

Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period 1	45
<b>Artistic Process:</b>	<b>Anchor Standard:</b> <i>General Knowledge &amp; Skills</i>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit</b>
Creating Producing Responding	<b>Standard #:</b> Anchor Standard 1 <b>Description:</b> Generating and conceptualizing ideas.  <b>Standard #:</b> Anchor Standard 4 <b>Description:</b> Selecting, analyzing, and interpreting work.  <b>Standard #:</b> Anchor Standard 7 <b>Description:</b> Perceiving and analyzing products.	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<b>Creating</b> Conceive Develop Construct  <b>Producing</b> Practice Integrate Present  <b>Responding</b>	<b>HS Advanced</b> 1.2.12adv.Cr1 a. Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.  b. Fluently integrate a sophisticated personal aesthetic for media arts productions.	<b><u>Sample Activity Description:</u></b>  Unit Title: Exploring Creativity through Student Filmmaking  Objective: Students will formulate creative ideas, organize artistic concepts, critique their plans, and apply aesthetic criteria in the production of a short film that addresses issues related to climate change.  Materials Needed:

<p>Perceive Interpret Evaluate</p>	<p>c. Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.</p> <p><b>HS Advanced</b> 1.2.12adv.Pr4 a. Synthesize various arts, media arts forms and academic content into unified media arts.</p> <p><b>HS Advanced</b> 1.2.12adv.Re7 a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.</p> <p>b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications with addressing global issues including climate change.</p>	<ul style="list-style-type: none"> <li>● Classroom with presentation capabilities</li> <li>● Whiteboard and markers</li> <li>● Handouts with information on climate change and creativity prompts (S)</li> </ul> <p>Procedure:</p> <ol style="list-style-type: none"> <li>1. Introduction:       <ul style="list-style-type: none"> <li>● Begin the lesson by discussing the importance of addressing climate change through artistic expression. Explain how media arts, particularly filmmaking, can serve as a powerful tool for raising awareness and inspiring action.</li> <li>● Introduce the learning objective and how it connects to the standards mentioned (1.2.12adv.Cr1).</li> </ul> </li> <li>2. Brainstorming Session:       <ul style="list-style-type: none"> <li>● Divide the class into small groups.</li> <li>● Provide each group with a list of prompts related to climate change and creativity (e.g., How can we visualize the impact of climate change in our community? How can we inspire others to take action through our film?). (SS)</li> <li>● Instruct students to brainstorm and formulate multiple ideas for a short film using generative methods. Encourage them to consider various artistic goals and problem-solving approaches.</li> </ul> </li> <li>3. Organizing Artistic Ideas:       <ul style="list-style-type: none"> <li>● Reconvene as a whole class.</li> <li>● Have each group share one or two of their most promising ideas.</li> </ul> </li> </ol>
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></p>	

