

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 Practice Integrate Present	HS Advanced 1.2.12adv.Cr3.a a. Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization. b. Intentionally and consistently	Sample Activity Description: Unit Title: Creating in BENTV Studio Objective: Students will independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks. They will interpret the use of media artworks to demonstrate a high degree of skill in creating new meaning, knowledge, and impactful cultural experiences. Additionally,

<p>Connecting Synthesize Relate</p>	<p>refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.</p> <p>1.2.12adv.pR6 a. Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts.</p> <p>b. Evaluate the benefits and impact at the global level from presenting media artworks, such as new understandings gained by the artist or audience.</p> <p>1.2.12adv.Cn10 a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.</p> <p>b. interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.</p>	<p>they will explore the connection between television production and diversity, critical thinking, and problem-solving.</p> <p>Materials Needed:</p> <ul style="list-style-type: none">● Whiteboard and markers● Projector and screen● Internet access for research● Examples of diverse media artworks for analysis <p>Procedure:</p> <ol style="list-style-type: none">1. Introduction:<ul style="list-style-type: none">● Welcome students to the class and introduce the lesson topic: accessing resources effectively to create impactful media artworks while considering diversity, critical thinking, and problem-solving.● Discuss the importance of utilizing high-quality resources to inform media production and how media artworks can contribute to cultural experiences and understanding.2. Discussion:<ul style="list-style-type: none">● Review the standard 1.2.12adv.Cn10 with the students, emphasizing the need for independent access to relevant resources and the interpretation of media artworks to create new meaning and knowledge.● Lead a discussion on the role of diversity in media production throughout history, critical thinking in analyzing media artworks, and
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Enduring Understanding/s:	Essential Question/s:	
<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? 3. How does engaging in creating media artworks enrich people's lives? How does making 	<p>problem-solving in addressing challenges within the industry. (SS)</p> <ol style="list-style-type: none"> 3. Activity - Resource Exploration: <ul style="list-style-type: none"> ● Provide students with a list of diverse resources relevant to television production, such as articles, videos, interviews, or case studies. ● Instruct students to independently explore these resources and select one that they find particularly insightful or inspiring. ● Encourage students to reflect on how the chosen resource informs their understanding of media production and its impact on diverse audiences and cultural experiences. 4. Group Discussion: <ul style="list-style-type: none"> ● Divide the class into small groups and facilitate a discussion where students share their selected resources and insights. ● Encourage students to critically analyze the content of the resources, considering different perspectives and implications for media production and cultural representation. ● Guide the discussion towards identifying how the interpretation of media artworks can lead to the creation of new meaning and knowledge. 5. Reflection: <ul style="list-style-type: none"> ● Lead a class reflection on the connections between accessing resources, interpreting media artworks, and promoting diversity, critical thinking, and problem-solving in television production.

	<p>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"> Ask students to reflect and write on how they can apply the lessons learned from this activity in their own media production projects, considering the importance of informed decision-making and creative expression. (LA) <p>Homework:</p> <ul style="list-style-type: none"> Assign students to research and analyze additional media artworks that showcase diversity and engage with critical issues. They can write a reflective essay discussing the impact of these artworks on cultural understanding and the role of critical thinking in media interpretation. <p>Conclusion:</p> <p>By the end of the lesson, students should have a deeper understanding of how to independently access resources and interpret media artworks to create impactful television productions. They should recognize the importance of diversity, critical thinking, and problem-solving in media production and feel empowered to apply these principles in their own creative endeavors.</p> <p>NJSLS#: 1.2.12adv.Cn10 a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks. b. interpret the use of media artworks in order to demonstrate a</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. (5) Develop & refine artistic techniques & 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) Artists organize and develop creative ideas by balancing what is known with what is new.</p> <p>CONSOLIDATED EQ (2)</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>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 works inform performance and presentation? How do artists interpret their works?</p> <p>SEL/Perform</p>	<p>high degree of skill to create new meaning, knowledge, and impactful cultural experiences.</p> <p>Interdisciplinary Connections: Social Studies (SS) Language Arts (LA)</p>
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	<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> <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</p>	
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	<p>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 interactions with an analysis of the arts.</p> <p>CONSOLIDATED EQ (11) What relationships are uncovered when people</p>	
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	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"> • Weekly Quizzes • Daily Q&A on movie segments, theme evaluation, director shooting styles, lessons learned 		Benchmarks: <ul style="list-style-type: none"> • Tests/Quizzes Summative Assessments: <ul style="list-style-type: none"> • Theme Tests • Marking Period Exams 	
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
Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press. Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall	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 individual special needs, as well as to discuss whether or not homework is appropriate.	Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or	Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Library of Congress. Film Preservation. https://www.loc.gov/programs/national-film-preservation-board/resources/television-resources/</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Siperstein, S., Hall, S., LeMenager, S. (2017) <i>Teaching Climate Change in the Humanities</i>. Routledge.</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>test to their individual needs.</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 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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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concept:</i> Critical Thinking and Problem-Solving	
	<i>Core Ideas:</i>	Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one’s use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.
	<i>Performance Expectation/s:</i>	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Utilize critical thinking to make sense of problems and persevere in solving them: Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through	

	to ensure the problem is solved, whether through their own actions or the actions of others.
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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	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>