

Marking Period		Unit Title	Recommended Instructional Days
3		Marking Period 3	45
<b>Artistic Process:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit</b>	
<b>Anchor Standard: General Knowledge &amp; Skills</b>			
Creating Producing Connecting	<p><b>Standard #:</b> Anchor Standard 3  <b>Description:</b> Refining and completing products.</p> <p><b>Standard #:</b> Anchor Standard 6  <b>Description:</b> Conveying meaning through art.</p> <p><b>Standard #:</b> Anchor Standard 10  <b>Description:</b> Synthesizing and relating knowledge and personal experiences to create products.</p>		
<b>Artistic Practice:</b>			
<b>Creating</b> Conceive Develop Construct  <b>Producing</b> Practice Integrate Present	<b>HS Advanced</b> 1.2.12adv.Cr3.a a. Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.  b. Intentionally and consistently	<b>Sample Activity Description:</b> Unit Title: Exploring Critical Thinking and Cultural Experiences through Student Filmmaking  Objective: Students will access, evaluate, and integrate personal and external resources to inform the creation of original media artworks. They will also explain and demonstrate the use of media artworks to expand meaning and knowledge, create	

<p><b>Connecting</b> Synthesize Relate</p>	<p>refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.</p> <p>1.2.12adv.pR6 a. Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts.</p> <p>b. Evaluate the benefits and impact at the global level from presenting media artworks, such as new understandings gained by the artist or audience.</p> <p>1.2.12adv.Cn10 a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.</p> <p>b. interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.</p>	<p>cultural experiences, and address issues related to diversity, while applying critical thinking and problem-solving skills.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"><li>● Classroom with presentation capabilities</li><li>● Whiteboard and markers</li><li>● Handouts with information on critical thinking, diversity, and cultural experiences</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 critical thinking, diversity, and cultural experiences in media arts. (SS)</li><li>● Introduce the learning objective and how it relates to the specified standard (1.2.12adv.Cn10).</li></ul></li><li>2. Resource Exploration:<ul style="list-style-type: none"><li>● Encourage students to reflect on their personal experiences, interests, and cultural backgrounds.</li><li>● Provide examples of external resources such as articles, videos, and artworks that explore diverse perspectives and cultural experiences.</li><li>● Instruct students to access and evaluate these resources, considering how they can inform the creation of original media artworks.</li></ul></li><li>3. Discussion on Diversity and Cultural Experiences:</li></ol>
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Enduring Understanding/s:	Essential Question/s:	
<ol style="list-style-type: none"> <li>1. The forming, integration and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</li> <li>2. Media artists present, share, and distribute media artworks through various social, cultural, and political contexts.</li> <li>3. Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. How can an artist construct a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</li> <li>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?</li> <li>3. How does engaging in creating media artworks enrich people's lives? How does making</li> </ol>	<ul style="list-style-type: none"> <li>● Facilitate student writing and a class discussion on the importance of diversity and cultural experiences in media arts. (LA)</li> <li>● Encourage students to share their reflections on how their personal backgrounds and external resources can contribute to creating meaningful and culturally relevant artworks.</li> <li>● Guide the discussion towards understanding how media artworks can be used to expand meaning, knowledge, and cultural experiences, especially through online environments.</li> </ul> <ol style="list-style-type: none"> <li>4. Storyboarding and Concept Development:           <ul style="list-style-type: none"> <li>● Divide the class into small groups or pairs.</li> <li>● Instruct students to brainstorm ideas for a short film that explores themes of diversity and cultural experiences, integrating elements from their personal and external resources.</li> <li>● Provide guidance on storyboard creation and concept development, emphasizing the importance of incorporating critical thinking and problem-solving skills into their creative process.</li> </ul> </li> <li>5. Presentation and Reflection:           <ul style="list-style-type: none"> <li>● Invite each group to present their film concept to the class, explaining how they have integrated personal and external resources to address diversity and cultural experiences.</li> <li>● Facilitate a brief reflection session where students discuss the challenges and insights gained from the lesson, focusing on the connections between critical thinking, diversity, cultural experiences, and media arts.</li> </ul> </li> </ol>

	<p>media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?</p>	<p>Extension Activity:</p> <ul style="list-style-type: none"> <li>Assign students to further develop their film concepts outside of class, incorporating feedback from their peers and refining their storyboards.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>Assess students based on their engagement in resource exploration, the depth of their discussions on diversity and cultural experiences, the creativity and relevance of their film concepts, and their ability to reflect on the connections between critical thinking, diversity, cultural experiences, and media arts.</li> </ul> <p><b>NJSLS#:</b>          1.2.12adv.Cn10          a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.          b. interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.</p> <p>Interdisciplinary Connections:          Social Studies (SS)          Language Arts (LA)</p>
<p><b>Social and Emotional Learning:          Competencies</b></p>	<p><b>Social and Emotional Learning:          Sub-Competencies</b></p>	
<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> </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)</p>	

<p>- (6) Convey meaning through the presentation of artistic work.</p> <p>SEL/Connect</p> <p>- (10) Synthesize and relate knowledge and personal experiences to make art.</p> <p>- (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>How do artists make creative decisions?</p> <p>SEL/Create CONSOLIDATED EU (3) 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</p>	
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	<p>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> <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</p>	
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	<p>work is presented influence the audiences response?</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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	<p>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>		
<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>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>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</p>	<p>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</p>

<p>Flinders, J. &amp; Thornton, S. (2004). <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>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>test to their individual needs.</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 Strategies &amp; Techniques</b>			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<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</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>

	<p>their IEP or 504 plan.          Review, restate and repeat directions during any formal or informal assessments.</p>		
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b><i>Disciplinary Concept:</i></b>          Critical Thinking and Problem-Solving</p>		
	<p><b><i>Core Ideas:</i></b></p>	<p>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.</p>	
	<p><b><i>Performance Expectation/s:</i></b></p>	<p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>		
	<p>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</p>		

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

Dev. Date: 2022

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: <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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