

Moonachie School District Media Arts Curriculum: Grades 3 - 5

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022
Re-Adopted: August 26, 2025

1.2 Media Arts: Grades 3-5

ARTISTIC PROCESS: Creating

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 1: Generating and conceptualizing ideas	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.	How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?	Conceive
Anchor Standard 2: Organizing and developing ideas.	Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.	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?	Develop
Anchor Standard 3: Refining and completing products.	The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.	How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?	Construct

PERFORMANCE EXPECTATIONS

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.

1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.

1.2.5.Cr1e: Model ideas and plans in an effective direction.

1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.

1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.

1.2.5.Cr2b: Model ideas, plan in an effective direction.

1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.

1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.

1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Advertising Market Core/Target Audience Pitch Messaging Product Placement Ads Direction Commercial Production Slogan Brand Awareness Endorsements Brand Loyalty USP (unique selling point)	<p>Grade 3: Students will learn how media makers brainstorm ideas, use certain tools (equipment) and techniques to make productions as well as understand their audience before creating a media arts piece.</p> <p>Grade 4: Students will learn how media makers brainstorm ideas, use certain tools (equipment) and techniques to make productions as well as understand their audience before creating a media arts piece.</p> <p>Grade 5: Students will learn how media makers brainstorm ideas, use certain tools (equipment) and techniques to make productions as well as understand their audience before creating a media arts piece.</p>	<p>Grade 3: Attraction of Toy Commercials Students should also be introduced to the process of advertising which involves identifying the audience you want to reach; creating the message that will appeal to this audience; and positioning or placement of the message where the target audience is likely to best see it. Students will be engaged in a discussion about advertising and commercials. They will read and discuss an article on toy ad tricks. Using a video segment from the "Buy Me That" series, they will learn that because a toy looks good in a commercial, does not mean it will perform that way in reality.</p> <p>Grade 4: Buy Me That Students will be reminded of the process of advertising which involves identifying the audience you want to reach; creating the message that will appeal to this audience; and positioning or placement of the message where the target audience is likely to best see it. Students will identify the audience you want to reach; create the message that will appeal to this audience; and positioning or placement of the message where the target audience is likely to best see it. Their goal is to have a plan for a commercial that will entice their audience to purchase their product or believe their message.</p> <p>Grade 5: Buy Me That Students will be reminded of the process of advertising which involves identifying the audience you want to reach; creating the message that will appeal to this audience; and positioning or placement of the message where the target audience is likely to best see it. Students will identify the audience you want to reach; create the message that will appeal to this audience; and positioning or placement of the message where the target audience is likely to best see it. Their goal is to</p>	<p>Grade 3: Toy Review Have students discuss in groups about a toy they received for the holidays or birthday that failed to live up to expectations made in a commercial? Students will write a letter to the toy maker, toy store, newspaper, President of the US, or TV network. They will explain how they were tricked by the artistic goal of the advertisement by certain methods, materials or communication of the advertisement.</p> <p>Grade 4: I'd Buy That After viewing peers pitches for a commercial students will determine which idea they were persuaded by. Students will fill in a checklist for each other's pitches as well as one for their own.</p> <p>Grade 5: I'd Buy That After viewing peers pitches for a commercial students will determine which idea they were persuaded by. Students will fill in a checklist for each other's pitches as well as one for their own.</p>

		create a commercial that will entice their audience to purchase their product or believe their message.	
Resources/Materials	http://www.frankwbaker.com/toy_ad_tricks.pdf		
Interdisciplinary Connections	<p>ELA</p> <p>Grade 3-</p> <p>RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p>RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic,</p> <p>SL.3.1., SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p> <p>Grade 4-</p> <p>RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas</p> <p>RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p> <p>W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic</p> <p>W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources</p> <p>SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly</p> <p>Grade 5-</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears</p> <p>RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)</p> <p>W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources</p> <p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</p>		
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> ● 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy. ● 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals. ● 9.1.5.FP.2: Identify the elements of being a good steward of money. ● 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences. 		

