

Marking Period		Unit Title	Recommended Instructional Days
4		Marking Period 4	45
Artistic Process:	Anchor Standard: General Knowledge & Skills	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 9 Description: Applying criteria to evaluate products.		
	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 Practice Integrate Present Responding Perceive Interpret	HS Advanced 1.2.12adv.Pr4 a. Synthesize various arts, media arts forms and academic content into unified media arts. HS Advanced 1.2.12adv.Re9	Sample Activity Description: Unit Title: Television Production and Career Planning Objective: Students will synthesize various arts, media arts forms, and academic content into unified media arts and produce the outline for a television production. Additionally, they will	

<p>Evaluate</p> <p>Connecting Synthesize Relate</p>	<p>a. Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes as well as considering complex goals and factors.</p> <p>HS Advanced 1.2.12adv.Cn11</p> <p>a. Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.</p> <p>b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.</p>	<p>explore the connection between television production, LGBT representation, and career awareness and planning.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> ● Whiteboard and markers ● Projector and screen ● Internet access for research ● Examples of television productions showcasing LGBT representation ● Career awareness resources <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: synthesizing arts, media forms, and academic content into unified television production while considering LGBT representation and career awareness. ● Discuss the importance of integrating diverse perspectives and content into media production, as well as the historical significance of LGBT representation in the media landscape. (SS) 2. Discussion: <ul style="list-style-type: none"> ● Review the standard 1.2.12adv.Pr4 with the students, emphasizing the need to synthesize various arts, media forms, and academic content in television production. ● Lead a discussion on how different forms of media arts, such as storytelling, cinematography,
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>1. Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</p>	<p>1. How are complex media arts experiences constructed? At what point is a work considered "complete"?</p>	

<p>2. Evaluation and critique are vital components of experiencing, appreciating, and producing media artworks.</p> <p>3. Understanding connections to varied contexts and daily life enhances a media artist's work.</p>	<p>2. How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?</p> <p>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?</p>	<p>and sound design, can be unified to create compelling television productions.</p> <ul style="list-style-type: none"> ● Introduce the importance of LGBT representation in media and discuss how television can be a platform for promoting inclusivity and diversity. <p>3. Activity - Television Production Outline:</p> <ul style="list-style-type: none"> ● Divide the class into small groups and assign each group the task of brainstorming the outline for a television production that incorporates diverse arts, media forms, academic content, and LGBT representation. ● Provide prompts to guide students in considering elements such as plot, characters, themes, visual style, and sound design. ● Encourage students to think creatively and collaboratively to develop a cohesive and engaging outline for their television production. <p>4. Group Presentations:</p> <ul style="list-style-type: none"> ● Each group presents their television production outline to the class, explaining their creative choices and how they integrated diverse elements into their concept. ● Encourage students to provide feedback and suggestions for improvement, focusing on the effectiveness of the outline in promoting LGBT representation and engaging the audience. <p>5. Career Awareness and Planning:</p> <ul style="list-style-type: none"> ● Briefly introduce students to resources for exploring careers in television production,
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	

<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/Perform</p> <p>CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p>	<p>including information on educational pathways, job roles, and industry trends.</p> <ul style="list-style-type: none"> ● Discuss the importance of career awareness and planning in pursuing a career in media arts, emphasizing the value of diverse representation and inclusivity in the industry.
<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>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>Homework:</p> <ul style="list-style-type: none"> ● Assign students to research and analyze television productions or segments that feature strong LGBT representation. They can write a reflection on the impact of these representations on audience perception and the importance of inclusive storytelling in media.
<p>SEL/Connect</p> <ul style="list-style-type: none"> - (10) Synthesize and relate knowledge and personal experiences to make art. - (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. 	<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> <p>CONSOLIDATED EQ (5) How do artists improve the quality of their presentation/performance?</p>	<p>Conclusion:</p> <p>By the end of the lesson, students should have developed an understanding of how to synthesize various arts, media forms, and academic content into unified television production. They should recognize the importance of LGBT representation in media and feel inspired to incorporate diverse perspectives into their own creative projects. Additionally, they should have gained awareness of career opportunities in television production and be motivated to pursue further exploration and planning in this field.</p> <p>NJSLS#: 1.2.12adv.Pr4 a. Synthesize various arts, media arts forms and academic content into unified media arts.</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>CONSOLIDATED EQ (7) How do artists comprehend and process creative experiences in ways that impact one's</p>	<p>Interdisciplinary Connections: Social Studies (SS)</p>
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	<p>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) How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience</p>	
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	<p>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) 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)</p>	
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	<p>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><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Weekly Quizzes • Daily Q&A on movie segments, theme evaluation, director shooting styles, lessons learned 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Tests/Quizzes <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Theme Tests • Marking Period Exams 	
<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>
<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</p>	<p>Allow access to supplemental materials, including use of online bilingual dictionary.</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 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <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>classwork, quiz or test to their 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>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 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

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"> ● 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 	<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.

	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.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concept:</i> Career Awareness and Planning		
	<i>Core Ideas:</i>	Plan education and career paths aligned to personal goals	
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> • There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. • Career planning requires purposeful planning based on research, self-knowledge, and informed choices. • An individual's income and benefit needs and financial plan can change over time. • Incomes involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans. • Understanding income involves an analysis of payroll taxes, deductions and earned benefits. • There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals. 	
	Career Readiness, Life Literacies, & Key Skills Practices		
	Plan education and career paths aligned to personal goals: Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways		

	<p>available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
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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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>