

Marking Period		Unit Title	Recommended Instructional Days
2		Marking Period 2	45
<b>Artistic Process:</b>	<b>Anchor Standard: General Knowledge &amp; Skills</b>	<b>Recommended Activities, Investigations,                      Interdisciplinary Connections, and/or Student                      Experiences to Explore NJSLs-VPA within Unit</b>	
Creating Producing Responding	<b>Standard #:</b> Anchor Standard 2 <b>Description:</b> Organizing and developing ideas		
	<b>Standard #:</b> Anchor Standard 5 <b>Description:</b> Developing and refining techniques and models or steps needed to create products.		
	<b>Standard #:</b> Anchor Standard 8 <b>Description:</b> Interpreting intent and meaning.		
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>		
<b>Creating</b> Conceive Develop Construct  <b>Producing</b> Practice Integrate Present	<b>HS Advanced</b> 1.2.12adv.Cr.2 a. Fluently integrate a sophisticated personal aesthetic for media arts productions.  b. Knowledge of systems, prototypes and production processes with consideration of	<b>Sample Activity Description:</b> Unit Title: Skill Development for Television Studio Production  Objective: Students will employ mastered artistic, design, technical, and soft skills in managing and producing media artworks. They will fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions. Additionally, they	

<p><b>Responding</b> Perceive Interpret Evaluate</p>	<p>complex constraints of goals, time, resources, and personal limitations.</p> <p><b>HS Advanced</b> 1.2.12adv.Pr5</p> <p>a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.</p> <p>b. Fluently employs mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.</p> <p>c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.</p> <p><b>HS Advanced</b> 1.2.12adv.Re8</p> <p>a. Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.</p>	<p>will independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks. Furthermore, they will explore the connection between television production and diversity, inclusion, as well as global and cultural awareness.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"><li>● Whiteboard and markers</li><li>● Projector and screen</li><li>● Internet access for research</li><li>● Examples of television productions showcasing diversity and global/cultural awareness</li></ul> <p>Procedure:</p> <ol style="list-style-type: none"><li>1. Introduction:<ul style="list-style-type: none"><li>● Welcome students to the class and introduce the lesson topic: leveraging mastered skills and creativity in television production while emphasizing diversity, inclusion, and global/cultural awareness.</li><li>● Briefly discuss the importance of mastering artistic, technical, and soft skills in media production, as well as the significance of addressing diversity and global issues through media arts. (SS)</li></ul></li><li>2. Discussion:<ul style="list-style-type: none"><li>● Review the standard 1.2.12adv.Pr5 with the students, emphasizing the need for mastering skills, creativity, adaptability, and independent</li></ul></li></ol>
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Enduring Understanding/s:	Essential Question/s:	
<ol style="list-style-type: none"> <li>1. Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.</li> <li>2. Media artists require a range of skills and abilities to creatively solve problems.</li> <li>3. 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> </ol>	<ol style="list-style-type: none"> <li>1. How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?</li> <li>2. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</li> <li>3. 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> </ol>	<p>utilization of tools and systems in media production.</p> <ul style="list-style-type: none"> <li>● Lead a discussion on how these skills and attributes can be applied in television production, particularly in managing and producing media artworks that address complex challenges and promote diversity, inclusion, and global awareness.</li> </ul> <ol style="list-style-type: none"> <li>3. Activity - Case Study Analysis:             <ul style="list-style-type: none"> <li>● Present examples of television productions or segments that excel in showcasing diversity, inclusion, and global/cultural awareness.</li> <li>● Divide the class into small groups and assign each group a case study to analyze.</li> <li>● Instruct students to identify and discuss the artistic, technical, and soft skills employed in the production, as well as how creativity and adaptability were utilized to address complex challenges and promote diversity and global awareness.</li> </ul> </li> <li>4. Group Presentations:             <ul style="list-style-type: none"> <li>● Each group presents their analysis to the class, highlighting key insights about the showcased television production and its connection to the lesson objectives.</li> <li>● Encourage students to engage in constructive discussions and share their perspectives on the effectiveness of the productions in promoting diversity, inclusion, and global awareness.</li> </ul> </li> <li>5. Reflection:</li> </ol>

<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	
<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> <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> </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) How do artists make creative decisions?</p> <p>SEL/Create</p> <p>CONSOLIDATED EU (3) Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</p> <p>CONSOLIDATED EQ (3)</p>	<ul style="list-style-type: none"> <li>● Lead a class reflection on the importance of diversity, inclusion, and global/cultural awareness in television production.</li> <li>● Ask students to reflect and write on how they can apply the lessons learned from the case studies in their own television production projects, considering both artistic and technical aspects as well as broader social and cultural implications. (LA)</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>● Assign students to research and analyze additional television productions or segments that address diversity, inclusion, and global/cultural awareness. They can write a short reflection on the techniques and strategies employed in these productions and how they contribute to the broader discourse on these topics.</li> </ul> <p>Conclusion:</p> <p>By the end of the lesson, students should have a deeper understanding of how to employ mastered skills, creativity, and adaptability in television production while promoting diversity, inclusion, and global awareness. They should feel inspired to integrate these principles into their own media artworks and contribute to a more diverse and culturally aware media landscape.</p> <p><b>NJSLS#:</b> 1.2.12adv.Pr5                      a. Employ mastered artistic, design, technical, and soft skills in</p>

<ul style="list-style-type: none"><li>- (8) Interpret intent and meaning in artistic work.</li><li>- (9) Apply criteria to evaluate artistic work.</li></ul>	<p>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 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>managing and producing media artworks.</p> <p>b. Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.</p> <p>c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.</p> <p><b>Interdisciplinary Connections:</b> Language Arts (LA) Social Studies (SS)</p>
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	<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>	
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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>	
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	<p><b>CONSOLIDATED EQ (9)</b>                  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><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>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</p>	<p>Allow access to supplemental materials, including use of online bilingual dictionary.                   Meet with an ELL trained or</p>	<p>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</p>

<p>Eisner, E. (2002). <i>The Educational Imagination 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall</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>individual special needs, as well as to discuss whether or not homework is appropriate.</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>inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</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

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<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</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>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.</p>		
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b><i>Disciplinary Concept:</i></b> Global and Cultural Awareness</p>		
	<p><b><i>Core Ideas:</i></b></p>	<p>To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.</p>	
	<p><b><i>Performance Expectation/s:</i></b></p>	<p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>		
	<p>Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>		

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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