	<ul style="list-style-type: none"> 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
Computer Science and Design Thinking	<ul style="list-style-type: none"> 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.2 Media Arts: Grades 3-5			
ARTISTIC PROCESS: Producing			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4: Selecting, analyzing and interpreting work.	Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.	How are complex media arts experiences constructed? At what point is a work considered "complete"?	Practice
Anchor Standard 5: Developing and refining techniques and models or steps needed to create	Media artists require a range of skills and abilities to creatively solve problems.	How are creativity and innovation developed within and through media arts productions? How do media	Integrate

products.		artists use various tools and techniques?	
Anchor Standard 6: Conveying meaning through art.	Media artists present, share and distribute media artworks through various social, cultural and political contexts.	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?	Present

PERFORMANCE EXPECTATIONS

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.
1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.
1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.
1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.
1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.
1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.
1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.
1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Scene Character Storyboard Theme Innovation Media artist Format Unity Sequencing Flow Perspective/POV Culture Community	<p>Grade 3: Students will be able to use intentional compositional structures and visual elements to represent key moments in a storyboard.</p> <p>Grade 4: Students will be able to use intentional compositional structures and visual elements to represent key moments in a storyboard.</p> <p>Grade 5: Students will be able to</p>	<p>Grade 3: Visual Vocabulary Boards - Teacher will read a story to the class. Students will choose 3 vocabulary words from the text and use Storyboard That to illustrate the meaning of the word in a cell using a combination of scenes, characters and items.</p> <p>Grade 4: Setting Comparison - Students will use two familiar texts and a T-Chart storyboard to compare the setting in each text. Students must use quotes from the text, characters and scenes.</p> <p>Grade 5: Multiple Themes - Teacher will read or point out a novel with multiple themes. Students will</p>	<p>Grade 3: Guess that Word - Students will present their storyboard cells to the class, but each vocabulary word will be hidden. Classmates must identify the vocabulary word. Teacher will use a rubric to</p> <p>Grade 4: Setting Identification - Students will share their T-Chart with a partner and have their partner guess which text and setting they have created.</p>

	use intentional compositional structures and visual elements to represent key moments in a storyboard.	create a storyboard that illustrate instances of each theme and write a short description below each cell.	Grade 5: Battle of the Themes - Students will present their storyboards to the class. The class will determine which theme is most fitting for the novel and explain why.
Resources/Materials	Storyboard templates, T-chart storyboard templates, Storyboard examples, art materials for drawing, Canva storyboard options (free), highlighters, pre-printed character images and quotes to collage and paste.		
Interdisciplinary Connections	<p>ELA</p> <p>Grade 3-</p> <p>RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur</p> <p>RL.MF.3.6. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic,</p> <p>SL.3.1., SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly</p> <p>Grade 4-</p> <p>RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas</p> <p>RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p> <p>W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic</p> <p>W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources</p> <p>SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly</p> <p>Grade 5-</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears</p> <p>RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)</p> <p>W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources</p>		

	SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
Computer Science and Design Thinking	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.2 Media Arts: Grades 3-5			
ARTISTIC PROCESS: Responding			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 7: Perceiving and analyzing products.	An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?	Perceive
Anchor Standard 8:	Interpretation and appreciation of an artwork and its	How do people relate to and interpret	Interpret

Interpreting intent and meaning.	media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.	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?	
Anchor Standard 9: Applying criteria to evaluate products.	Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.	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?	Evaluate

PERFORMANCE EXPECTATIONS

1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
"Read" Analyze Interpret Main Idea Message Camera Position Lighting	<p>Grade 3: Students will analyze and interpret media text while being an active, critical viewer and listener.</p> <p>Grade 4: Students will analyze and interpret media text while being an active, critical viewer and listener.</p> <p>Grade 5: Students will analyze and interpret media text while being an active, critical viewer and listener.</p>	<p>Grade 3: Using a film clip related to climate change found online students will use critical viewing skills to begin the process of identifying meaning and messages of a film. Teacher will explain how filmmakers tell stories, create meaning and to better understand the languages of moving images. Students will view the clip passively. After teaching the languages of a film and how producers convey a message or meaning, students will receive index cards and take notes on ways the creator sends messages and meanings. Students will watch the film a second time as an active, critical viewer and listener.</p> <p>Grade 4: Using a film clip from a group project created by peers about climate change, students will use critical viewing skills to begin the process of identifying meaning and messages of a film. Teacher will review how filmmakers tell stories, create meaning and to better understand the languages of moving images. Students will view the clip</p>	<p>Grade 3: Students will discuss with a partner the languages noted during the active observations and the message or meaning they think the author is trying to convey.</p> <p>Grade 4: Students will discuss with a group the languages noted during the active observations and the message or meaning they think the author is trying to convey.</p> <p>Grade 5: Students will create a Powerpoint to share with the class. They will share the languages noted during the</p>

