

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45
<b>Artistic Process:</b>	<b>Anchor Standard:</b> <i>General Knowledge &amp; Skills</i>	<b>Recommended Activities, Investigations,                      Interdisciplinary Connections, and/or Student                      Experiences to Explore NJSLS-VPA within Unit</b>
Producing Responding Connecting	<b>Standard #:</b> Anchor Standard 4 <b>Description:</b> Selecting, analyzing, and interpreting work.  <b>Standard #:</b> Anchor Standard 8 <b>Description:</b> Interpreting intent and meaning.  <b>Standard #:</b> Anchor Standard 11 <b>Description:</b> Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<b>Producing</b> Integrate, Practice, Present  <b>Responding</b> Perceive, Evaluate, Interpret  <b>Connecting</b> Synthesize, Relate	<b>8th</b> 1.2.8.Pr4 a. Experiment with and integrate multiple forms, approaches, and content to coordinate, produce, and implement media artworks that convey purpose and meaning (e.g., narratives, video	<b>Activity Description:</b> Unit Title: Exploring Multimedia Artistic Expression and Analysis  Standards: <ul style="list-style-type: none"> <li>● 1.2.8.Pr4</li> </ul>

	<p>games, interdisciplinary projects, multimedia theatre).</p> <p><b>8th</b> 1.2.8.Re8 a. Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.</p> <p><b>8th</b> 1.2.8.Cn11 a. Access, evaluate, and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works.)</p> <p>b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, and media literacy).</p>	<ul style="list-style-type: none"><li>● 1.2.8.Re8</li><li>● 1.2.8.Cn11</li></ul> <p>Unit Overview:</p> <p>This unit focuses on exploring multimedia artistic expression, analysis of media artworks, and understanding the cultural context in which they are created. Students will experiment with integrating multiple forms, approaches, and content to produce media artworks that convey purpose and meaning. They will also analyze the intent, meanings, and context of various media artworks, focusing on detecting bias, opinion, and stereotypes. Additionally, students will learn to access, evaluate, and use internal and external resources to inform their creation of media artworks, while considering ethical and legal considerations such as fair use, copyright, and media literacy, with a connection to climate change.</p> <p>Introduction to Multimedia Artistic Expression</p> <ul style="list-style-type: none"><li>● Session 1:<ul style="list-style-type: none"><li>● Introduction to the unit: Overview of multimedia artistic expression and its significance.</li><li>● Brainstorming session: Students generate ideas for media artworks that integrate multiple forms, approaches, and content.</li></ul></li></ul>
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Enduring Understanding/s:	Essential Question/s:	
<ol style="list-style-type: none"> <li>1. Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</li> <li>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.</li> <li>3. Understanding connections to varied contexts and daily life enhances a media artist's work.</li> </ol>	<ol style="list-style-type: none"> <li>1. How are complex media arts experiences constructed? At what point is a work considered "complete"?</li> <li>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?</li> <li>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</li> </ol>	<p>Experimenting with Multiple Forms and Approaches</p> <ul style="list-style-type: none"> <li>● Session 2:           <ul style="list-style-type: none"> <li>● Exploration of forms: Students experiment with various forms of media arts, such as narratives, video games, and interdisciplinary projects.</li> </ul> </li> <li>● Session 3:           <ul style="list-style-type: none"> <li>● Integration of content: Students integrate different content elements into their media artworks to convey purpose and meaning effectively.</li> </ul> </li> </ul> <p>Analyzing Media Artworks</p> <ul style="list-style-type: none"> <li>● Session 4:           <ul style="list-style-type: none"> <li>● Analysis of media artworks: Students analyze the intent, meanings, and context of various media artworks, focusing on intentions, forms, and detecting bias, opinion, and stereotypes.</li> </ul> </li> <li>● Session 5:           <ul style="list-style-type: none"> <li>● Group discussion: Students share their analyses and insights on the cultural context of media artworks, considering ethical and legal considerations such as fair use, copyright, and media literacy.</li> </ul> </li> </ul>

