

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit
Producing Responding Connecting	Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work. Standard #: Anchor Standard 8 Description: Interpreting intent and meaning. Standard #: Anchor Standard 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Artistic Practice:	Performance Expectation/s:	
Producing Integrate, Practice, Present Responding Perceive, Evaluate, Interpret Connecting Synthesize, Relate	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.	Activity Description: Unit Title: Exploring Media Arts and Everyday Life Standards: <ul style="list-style-type: none"> ● 1.2.2.Pr4 ● 1.2.2.Re8

	<p>b. Practice combining varied academic, arts, and media content to form media artworks.</p> <p>2nd 1.2.2.Re8 a. Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.</p> <p>2nd 1.2.2.Cn11 a. Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.</p> <p>b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.</p>	<ul style="list-style-type: none"> ● 1.2.2.Cn11 <p>Unit Overview:</p> <p>In this unit, students will explore how media arts relate to everyday life, cultural contexts, and themes such as climate change. They will practice combining different art forms and media content to create artworks that reflect their experiences, interests, and understanding of the world around them.</p> <p>Introduction to Media Arts and Everyday Life</p> <ul style="list-style-type: none"> ● Session 1: <ul style="list-style-type: none"> ● Introduction to media arts: What are media artworks? Examples of different types of media artworks (e.g., illustrations, animations). ● Group discussion: How do media artworks relate to our everyday lives? ● Session 2: <ul style="list-style-type: none"> ● Exploration of everyday themes: Students brainstorm and share ideas about daily activities, family life, and community. <p>Combining Art Forms and Media Content</p> <ul style="list-style-type: none"> ● Session 3:
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	

<ol style="list-style-type: none"> 1. Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. 2. 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. 3. Understanding connections to varied contexts and daily life enhances a media artist's work. 	<ol style="list-style-type: none"> 1. How are complex media arts experiences constructed? At what point is a work considered "complete"? 2. 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? 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? 	<ul style="list-style-type: none"> ● Introduction to combining art forms: How can we combine drawing, storytelling, and other art forms to create media artworks? ● Guided activity: Students work in small groups to create collaborative artworks combining different art forms and media content. ● Session 4: <ul style="list-style-type: none"> ● Practice combining academic content: Students explore ways to integrate academic concepts (e.g., math, science) into their media artworks. <p>Exploring Cultural Context</p> <ul style="list-style-type: none"> ● Session 5: <ul style="list-style-type: none"> ● Introduction to cultural context: What does it mean to consider personal and cultural context when creating and interpreting media artworks? ● Guided discussion: Students share observations about how their own cultural backgrounds influence their perceptions of media artworks. ● Session 6: <ul style="list-style-type: none"> ● Cultural exploration: Students explore media artworks from different cultures and discuss the meanings and purposes behind them. <p>Connection to Climate Change</p>
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Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<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. - (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. 	<p>SEL/Perform</p> <p>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> <p>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>	<ul style="list-style-type: none"> ● Session 7: <ul style="list-style-type: none"> ● Introduction to climate change: What is climate change, and how does it impact our daily lives and the environment? ● Guided activity: Students create media artworks that raise awareness about climate change and its effects on everyday life. ● Session 8: <ul style="list-style-type: none"> ● Sharing and discussion: Students present their climate change-themed media artworks and discuss the messages and meanings behind them. <p>Interacting with Media Arts Tools</p> <ul style="list-style-type: none"> ● Session 9: <ul style="list-style-type: none"> ● Introduction to media arts tools and environments: How can we interact with media arts tools safely and responsibly? ● Guided activity: Students practice using various media arts tools and environments, considering safety, rules, and fairness. ● Session 10: <ul style="list-style-type: none"> ● Hands-on exploration: Students have time to experiment with different media arts tools and environments under teacher guidance.

<p>- (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</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 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>Reflection and Presentation</p> <ul style="list-style-type: none">● Session 11:<ul style="list-style-type: none">● Reflection: Guided discussion on the connections between media artworks, everyday life, cultural contexts, and themes such as climate change.● Session 12:<ul style="list-style-type: none">● Presentation of final artworks: Students share their completed media artworks with classmates, families, and the school community.● Celebration of learning: Reflect on the unit and celebrate students' achievements in exploring media arts and their connections to everyday life. <p>Assessment:</p> <ul style="list-style-type: none">● Formative assessments throughout the unit, including observations, discussions, and feedback during activities and projects.● Summative assessment based on students' ability to combine art forms and media content, consider cultural contexts, and interact appropriately with media arts tools and environments. <p>Interdisciplinary Connections:</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> <p>CONSOLIDATED EQ (9)</p>	<ul style="list-style-type: none">● Integration of academic content (e.g., math, science) into media art projects.● Connection to social-emotional learning by fostering empathy, understanding of cultural diversity, and awareness of global issues such as climate change.● Incorporation of safety, rules, and fairness considerations when interacting with media arts tools and environments.
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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?

SEL/Connect

CONSOLIDATED EU (10)

Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

CONSOLIDATED EQ (10)

How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?

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.			
CONSOLIDATED EQ (11) What relationships are uncovered when people 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?			
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> ● Observational assessments ● Exit tickets ● Show and Tell 		Benchmarks: <ul style="list-style-type: none"> ● Rubric evaluations ● Tests/Quizzes Summative Assessments: <ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● Large group instruction ● Small group instruction ● Think Pair Share 	<ul style="list-style-type: none"> ● Utilize a multi-sensory approach during instruction, provide alternate presentations of skills by 	<ul style="list-style-type: none"> ● Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, 	<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities, integrate active teaching/learning

<ul style="list-style-type: none"> • Cooperative group work • Multimedia presentations 	<p>varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake assessments.</p> <ul style="list-style-type: none"> • 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. 	<p>oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.</p>	<p>opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.</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 <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"> ● Large group instruction ● Small group instruction ● Think Pair Share ● Cooperative group work ● Multimedia presentations ● Manipulatives ● Leveled readers 	<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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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	Standards in Action: <i>Climate Change</i>	Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<i>Core Ideas:</i>	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.
	<i>Performance Expectation/s:</i>	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.