

Marking Period		Unit Title	Recommended Instructional Days
4		Marking Period 4	45
Artistic Process:		Anchor Standard: General Knowledge & Skills	
Producing Responding Connecting		<p>Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work.</p> <p>Standard #: Anchor Standard 9 Description: Applying criteria to evaluate products.</p> <p>Standard #: Anchor Standard 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>	
Artistic Practice:		Performance Expectation/s:	
Producing Practice Integrate Present Responding Perceive Interpret		<p>HS Proficient 1.2.12.prof.Pr4 a. Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.</p>	
		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit</p>	
		<p>Sample Activity Description:</p> <p>Unit Title: Exploring LGBTQ Representation in American Television</p> <p>Objective: Students will analyze the representation of LGBTQ characters and themes in American television, examine the evolution of LGBTQ representation over time, and discuss the</p>	

<p>Evaluate</p> <p>Connecting Synthesize Relate</p>	<p>HS Proficient 1.2.12prof.Re9 a. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.</p> <p>HS Proficient 1.2.12prof.Cn11 a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., such as social trends, power, equality, personal/cultural identity).</p>	<p>impact of media representation on social attitudes and perceptions.</p> <p>Materials:</p> <p>Access to streaming platforms or DVDs containing episodes of American television shows featuring LGBTQ characters or 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 LGBTQ representation in media and its impact on shaping societal attitudes and perceptions. ● Define key terms such as LGBTQ, representation, diversity, and inclusion. ● Encourage students to share their thoughts and experiences regarding LGBTQ representation in television shows they have watched.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>1. Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</p> <p>2. Evaluation and critique are vital components of experiencing,</p>	<p>1. How are complex media arts experiences constructed? At what point is a work considered "complete"?</p> <p>2. How and why do we value and judge media artworks? When and how should we evaluate and critique media</p>	<p>2. Viewing and Analysis:</p> <ul style="list-style-type: none"> ● Select a variety of television shows or episodes that feature significant LGBTQ characters or storylines, spanning different genres and time periods. ● Divide the class into small groups and assign each group a different television show or episode to watch.

<p>appreciating, and producing media artworks.</p> <p>3. Understanding connections to varied contexts and daily life enhances a media artist's work.</p>	<p>artworks to improve them? How is a personal preference different from an evaluation?</p> <p>3. 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?</p>	<ul style="list-style-type: none"> ● Instruct students to watch the assigned episode critically, paying attention to the portrayal of LGBTQ characters, the treatment of LGBTQ themes, and the overall representation of LGBTQ identities. ● Provide guiding questions for analysis, such as: <ul style="list-style-type: none"> ● How are LGBTQ characters depicted in terms of their personalities, relationships, and experiences? Are they portrayed in a positive or stereotypical manner? ● What LGBTQ themes or issues are addressed in the show? How are they presented and explored? ● How does the representation of LGBTQ characters and themes contribute to the overall narrative and impact the storyline? ● Encourage students to take notes and gather specific examples to support their analysis. <p>3. Group Discussion:</p> <ul style="list-style-type: none"> ● Reconvene as a class and have each group share their findings and observations. ● Facilitate a discussion on the evolution of LGBTQ representation in American television, highlighting significant milestones and changes in portrayals over time. (SS) ● Prompt students to consider the impact of media representation on LGBTQ individuals' sense of identity, belonging, and social acceptance.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Perform - (4) Analyze, interpret & select artistic work for Presentation.</p>	<p>SEL/Perform CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning</p>	

<ul style="list-style-type: none"> - (5) Develop & refine artistic techniques & work for presentation. - (6) Convey meaning through the presentation of artistic work. <p>SEL/Respond</p> <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>SEL/Connect</p> <ul style="list-style-type: none"> - (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. 	<p>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 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)</p>	<ul style="list-style-type: none"> ● Discuss the importance of diverse and authentic representation in promoting understanding, empathy, and inclusion. <p>4. Reflection and Conclusion:</p> <ul style="list-style-type: none"> ● Ask students to reflect individually on what they have learned from analyzing LGBTQ representation in American television. ● Prompt them to consider how media can both reflect and influence societal attitudes towards LGBTQ individuals and issues, and how they can contribute to promoting positive representation and acceptance. ● Conclude the lesson by summarizing key takeaways and emphasizing the importance of media literacy and advocacy in fostering LGBTQ inclusion and equality. <p>Extension Activity:</p> <ul style="list-style-type: none"> ● Have students research the portrayal of LGBTQ characters and themes in historical television shows compared to contemporary ones, exploring changes in representation and societal attitudes over time. <p>Assessment:</p> <ul style="list-style-type: none"> ● Assess students based on their participation in group discussion, the depth of their analysis of LGBTQ representation in television content, and the thoughtfulness of their reflections on the impact of media representation on social attitudes and perceptions.
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	<p>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) 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>Additionally, consider any written assignments or extension activities completed by students. (LA)</p> <p>This lesson plan provides students with an opportunity to critically examine the representation of LGBTQ identities and experiences in American television, fostering greater awareness and understanding of LGBTQ issues and promoting empathy and inclusion.</p> <p>NJSLS#:1.2.12prof.Cn11 a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., such as social trends, power, equality, personal/cultural identity).</p> <p>Interdisciplinary Connections: Social Studies Language Arts</p>
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	<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) 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</p>	
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	<p>the creative process that supports the work?</p> <p>SEL/Connect CONSOLIDATED EU (10) Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> <p>CONSOLIDATED EQ (10) How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p> <p>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.</p> <p>CONSOLIDATED EQ (11) What relationships are uncovered when people</p>	
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	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?		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Weekly Quizzes • Daily Q&A on movie segments, theme evaluation, director shooting styles, lessons learned 		<p>Benchmarks:</p> <ul style="list-style-type: none"> • Tests/Quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Theme Tests • Marking Period Exams 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press. Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle	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	Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor	Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<p>River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Library of Congress. Film 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>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>the format of any classwork, quiz or test to their individual needs.</p>	
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> 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. <p>Other:</p> <ul style="list-style-type: none"> 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 shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. ● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to 	<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.

	their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		
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NJSLs CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concept:</i> Career Awareness and Planning		
	<i>Core Ideas:</i>	Plan education and career paths aligned to personal goals	
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> • There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. • Career planning requires purposeful planning based on research, self-knowledge, and informed choices. • An individual's income and benefit needs and financial plan can change over time. • Incomes involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans. • Understanding income involves an analysis of payroll taxes, deductions and earned benefits. • There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals. 	
	Career Readiness, Life Literacies, & Key Skills Practices		
	Plan education and career paths aligned to personal goals: Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and		

	they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
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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	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>