

Marking Period		Unit Title	Recommended Instructional Days
2		Marking Period 2	45
Artistic Process:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit	
Anchor Standard: General Knowledge & Skills			
Creating Producing Responding	Standard #: Anchor Standard 2 Description: Organizing and developing ideas 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 Advanced 1.2.12adv.Cr.2 a. Fluently integrate a sophisticated personal aesthetic for media arts productions. b. Knowledge of systems, prototypes and production processes with consideration of	Sample Activity Description: Unit Title: Cultivating Creativity and Cultural Awareness through Student Filmmaking Objective: Students will demonstrate progression in artistic, design, technical, and soft skills by selecting and fulfilling specified roles in the production of a short film that addresses global and cultural awareness and diversity. They will also	

<p>Responding Perceive Interpret Evaluate</p>	<p>complex constraints of goals, time, resources, and personal limitations.</p> <p>HS Advanced 1.2.12adv.Pr5 a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.</p> <p>b. Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.</p> <p>c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.</p> <p>HS Advanced 1.2.12adv.Re8 a. Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.</p>	<p>develop creativity, adaptability, and innovation in addressing challenges and constraints within media arts productions.</p> <p>Materials Needed:</p> <ul style="list-style-type: none">● Classroom with presentation capabilities● Whiteboard and markers● Handouts with information on global issues and cultural diversity <p>Procedure:</p> <ol style="list-style-type: none">1. Introduction:<ul style="list-style-type: none">● Begin the lesson by discussing the importance of media arts in fostering global awareness and celebrating cultural diversity.● Introduce the learning objective and how it aligns with the specified standard (1.2.12adv.Pr5).2. Role Assignment and Planning:<ul style="list-style-type: none">● Divide the class into small groups.● Assign specific roles to each student within the groups (e.g., director, cinematographer, writer, editor).● Provide a brief overview of the short film project, emphasizing its focus on global issues and cultural diversity.● Instruct each group to begin planning their film, considering how they will address identified challenges and constraints while demonstrating creativity and adaptability.3. Creative Development:
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Enduring Understanding/s:	Essential Question/s:	
<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 vocabulary help us understand and interpret works of art? 	<ul style="list-style-type: none"> ● Encourage students to brainstorm ideas for their film, considering how they can incorporate elements of global awareness and cultural diversity into their narrative, characters, and themes. (SS) ● Facilitate writings and discussions within the groups, encouraging them to explore innovative approaches and techniques for communicating their intent effectively. (LA) <ol style="list-style-type: none"> 4. Production and Collaboration: <ul style="list-style-type: none"> ● Allow students time to begin working on their film project within their assigned roles. ● Emphasize the importance of collaboration and communication among group members to ensure a cohesive and successful production. ● Circulate among the groups to offer guidance, answer questions, and provide support as needed. 5. Presentation and Reflection: <ul style="list-style-type: none"> ● Invite each group to present a brief overview of their film concept to the class. ● Encourage students to reflect on the progression of their artistic, design, technical, and soft skills throughout the planning process. ● Facilitate a brief discussion on the connections between their film projects and global awareness, cultural diversity, and the specified standard. <p>Extension Activity:</p>

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<p>SEL/Create</p> <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. <p>SEL/Perform</p> <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. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (7) Perceive and analyze artistic work. 	<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>	<ul style="list-style-type: none"> ● Assign students to continue developing their film projects outside of class, focusing on refining their scripts, storyboards, and production plans. <p>Assessment:</p> <ul style="list-style-type: none"> ● Assess students based on their participation in role assignments, the quality of their film concepts, their ability to address challenges and constraints creatively, and their reflections on skill progression and cultural awareness. <p>NJSLS#: 1.2.12adv.Pr5</p> <p>a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.</p> <p>b. Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.</p> <p>c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.</p> <p>Interdisciplinary Connections: Language Arts (LA) Social Studies (SS)</p>

<ul style="list-style-type: none">- (8) Interpret intent and meaning in artistic work.- (9) Apply criteria to evaluate artistic work.	<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, & 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 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>	
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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>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>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>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</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</p>	<p>Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or</p>	<p>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</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. 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>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>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>	
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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 <i>Strategies & Techniques</i>			
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 	<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>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.</p>		
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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>	
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>		
	<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>		

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>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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