<ol style="list-style-type: none"><li>1. Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.</li><li>2. Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</li><li>3. Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</li></ol>	<ol style="list-style-type: none"><li>1. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?</li><li>2. How are complex media arts experiences constructed? At what point is a work considered "complete"?</li><li>3. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?</li></ol>	<ul style="list-style-type: none"><li>● Facilitate a discussion on how to organize and design these ideas into coherent media arts productions. Emphasize the importance of storytelling, visual composition, and narrative structure in conveying their messages effectively.</li></ul> <ol style="list-style-type: none"><li>4. Critique and Feedback:<ul style="list-style-type: none"><li>● Distribute prototypes or outlines of the film concepts developed by each group.</li><li>● Instruct students to critique the plans, prototypes, or production processes of their peers' projects. Encourage them to consider the purposeful and expressive intent behind each concept.</li><li>● Provide feedback on how each group can further refine their ideas to better address the theme of climate change and align with aesthetic criteria.</li></ul></li><li>5. Reflection and Conclusion:<ul style="list-style-type: none"><li>● Ask students to reflect individually on how their understanding of creativity and climate change has evolved throughout the lesson.</li><li>● Conclude by summarizing the key points discussed and reiterating the importance of using artistic expression to tackle pressing global issues like climate change.</li></ul></li></ol> <p>Extension Activity:</p> <ul style="list-style-type: none"><li>● Assign students to further develop their chosen film concepts outside of class. Encourage them to conduct research on climate change and explore different</li></ul>
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<b>Social and Emotional Learning:  <i>Competencies</i></b>	<b>Social and Emotional Learning:  <i>Sub-Competencies</i></b>	filmmaking techniques that can enhance the impact of their message.
<p>SEL/Create</p> <ul style="list-style-type: none"> <li>- (1) Generate and conceptualize artistic ideas and work.</li> <li>- (2) Organize and develop artistic ideas and work.</li> <li>- (3) Refine and complete artistic ideas and work.</li> </ul> <p>SEL/Perform</p> <ul style="list-style-type: none"> <li>- (4) Analyze, interpret &amp; select artistic work for Presentation.</li> <li>- (5) Develop &amp; refine artistic techniques &amp; work for presentation.</li> <li>- (6) Convey meaning through the presentation of artistic work.</li> </ul> <p>SEL/Respond</p> <ul style="list-style-type: none"> <li>- (7) Perceive and analyze artistic work.</li> </ul>	<p>SEL/Create</p> <p>CONSOLIDATED EU (1)            Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ (1)            How do artists generate creative ideas?</p> <p>SEL/Create</p> <p>CONSOLIDATED EU (2)            Artists organize and develop creative ideas by balancing what is known with what is new.</p> <p>CONSOLIDATED EQ (2)            How do artists make creative decisions?</p> <p>SEL/Create</p> <p>CONSOLIDATED EU (3)            Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</p> <p>CONSOLIDATED EQ (3)</p>	<p>Assessment:</p> <ul style="list-style-type: none"> <li>● Assess students based on their active participation in the brainstorming session, the organization of their artistic ideas, the quality of their critiques, and the depth of their reflections on creativity and climate change issues.</li> </ul> <p><b>NJSLS#:</b>            1.2.12adv.Cr1</p> <p>a. Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.</p> <p>b. Fluently integrate a sophisticated personal aesthetic for media arts productions.</p> <p>c. Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.</p> <p>Interdisciplinary Connections:            Social Studies (SS)            Science (S)</p>

<ul style="list-style-type: none"><li>- (8) Interpret intent and meaning in artistic work.</li><li>- (9) Apply criteria to evaluate artistic work.</li></ul>	<p>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, &amp; refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	
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	<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 audience's 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>	
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	<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) Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.</p>	
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	<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><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Weekly Quizzes</li> <li>• Daily Q&amp;A on movie segments, theme evaluation, director shooting styles, lessons learned</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Tests/Quizzes</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Theme Tests</li> <li>• Marking Period Exams</li> </ul>	
<p><b>Differentiated Student Access to Content:          Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources          IEP/504/At-Risk/ESL</b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
<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 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. &amp; Thornton, S. (2004).</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</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>

<p><i>The Curriculum Studies Reader</i>.          NY: Routledge.</p> <p>Library of Congress. Film          Preservation.  <a href="https://www.loc.gov/programs/national-film-preservation-board/resources/television-resources/">https://www.loc.gov/programs/national-film-preservation-board/resources/television-resources/</a></p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>.  <a href="https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf">https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</a></p> <p>Siperstein, S., Hall, S., LeMenager, S. (2017) <i>Teaching Climate Change in the Humanities</i>. Routledge.</p>	<p>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>		
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>			
<b>Differentiated Student Access to Content:          Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources  <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>

<ul style="list-style-type: none"> <li>● Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>● Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>● 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).</li> <li>● 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.</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>● Provide access to preferred seating, when requested.</li> <li>● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>● Propose interest-based extension activities and opportunities for extra credit.</li> </ul>
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	any formal or informal assessments.		
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<b>NJSLS CAREER READINESS,          LIFE LITERACIES &amp; KEY          SKILLS</b>	<b><i>Disciplinary Concept:</i></b> Creativity and Innovation		
	<i>Core Ideas:</i>	Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.	
	<i>Performance Expectation/s:</i>	With a growth mindset, failure is an important part of success.  Innovative ideas or innovation can lead to career opportunities.	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	Demonstrate creativity and innovation: Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.		

Content Area: Visual & Performing Arts (NJSLs-VPA 2.1 - 2.5)  
Student Film  
Grade: 11-12

Dev. Date: 2022

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>		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>	X	Standards in Action: <i>Climate Change</i>
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