

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	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
Creating Producing Connecting	<p>Standard #: Anchor Standard 3 Description: Refining and completing products.</p> <p>Standard #: Anchor Standard 6 Description: Conveying meaning through art.</p> <p>Standard #: Anchor Standard 10 Description: Synthesizing and relating knowledge and personal experiences to create products.</p>	
Artistic Practice:	Performance Expectation/s:	
Creating Conceive, Develop, Construct Producing Integrate, Practice, Present Connecting Synthesize, Relate	8th 1.2.8.Cr3 a. Experiment with and implement multiple approaches that integrate content and stylistic conventions. b. Communicate and intentional	Activity Description: Unit Title: Exploring Creative Expression in Media Arts Standards: <ul style="list-style-type: none"> ● 1.2.8.Cr3 ● 1.2.8.Pr6

	<p>purpose and meaning utilizing varying point of view and perspective.</p> <p>c. Refine and modify artistic choices to select an understanding of purpose, narrative structures, composition, audience, and context.</p> <p>8th 1.2.8.Pr6 a. Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.</p> <p>b. Analyze benefits and impacts from presenting media artworks.</p> <p>8th 1.2.8.Cn10 a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.</p> <p>b. Explain and demonstrate how</p>	<ul style="list-style-type: none">● 1.2.8.Cn10 <p>Unit Overview:</p> <p>This unit focuses on fostering creativity, intentionality, and cultural awareness in media arts production. Students will experiment with various approaches to integrate content and stylistic conventions, communicate purpose and meaning through different perspectives, and refine artistic choices to enhance their understanding of narrative structures, composition, audience, and context. Additionally, students will analyze and design presentation formats, evaluate the benefits and impacts of presenting media artworks, and explore how media artworks expand meaning and create cultural experiences, with a focus on LGBT and disability representation.</p> <p>Exploring Creative Approaches</p> <ul style="list-style-type: none">● Session 1:<ul style="list-style-type: none">● Introduction to the unit: Overview of creative expression in media arts.● Brainstorming session: Students generate ideas and approaches to integrate content and stylistic conventions in media artworks.
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	<p>media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.</p>	<p>Communicating Purpose and Meaning</p> <ul style="list-style-type: none"> ● Session 2: <ul style="list-style-type: none"> ● Discussion: Students explore different points of view and perspectives to communicate intentional purpose and meaning in media artworks. ● Session 3: <ul style="list-style-type: none"> ● Artistic expression activity: Students create media artworks that reflect varying points of view and perspectives, focusing on conveying purpose and meaning effectively. <p>Refining Artistic Choices</p> <ul style="list-style-type: none"> ● Session 4: <ul style="list-style-type: none"> ● Narrative structures: Students analyze narrative structures in media artworks and how they influence artistic choices. ● Session 5: <ul style="list-style-type: none"> ● Artistic critique: Students critique their own and peers' artworks, focusing on refining artistic choices to enhance purpose, composition, and audience engagement. <p>Designing Presentation Formats</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ol style="list-style-type: none"> 1. The forming, integration and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. 2. Media artists present, share, and distribute media artworks through various social, cultural, and political contexts. 3. Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. 	<ol style="list-style-type: none"> 1. How can an artist construct a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work? 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? 	

	<p>3. How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?</p>	<ul style="list-style-type: none"> ● Session 6: <ul style="list-style-type: none"> ● Presentation formats: Students explore various presentation formats for media artworks, such as exhibitions, screenings, and online platforms. ● Session 7: <ul style="list-style-type: none"> ● Designing presentations: Students design and plan presentations for their media artworks, considering audience, context, and intended impact. <p>Analyzing Benefits and Impacts</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<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. 	<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)</p>	<ul style="list-style-type: none"> ● Session 8: <ul style="list-style-type: none"> ● Benefits of presenting media artworks: Students analyze the benefits and impacts of presenting media artworks in different formats and contexts. ● Session 9: <ul style="list-style-type: none"> ● Group discussion: Students share their analyses and insights on the benefits and impacts of presenting media artworks, considering audience reception and cultural significance. <p>Exploring Cultural Representation</p> <ul style="list-style-type: none"> ● Session 10: <ul style="list-style-type: none"> ● Accessing resources: Students research and access internal and external resources, including

<p>- (5) Develop & refine artistic techniques & work for presentation.</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>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 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</p>	<p>cultural and societal knowledge and exemplary works, to inform the creation of media artworks.</p> <ul style="list-style-type: none"> ● Session 11: <ul style="list-style-type: none"> ● Exploring cultural experiences: Students explore how media artworks expand meaning and create cultural experiences, focusing on representation of LGBT and disability communities in local and global events. ● Session 12: <ul style="list-style-type: none"> ● Reflection and presentation: Students reflect on their learning journey throughout the unit and present their media artworks, discussing their creative approaches, communicative intent, and cultural considerations, with a focus on LGBT and disability representation. <p>Assessment:</p> <ul style="list-style-type: none"> ● Formative assessments throughout the unit, including observations, discussions, and feedback during brainstorming, artistic expression, critique, and presentation design activities. ● Summative assessment based on students' ability to experiment with creative approaches, communicate purpose and meaning effectively, refine artistic choices, design presentation formats, analyze benefits and impacts, and explore cultural representation in media
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	<p>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> <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>artworks with a connection to LGBT and disability representation.</p> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">● Integration of academic skills (e.g., creativity, critical thinking, communication) through media arts production, critique, analysis, and presentation design.● Connection to social-emotional learning by fostering empathy, cultural awareness, and appreciation for diversity through the exploration of LGBT and disability representation in media artworks.● Incorporation of media literacy skills to enhance students' ability to access, evaluate, and use internal and external resources, analyze cultural experiences in media artworks, and understand their impact on society and identity.
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	<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/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</p>	
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	<p>interactions with an analysis of the arts.</p> <p>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?</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"> ● Observational assessments ● Exit tickets ● Presentations 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Rubric evaluations ● Tests/Quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● End of Unit Projects ● Portfolios 	
<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>
<ul style="list-style-type: none"> ● Online media archives and libraries ● Educational websites 	<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"> • Audio and Visual equipment • Online editing software 	<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>
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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 *Strategies & Techniques***

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 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>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		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.