		<p>passively. After teaching the languages of a film and how producers convey a message or meaning, students will receive index cards and take notes on ways the creator sends messages and meanings. Students will watch the film a second time as an active, critical viewer and listener.</p> <p>Grade 5: Using a film clip created by a peer about climate change, students will use critical viewing skills to begin the process of identifying meaning and messages of a film. Teacher will review how filmmakers tell stories, create meaning and to better understand the languages of moving images. Students will view the clip passively. After teaching the languages of a film and how producers convey a message or meaning, students will receive index cards and take notes on ways the creator sends messages and meanings. Students will watch the film a second time as an active, critical viewer and listener.</p>	active observations and the message or meaning they think the author is trying to convey.
Resources/Materials	https://web.archive.org/web/20150730020818/http://www.frankwbaker.com/sde_art_lesson_plan_film.htm		
Interdisciplinary Connections	<p>ELA</p> <p>Grade 3-</p> <p>RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p>RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic,</p> <p>SL.3.1., SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p> <p>Grade 4-</p> <p>RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas</p> <p>RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p> <p>W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic</p> <p>W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources</p> <p>SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly</p>		

	<p>Grade 5-</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears</p> <p>RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)</p> <p>W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources</p> <p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</p>
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6). 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
Computer Science and Design Thinking	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments

				Counseling
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1.2 Media Arts: Grades 3-5			
ARTISTIC PROCESS: Connecting			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Through creating media artworks, people make meaning by investigating and developing an awareness of culture and experiences.	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?	Synthesize
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	Understanding connections to varied contexts and daily life enhances a media artist's work.	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?	Relate
PERFORMANCE EXPECTATIONS			
1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.			
1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.			
1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).			
1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Context Meaning Personal Aesthetic	Grade 3: Students will view several video examples and then create their own video about a personal interest. Grade 4: Students will view several video examples and then create their own video about a personal interest related to their	Grade 3: Students will view informational or instructional videos on Youtube. Afterwards, students will make their own instructional or informational video, no longer than 5 minutes, where they share a particular topic or skill of interest to them. Have them select a recipient of the video and share it with them via email or text message. Grade 4: Students will view informational or	Grade 3: Closure questions & Rubric - How did you choose your topic, What did you learn from watching videos and then creating your own, Do you think others could learn from your video... Grade 4: Closure questions &

	<p>culture.</p> <p>Grade 5: Students will view several video examples and then create their own video about a personal interest related to their culture.</p>	<p>instructional videos on Youtube related to other creators' cultures. For example, learning how to make a food dish from another culture, learning a dance move from another culture, or learning about different types of clothing from another culture. Afterwards, students will make their own instructional or informational video, no longer than 5 minutes, where they share a particular topic or skill related to their culture. Have them select a recipient of the video and share it with them via email or text message.</p> <p>Grade 5: Students will view informational or instructional videos on Youtube related to other creators' cultures. While watching, students will take notes. Have them note which aspects make it worthwhile to view. Also, have them note which aspects are less successful and how they will avoid doing them in their own video. For example, learning how to make a food dish from another culture, learning a dance move from another culture, or learning about different types of clothing from another culture. Afterwards, students will make their own instructional or informational video, no longer than 5 minutes, where they share a particular topic or skill related to their culture. Have them select a recipient of the video and share it with them via email or text message.</p>	<p>Rubric - How did you choose your topic, What did you learn from watching videos and then creating your own, Do you think others could learn from your video...</p> <p>Grade 5: Closure questions & Rubric - How did you choose your topic, What did you learn from watching videos and then creating your own, Do you think others could learn from your video...</p>
Resources/Materials	Smart phone, video camcorder, laptop/computer		
Interdisciplinary Connections	<p>ELA</p> <p>Grade 3-</p> <p>RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p>RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic,</p> <p>SL.3.1., SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p> <p>Grade 4-</p>		

	<p>RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas</p> <p>RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p> <p>W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic</p> <p>W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources</p> <p>SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly</p> <p>Grade 5-</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears</p> <p>RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)</p> <p>W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources</p> <p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</p>
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
Computer Science and Design Thinking	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers

Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Graphic organizers Extended time Parent communication Modified assignments Counseling	Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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