

Marking Period		Unit Title	Recommended Instructional Days
2		Marking Period 2	45
Artistic Process:		Anchor Standard: General Knowledge & Skills	
Creating Producing Responding	Standard #: Anchor Standard 2 Description: Organizing and developing ideas		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
	Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products.		
	Standard #: Anchor Standard 8 Description: Interpreting intent and meaning.		
Artistic Practice:		Performance Expectation/s:	
Creating Conceive Develop Construct Producing Practice Integrate Present	HS Proficient 1.2.12prof.Cr.2. a. Organize and design artistic ideas for media arts productions. b. Critique plans, prototypes and production processes considering purposeful and expressive intent.		Sample Activity Description: Unit Title: Exploring Diversity and Inclusion in American Film Objective: Students will analyze the representation of diversity and inclusion in American film, examine the impact of media on shaping cultural perceptions, and discuss the importance of diverse representation in promoting social equity and understanding.

<p>Responding Perceive Interpret Evaluate</p>	<p>c. Apply aesthetic criteria in developing, refining and proposing media arts artwork.</p> <p>HS Proficient 1.2.12prof.Pr5</p> <p>a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.</p> <p>b. Develop and refine creativity and adaptability, such as design thinking and risk taking in addressing identified challenges and constraints within and through media arts productions.</p> <p>c. Demonstrate adaptation and innovation through the combination of tools, techniques, and content to communicate intent in the production of media artworks.</p> <p>HS Proficient 1.2.12prof.Re8</p> <p>a. Analyze the intent, meaning, and perception of a variety of</p>	<p>Materials:</p> <p>Access to streaming platforms or DVDs containing American films with diverse casts and inclusive themes. Paper and pens for note-taking and analysis. Whiteboard or projector for group discussion.</p> <p>Procedure:</p> <p>1. Introduction:</p> <ul style="list-style-type: none">● Begin the lesson by discussing the importance of diversity and inclusion in media representation. Define key terms such as diversity, inclusion, representation, and stereotypes. (SS)● Ask students to reflect on their own experiences with television and consider how diversity and inclusion are portrayed in the films they watch. <p>2. Viewing and Analysis:</p> <ul style="list-style-type: none">● Select a diverse range of films that feature characters from various racial, ethnic, cultural, gender, sexual orientation, and socioeconomic backgrounds. Choose both scripted dramas and comedies as well as reality shows or documentaries.● Divide the class into small groups and assign each group a different film to watch.● Instruct students to analyze the representation of diversity and inclusion in the assigned show, paying
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	<p>media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.</p>	<p>attention to the portrayal of characters, the themes addressed, and the overall message conveyed. (LA)</p> <ul style="list-style-type: none"> ● Provide guiding questions for analysis, such as: <ul style="list-style-type: none"> ● How are characters from diverse backgrounds represented in the film? Are they portrayed as fully developed individuals with agency and complexity, or do they conform to stereotypes? ● What themes related to diversity, equity, and inclusion are explored in the film? How are they presented and addressed? ● How does the film contribute to challenging or reinforcing societal norms and stereotypes regarding race, gender, sexuality, and other aspects of identity? ● Encourage students to take notes and gather specific examples to support their analysis.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ol style="list-style-type: none"> 1. Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning. 2. Media artists require a range of skills and abilities to creatively solve problems. 3. Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent. 	<ol style="list-style-type: none"> 1. How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error? 2. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques? 3. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts 	<ol style="list-style-type: none"> 3. Group Discussion: <ul style="list-style-type: none"> ● Reconvene as a class and have each group share their findings and observations. ● Facilitate a discussion on the significance of diverse representation in film and its impact on audiences. Prompt students to consider how seeing themselves reflected in media influences their sense of identity and belonging. ● Discuss the potential consequences of underrepresentation or misrepresentation of marginalized groups and the importance of authentic and

