Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period I	45

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
Creating Producing Responding	**Standard #:** Anchor Standard 1 **Description:** Generating and conceptualizing ideas. **Standard #:** Anchor Standard 4 **Description:** Selecting, analyzing, and interpreting work. **Standard #:** Anchor Standard 7 **Description:** Perceiving and analyzing 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** Integrate, Practice, Present **Responding** Perceive, Evaluate, Interpret	**2nd** 1.2.2.Cr1 a. Discover, share and express ideas for media artworks through experimentation, sketching and modeling. b. Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.	Activity Description: Unit Title: Exploring Media Arts and Climate Change Standards: ● 1.2.2.Cr1 ● 1.2.2.Pr4 ● 1.2.2.Re7

	c. Explore form ideas for media art production with support.
	
	d. Connect and apply ideas for media art production.
	
	e. Choose ideas to create plans for media art production
	
	2nd
	1.2.2.Pr4
	a. With guidance and moving towards independence, combine art forms and media content into media artworks, such as an illustrated story or narrated animation.
	
	b. Practice combining varied academic, arts, and media content to form media artworks.
	
	2nd
	1.2.2.Re7
	a. Identify, share and describe the components and messages in media artwork.
	
	b. Identify, share and describe a variety of media artworks
		Unit Overview: In this unit, students will explore the intersection of media arts and climate change. Through various activities and projects, they will discover, share, and express ideas related to climate change using different media art forms. Students will brainstorm ideas, experiment with different tools and materials, and create media artworks that convey messages about environmental issues.
		
		Introduction to Climate Change and Media Arts
		
		● Session 1:
		  ● Introduction to the concept of climate change through age-appropriate discussions, videos, and visuals.
		  ● Group brainstorming session: What is climate change? What effects does it have on our planet?
		● Session 2:
		  ● Introduction to media arts: What are media artworks? Examples of different types of media artworks (e.g., illustrations, animations).
		  ● Group discussion: How can we use media arts to raise awareness about climate change?
		
		Exploring Different Media Art Forms
		
		● Session 3:

	created from different experiences in response to global issues including climate change.	• Experimentation with different media art tools and materials (e.g., crayons, markers, digital drawing apps).
		 • Guided activities: Drawing and coloring pictures related to climate change.
		 • Session 4:
		   • Introduction to storytelling: How can we tell stories through illustrations and animations?
		   • Group activity: Collaborative storytelling about climate change using pictures and simple narratives.

Enduring Understanding/s:	**Essential Question/s:**	

1. Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
 	
 2. Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
 	
 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
	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?
	
	 2. How are complex media arts experiences constructed? At what point is a work considered "complete"?
	
	 3. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
		Creating Media Artworks
		
		 • Session 5:
		   • Guided activity: Creating illustrated stories about climate change using drawings and simple narratives.
		   • Teacher support for students to connect their ideas to media art production.
		 • Session 6:
		   • Introduction to digital media tools (e.g., simple animation apps, digital storytelling platforms).
		   • Exploration of digital media: Students experiment with creating simple animations or digital stories related to climate change.

Social and Emotional Learning: *Competencies*	Social and Emotional Learning: *Sub-Competencies*	Presenting and Reflecting
and empathetic awareness.		

Social and Emotional Learning: *Competencies*	Social and Emotional Learning: *Sub-Competencies*
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. - (5) Develop & refine artistic techniques & work for presentation. - (6) Convey meaning through the presentation of artistic work. SEL/Respond	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. CONSOLIDATED EQ (2) How do artists make creative decisions? SEL/Create CONSOLIDATED EU (3)

Presenting and Reflecting

- Session 7:
  - Finalizing and polishing media artworks created in the previous sessions.
  - Peer sharing: Students share their media artworks with classmates and discuss the messages they convey about climate change.
- Session 8:
  - Reflection: Guided discussion about the process of creating media artworks and the messages conveyed about climate change.
  - Display of students' media artworks in the classroom or school to raise awareness about environmental issues.

Assessment:

- Formative assessments throughout the unit, including observations, discussions, and feedback during activities and projects.
- Summative assessment based on students' final media artworks, assessing their ability to express ideas about climate change through different media art forms.

Interdisciplinary Connections:

- (7) Perceive and analyze artistic work. - (8) Interpret intent and meaning in artistic work. - (9) Apply criteria to evaluate artistic work. -	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? SEL/Perform CONSOLIDATED EU (5) Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their	● Integration of academic content (e.g., science concepts related to climate change) into media art projects. ● Connection to literacy skills through storytelling and narrative development. ● Incorporation of social-emotional learning by fostering empathy and understanding of global issues.

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/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.

CONSOLIDATED EQ (7)
How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?

SEL/Respond
CONSOLIDATED EU (8)
The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.

CONSOLIDATED EQ (8)
How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.

SEL/Respond
CONSOLIDATED EU (9)

Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.

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?

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: ● Observational assessments ● Exit tickets ● Show and Tell	**Benchmarks:** ● Rubric evaluations ● Tests/Quizzes **Summative Assessments:** ● End of Unit Projects ● Portfolios

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

• Large group instruction • Small group instruction • Think Pair Share • Cooperative group work • Multimedia presentations • Manipulatives • Leveled readers	• Utilize a multi-sensory approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake assessments. • Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed. • Student at Risk of School Failure: Deliver instruction utilizing varied learning styles, including audio, visual. and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.	• Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	• Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

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.	• 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.

	● 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 any formal or informal assessments.		

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*	X	Standards in Action: *Climate Change*		Diversity and Inclusion *C.18A:35-4.36.A*

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Disciplinary Concepts:* Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	Core Ideas:	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	Performance Expectation/s:	Make a list of different types of jobs and describe the skills associated with each job.

		Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.	