Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
Creating Producing Connecting	**Standard #:** Anchor Standard 3 **Description:** Refining and completing products. **Standard #:** Anchor Standard 6 **Description:** Conveying meaning through art. **Standard #:** Anchor Standard 10 **Description:** Synthesizing and relating knowledge and personal experiences to create products.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	**Performance Expectation/s:**	
Creating Conceive Develop Construct **Producing** Practice Integrate Present	**HS Proficient** 1.2.12prof.Cr3.a a. Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone. b. Refine and modify media	**Sample Activity Description:** Unit Title: Applying Critical Thinking and Problem-Solving Skills to Analyze American Film Objective: Students will practice critical thinking and problem-solving skills by analyzing American films, identifying narrative problems or conflicts, evaluating character decisions, and proposing creative solutions.

| Connecting Synthesize Relate | artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

1.2.12PROF.pR6
a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.

b. Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.

1.2.12prof.Cn10
a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.

b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such | Materials:

    Access to streaming platforms or DVDs containing episodes of America films spanning various genres. Paper and pens for note-taking and analysis. Whiteboard or projector for group discussion.

Procedure:

1. Introduction:

- Begin the lesson by discussing the importance of critical thinking and problem-solving skills in everyday life, including their relevance to media consumption and analysis.
- Introduce the concept of narrative problem-solving and explain how it involves identifying challenges or conflicts within a story and considering possible resolutions.
- Encourage students to reflect on their own experiences with television and consider how critical thinking and problem-solving skills can enhance their engagement with media content.

2. Viewing and Analysis:

- Select several American films that feature complex narratives, character-driven conflicts, and moral dilemmas. |

Enduring Understanding/s:	Essential Question/s:	
	as learning and sharing through online environments.	• Divide the class into small groups and assign each group a different film to watch.
1. The forming, integration and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. 2. Media artists present, share, and distribute media artworks through various social, cultural, and political contexts. 3. Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.	1. How can an artist construct a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work? 2. How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks? 3. How does engaging in creating media artworks	• Instruct students to watch the assigned film with a focus on identifying narrative problems or conflicts, analyzing character decisions, and considering possible solutions to the challenges presented. • Provide guiding questions for analysis, such as: ○ What are the main conflicts or challenges faced by the characters in this episode? How are they presented and resolved? ○ How do the characters approach problem-solving? Are their decisions logical, ethical, or emotionally driven? ○ What consequences arise from the characters' actions and decisions? How do they impact the storyline and character development? • Encourage students to take notes and gather specific examples to support their analysis. (LA) 3. Group Discussion and Problem-Solving Exercise: • Reconvene as a class and have each group share their analysis of the film they watched. • Facilitate a discussion on the narrative problems and character decisions identified by each group, encouraging students to critically evaluate the films effectiveness of different approaches to problem-solving. • Introduce a hypothetical scenario or real-world problem related to the themes or issues explored in the films (e.g., environmental conservation, social justice, interpersonal conflicts). (SS)

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<td>enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?</td>
<td>● Challenge students to work together as a class to brainstorm creative solutions to the problem, drawing inspiration from the problem-solving techniques and moral dilemmas depicted in the film.
● Encourage students to consider multiple perspectives, weigh the potential benefits and drawbacks of each solution, and collaborate to develop a consensus on the best course of action.

4. Reflection and Conclusion:

● Ask students to reflect individually on the problem-solving exercise and their role in generating solutions to the hypothetical scenario.
● Prompt them to consider how the critical thinking and problem-solving skills practiced in analyzing television content can be applied to real-life situations and challenges.
● Conclude the lesson by summarizing key takeaways and emphasizing the importance of critical thinking and creative problem-solving in navigating complex narratives and addressing real-world problems.

Extension Activity:

● Have students write reflective essays or participate in a debate discussing the ethical implications of the solutions proposed for the hypothetical scenario, drawing connections to the moral dilemmas faced by characters in the film.</td>
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<td>**Social and Emotional Learning:**
Competencies</td>
<td>**Social and Emotional Learning:**
Sub-Competencies</td>
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<td>SEL/Create
- (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
- (4) Analyze, interpret & select artistic work for Presentation.</td>
<td>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.</td>
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- (5) Develop & refine artistic techniques & work for presentation. - (6) Convey meaning through the presentation of artistic work. SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art. - (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	CONSOLIDATED EQ (2) How do artists make creative decisions? SEL/Create CONSOLIDATED EU (3) Refinement of artistic work is an iterative process that takes time, discipline, and collaboration CONSOLIDATED EQ (3) How do artists use a critique process and reflection to refine a work and decide it's ready to be shared? SEL/Perform CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent. 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?	Assessment: ● Assess students based on their participation in group discussion, the depth of their analysis of the film content, the creativity and effectiveness of their problem-solving contributions, and the clarity of their reflections on the application of critical thinking skills to real-world situations. This lesson plan provides students with an opportunity to develop and apply critical thinking and problem-solving skills through the analysis of American film narratives, fostering greater engagement with media content and preparing students to navigate complex challenges in their lives. **NJSLS#:** 1.2.12PROF.pR6.b. Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others. Interdisciplinary Connections: Social Studies (SS) Language Arts (LA)

	SEL/Perform CONSOLIDATED EU (5) Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria. CONSOLIDATED EQ (5) How do artists improve the quality of their presentation/performance? 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. 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? SEL/Connect CONSOLIDATED EU (10) Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning. CONSOLIDATED EQ (10) How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us? SEL/Connect CONSOLIDATED EU (11) People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts. CONSOLIDATED EQ (11)	

What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?	

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Weekly Quizzes ● Daily Q&A on movie segments, theme evaluation, director shooting styles, lessons learned	**Benchmarks:** ● Tests/Quizzes **Summative Assessments:** ● Theme Tests ● Marking Period Exams

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources *IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**
Dewey, J. (1902). *The child and the curriculum.* Chicago: University of Chicago Press. Eisner, E. (2002). *The Educational*	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	Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or inclusion teacher prior to initial	Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

Imagination 3rd ed. Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). *The Curriculum Studies Reader.* NY: Routledge. Library of Congress. Flim Preservation. https://www.loc.gov/programs/national-film-preservation-board/resources/television-resources/ NJCCCS (2020). *2020 New Jersey Student Learning Standards for Visual and Performing Arts.* https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf Siperstein, S., Hall, S., LeMenager, S. (2017) *Teaching Climate Change in the Humanities*. Routledge.	discuss whether or not homework is appropriate. 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. 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.	assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.	
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** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
● 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.	● 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 shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. ● Modify test content and/or format, allowing	● 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.	● 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.

	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.	

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept:** Critical Thinking and Problem-Solving	
	Core Ideas:	Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.
	Performance Expectation/s:	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Utilize critical thinking to make sense of problems and persevere in solving them: Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the	

	problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*		Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*