	creation, performance and response to media arts?	<p>Accessing and Evaluating Resources</p> <ul style="list-style-type: none"> <li>● Session 6:                     <ul style="list-style-type: none"> <li>● Accessing resources: Students learn to access and evaluate internal and external resources, including cultural and societal knowledge, research, and exemplary works, to inform the creation of their media artworks.</li> </ul> </li> <li>● Session 7:                     <ul style="list-style-type: none"> <li>● Research activity: Students conduct research on relevant topics, such as climate change, to deepen their understanding and inform their media artworks.</li> </ul> </li> </ul> <p>Creating Media Artworks</p> <ul style="list-style-type: none"> <li>● Session 8:                     <ul style="list-style-type: none"> <li>● Production phase: Students work on creating their media artworks, applying the knowledge and skills gained from the previous sessions.</li> </ul> </li> <li>● Session 9:                     <ul style="list-style-type: none"> <li>● Peer feedback: Students provide constructive feedback to their peers on their media artworks, focusing on purpose, meaning, and cultural relevance.</li> </ul> </li> </ul>
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></p>	
<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> <li>- (6) Convey meaning through the presentation of artistic work.</li> </ul> <p>SEL/Respond</p> <ul style="list-style-type: none"> <li>- (7) Perceive and analyze artistic work.</li> <li>- (8) Interpret intent and meaning in artistic work.</li> <li>- (9) Apply criteria to evaluate artistic work.</li> </ul> <p>SEL/Connect</p> <ul style="list-style-type: none"> <li>- (10) Synthesize and relate knowledge and</li> </ul>	<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, &amp; refine their presentation/ performance over time through openness to new ideas, persistence, and the</p>	

<p>personal experiences to make art.</p> <ul style="list-style-type: none"> <li>- (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</li> </ul>	<p>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 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</p>	<p>Presentation and Reflection</p> <ul style="list-style-type: none"> <li>● Session 10:                     <ul style="list-style-type: none"> <li>● Presentation preparation: Students prepare to present their media artworks to the class, highlighting their creative approaches, intended meanings, and cultural connections.</li> </ul> </li> <li>● Session 11:                     <ul style="list-style-type: none"> <li>● Presentation of media artworks: Students present their completed media artworks to the class, followed by a discussion on the cultural experiences and connections portrayed in the artworks, with a focus on climate change.</li> </ul> </li> <li>● Session 12:                     <ul style="list-style-type: none"> <li>● Reflection and feedback: Students reflect on their learning journey throughout the unit and provide feedback on the unit content, activities, and their own growth as media artists.</li> </ul> </li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Formative assessments throughout the unit, including observations, discussions, and feedback during brainstorming, analysis, research, and creation activities.</li> <li>● Summative assessment based on students' ability to experiment with multiple forms, approaches, and content, analyze media artworks, access and evaluate</li> </ul>
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	<p>context(s) of the arts and artistic works.</p> <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</p>	<p>resources, create media artworks, and present their artworks effectively with a connection to climate change.</p> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"><li>● Integration of academic skills (e.g., creativity, critical thinking, communication) through multimedia artistic expression, analysis, and research.</li><li>● Connection to social-emotional learning by fostering empathy, cultural awareness, and ethical considerations through the exploration of media artworks and their cultural contexts.</li><li>● Incorporation of media literacy skills to enhance students' ability to access, evaluate, and use internal and external resources ethically and legally, considering fair use, copyright, and media literacy principles, particularly in relation to climate change discourse.</li></ul>
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	<p>performance and interpretation of artistic works.</p> <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>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)</p>	
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	<p>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 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 align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><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>● Observational assessments</li> <li>● Exit tickets</li> <li>● Presentations</li> </ul>	<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Rubric evaluations</li> <li>● Tests/Quizzes</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● End of Unit Projects</li> <li>● Portfolios</li> </ul>	
<p align="center"><b>Differentiated Student Access to Content:          Teaching and Learning Resources/Materials</b></p>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <li>• Online media archives and libraries</li> <li>• Educational websites</li> <li>• Audio and Visual equipment</li> <li>• Online editing software</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<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>			
<p><b>Differentiated Student Access to Content:          Recommended <i>Strategies &amp; Techniques</i></b></p>			
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</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>needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
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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>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b><i>Disciplinary Concepts:</i></b> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<b><i>Core Ideas:</i></b>	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.
	<b><i>Performance Expectation/s:</i></b>	<p>Make a list of different types of jobs and describe the skills associated with each job.</p> <p>Demonstrate openness to new ideas and perspectives.</p> <p>Demonstrate originality and inventiveness in work.</p> <p>Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>Identify possible approaches and resources to execute a plan.</p> <p>Use a variety of types of thinking to solve problems.</p> <p>Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.</p>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>	