

Course: *Creative Arts Media 2*
Unit #4: *Connecting*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - Proficient
 - 1.2.12prof.Cn10a: Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.
 - 1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.
 - Accomplished
 - 1.2.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.
 - 1.2.12acc.Cn10b: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.
 - Advanced
 - 1.2.12adv.Cn10a: Independently and proactively access relevant and qualitative resources to inform the creation of impactful media artworks.
 - 1.2.12adv.Cn10b: Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.

- Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
 - Proficient
 - 1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
 - 1.2.12prof.Cn11b: Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.
 - Accomplished
 - 1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
 - 1.2.12acc.Cn11b: Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity
 - Advanced
 - 1.2.12adv.Cn11a: Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
 - 1.2.12adv.Cn11b: Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.
- **21st Century Life & Career Standards**
 - *Career Readiness, Life Literacies, and Key Skills:*
 - 9.4.12.CI.1: *Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).*
 - 9.4.12.DC.7: *Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).*
 - 9.4.12.CT.2: *Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).*
 - 9.4.12.CT.4: *Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.*
 - <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **English Companion Standards**
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- Grade 9-10 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf
- Grade 11-12 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf
- **Interdisciplinary Content Standards**
 - List any standards from other content areas that apply to this unit.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall

have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: *Students will be able to independently use their learning to create works of art that fit within the contexts of historical and contemporary time periods.*

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

- 1. Creatively and independently problem-solve using a variety of methods while incorporating influences from art history and modern culture.*
- 3. Understand and interpret the effect society has on art and in return art on society.*
- 6. Analyze different areas of art history and apply the techniques, mediums, and ideals to the present day.*

Enduring Understandings

Students will understand that . . .

EU 1

- people establish a connection with the world (and their place in it) through making and viewing art.

EU 2

- through the process of making and viewing art, people make connections with the values of different cultures.

Essential Questions

EU 1

- How does making and viewing art reflect a person's view of the world?
- In what ways can art connect an artist to the world around them?

EU 2

- How can an artist establish connections and create conversations with different cultures or periods in history?

Knowledge

Students will know . . .

EU 1

- *how artists make connections with the contemporary world around them. (10)*

EU2

- *what roles art can play in different cultures and throughout history. (10,11)*

Skills

Students will be able to . . .

EU 1

- *analyze how the arts and artists influence each other across history and cultures. (10)*
-

EU2

- *Compare and contrast different art periods in terms of style and function. (10)*
- *Utilize techniques from various cultures/time periods to better understand the ways artists work. (11)*

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):
Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Describe, analyze, interpret and judge works of art both in writing and verbally using appropriate vocabulary (M,T, EU 1)
- Using a visual prompt, the student will analyze works from both contemporary society and different historical periods in a class discussion and a written/oral response (M,T, EU 1, EU 2)
- Use supplemental materials/media (websites, textbooks, museum trips, images, powerpoints, etc), as needed, critique works of art outside of the classroom setting. (M, EU 4)
- Independently perform the criteria for the critique process at art exhibitions both in and out of the classroom. (T, EU 1, EU2)

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
4	Connecting	45

Instructional Materials

Drawing materials
Painting materials
Sculpture materials

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.