Demonstrates responsibility and commitment in ensemble acting
- Uses rehearsal to refine and revise work leading to performance
- Creates and justifies sound environment for dramatic work (done in Music)
- Uses varied approaches to revise and refine own or group's work
- Describes possible criteria for critiquing dramatic performances
- Is an appropriate audience in formal and informal performances

All students will have an acting role in the dramatization of key scenes from the play. They will also serve as audience for each other.

The Arts Gr.7-8: Visual Arts

- Expands repertoire of **2D and 3D processes**, techniques, and materials with a focus on a range of effects within a medium
- Uses a range of tools with varied purposes
- Uses appropriate vocabulary related to K-8 art learned and used
- Maintains workspace, materials, and tools responsibly and safely
- Uses and differentiates between surface texture and visual texture
- Creates 2D and 3D representational artwork from direct observation to develop: perception, discrimination, coordination, and memory
- Creates art by using symbols for objects, relationships, and ideas
- Produces work that shows craftsmanship
- Describes the visual, spatial, and tactile characteristics of a work
- Describes imagery used to represent subject matter and ideas: literal representation, simplification, abstractions, or symbolism

All students will create a mask that portrays the essence of a character from the play. These masks will be used during the dramatization of scenes from the play. They will also form “scenery” when not in use.

Language Arts Gr.7-8

- Relates a literary work to artifacts, artistic creations, or historical sites of the period of its setting
- Uses context clues to define unfamiliar words
- Uses genre characteristics to analyze literary texts
- Interprets a character’s traits, emotion, or motivations and gives supporting text evidence
- Locates and analyzes **plot elements** and how qualities of central characters influence resolution of conflict
- Compares and contrasts presentation of setting, character, and plot in texts, plays, and films
- Develops and presents characters through basic acting skills, explains artistic choices, and creates assessment criteria
- Writes **stories**/scripts with well-developed characters, setting, dialogue, conflict, resolution, and descriptive detail

Students will build on their past focus on short stories as a genre to compose a short story inspired by stories told to them by senior citizens. They will also apply their knowledge of plot to the study of the play. In addition, they will delve deeply into analyzing character and building characterizations—an area on which we have not focused to date. Finally, they will dramatize key scenes from the play itself and produce them for an audience.

History & Social Studies Gr.7-8

- Examines beliefs and actions in the context of their era
- States use of **primary** and secondary **sources**
- Describes nature of stereotypes and their impact
- Analyzes technologies’ **environmental effects**
- Identifies people’s positive contribution to a community

All students are collecting stories from senior citizens—both their own relatives/neighbors and those who reside at the Long Term Care Center. The stories will focus on childhood memories and will become a primary source to be “mined” to learn about the history of energy use and its impact. The play will be a secondary source for such information.

Science & Technology Gr.7-8

There will be a focus on energy use across generations. This builds on the frameworks below:

- Gives examples how organisms’ interactions and functions affect an ecosystem’s survival
- Differentiates between potential and kinetic **energy** and identifies energy transformations

Knowledge gained from an earlier focus on these Frameworks will inform discussions about the history of energy use and its impact on the environment.

Health Gr.7-8

- Demonstrates inclusive approaches with peers
- Names the emotional and physical changes during **puberty**
- Identifies feelings and their effect on daily life
- Identifies causes, effects, and treatment of depression
- Describes importance of personal support system
- Analyzes effects of events on roles of family members
- Explains **family life cycle**, including raising a child
- State ways family relationships change in adolescence

Students will build on the discussions/activities done as part of the All-Star Program. The health discussion topics will emerge from the subject matter of the play itself. Health occurs every other week on Tuesdays.