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	inclusive storytelling in promoting empathy and understanding. 4. Reflection and Conclusion: <ul style="list-style-type: none"> ● Ask students to reflect individually on what they have learned from analyzing diversity and inclusion in American film. ● Prompt them to consider how media can both reflect and shape societal attitudes towards diversity and inclusion, and how they can contribute to promoting greater representation and equity in media. ● Conclude the lesson by summarizing key takeaways and emphasizing the role of media consumers in advocating for diverse and inclusive representation in film and other forms of media. Extension Activity: <ul style="list-style-type: none"> ● Have students research and compare the representation of diversity and inclusion in American film across different time periods or genres. Encourage them to identify trends and changes in media representation over time and consider the factors that influence these shifts. Assessment: <ul style="list-style-type: none"> ● Assess students based on their participation in group discussion, the depth of their analysis, and the thoughtfulness of their reflections on the impact of media on diversity and inclusion. Additionally, consider
SEL/Create <ul style="list-style-type: none"> - (1) Generate and conceptualize artistic ideas and work. - (2) Organize and develop artistic ideas and work. - (3) Refine and complete artistic ideas and work. SEL/Perform <ul style="list-style-type: none"> - (4) Analyze, interpret & select artistic work for Presentation. - (5) Develop & refine artistic techniques & work for presentation. - (6) Convey meaning through the presentation of artistic work. SEL/Respond	vocabulary help us understand and interpret works of art? SEL/Create CONSOLIDATED EU (1) Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed. CONSOLIDATED EQ (1) How do artists generate creative ideas? SEL/Create CONSOLIDATED EU (2) Artists organize and develop creative ideas by balancing what is known with what is new. CONSOLIDATED EQ (2) How do artists make creative decisions? SEL/Create CONSOLIDATED EU (3)	

<ul style="list-style-type: none"> - (7) Perceive and analyze artistic work. - (8) Interpret intent and meaning in artistic work. - (9) Apply criteria to evaluate artistic work. - 	<p>Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</p> <p>CONSOLIDATED EQ (3) How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?</p> <p>SEL/Perform CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ (4) How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?</p> <p>SEL/Perform CONSOLIDATED EU (5) Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their</p>	<p>any written assignments or extension activities completed by students.</p> <p>This lesson plan provides students with an opportunity to critically examine the representation of diversity and inclusion in American film, fostering greater awareness and understanding of the importance of inclusive media representation in promoting social equity and empathy.</p> <p>NJSLS#:1.2.12prof.Re8 a. Analyze the intent, meaning, and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.</p> <p>Interdisciplinary Connections: Language Arts (LA) Social Studies (SS)</p>
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	<p>presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ (5) How do artists improve the quality of their presentation/performance?</p> <p>SEL/Perform CONSOLIDATED EU (6) Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.</p> <p>CONSOLIDATED EQ (6) When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audiences response?</p> <p>SEL/Respond CONSOLIDATED EU (7)</p>	
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	<p>Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.</p> <p>CONSOLIDATED EQ (7) How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p> <p>SEL/Respond CONSOLIDATED EU (8) The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>CONSOLIDATED EQ (8) How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.</p> <p>SEL/Respond CONSOLIDATED EU (9)</p>	
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	<p>Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.</p> <p>CONSOLIDATED EQ (9) How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?</p>	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Weekly Quizzes ● Daily Q&A on movie segments, theme evaluation, director shooting styles, lessons learned 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Tests/Quizzes <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Theme Tests ● Marking Period Exams 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Library of Congress. Flim Preservation. https://www.loc.gov/programs/national-film-preservation-board/resources/television-resources/</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Siperstein, S., Hall, S., LeMenager, S. (2017) <i>Teaching Climate Change in the Humanities</i>. Routledge.</p>	<p>Meet with the student’s special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.</p> <p>Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task.</p> <p>Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school’s Occupational or Physical Therapists.</p>	<p>Allow access to supplemental materials, including use of online bilingual dictionary.</p> <p>Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</p>	<p>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</p>

Supplemental Resources

Technology:

- Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school’s speech therapist.

Other:

- N/A

**Differentiated Student Access to Content:
 Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Offer resources to students in a variety of ways to accommodate for multiple learning styles. • Engage all learners through implementation of various resources including visual, audio, and tactile materials. • Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. 	<ul style="list-style-type: none"> • Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. • Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). • Allow additional time to complete classwork as needed, when required according to students’ IEP or 504 plan. Break assignments up into 	<ul style="list-style-type: none"> • Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. • Provide access to preferred seating, when requested. • Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> • Offer pre-assessments to better understand students’ strengths, and create an enhanced set of introductory activities accordingly. • Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. • Propose interest-based extension activities and opportunities for extra credit.

	<p>shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> • Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. 		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p><i>Disciplinary Concept:</i> Global and Cultural Awareness</p>	
	<p><i>Core Ideas:</i></p>	<p>To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.</p>
	<p><i>Performance Expectation/s:</i></p>	<p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>

	Career Readiness, Life Literacies, & Key Skills Practices
	<p>Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)							
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>