

**Course:** *Digital Animation*  
**Unit 2:** *Animating*

**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**
    - 1.2.8.Cr1a: *Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.*
    - 1.2.8.Cr1b: *Organize and design artistic ideas for media arts productions.*
    - 1.2.8.Pr4a: *Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).*
    - 1.2.8.Pr5a: *Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.*
    - 1.2.8.Pr5b: *Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.*
  - **21st Century Life & Career Standards**
    - 9.2.12.CAP.2: *Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.*
    - 9.2.12.CAP.3: *Investigate how continuing education contributes to one's career and personal growth.*
    - 9.4.2.IML.2: *Represent data in a visual format to tell a story about the data*
    - 9.4.5.CT.1: *Identify and gather relevant data that will aid in the problem-solving process*
    - 9.4.2.Cl.2: *Demonstrate originality and inventiveness in work*
    - 9.4.2.CT.3: *Use a variety of types of thinking to solve problems*

- *9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas*
  - List all content-specific standards that apply to this unit here
- ***Interdisciplinary Content Standards***
  - List any standards from other content areas that apply to this unit.
- ***English Companion Standards***
  - List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.
  - Grade 9-10 Companion Standards:  
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0910.pdf>
  - Grade 11-12 Companion Standards:  
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.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 develop an appreciation for the underlying skills needed to create animated advertisements, shows, and movies.

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

- Utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
- Apply information technology to achieve an organization’s business goal
- Create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career
- Use technology to extend creativity and/or improve problem solving ability

Enduring Understandings

Students will understand that. . .

*EU 1*

- *symbols (graphic, button, movie clip) are an essential component of animation.*

*EU 2*

- *effective use of skills is essential to create a functional animation.*

*EU 3*

- *animators must be creative problem solvers.*

Essential Questions

*EU 1*

- *How are symbols important to the animation process?*
- *When should you use the different types of symbols during the animation process?*

*EU 2*

- *Which skills are necessary to create an animation?*
- *What aspects of software are important when creating an original piece?*

*EU 3*

- *What are the common troubleshooting issues animators typically face?*
- *How should you solve animation problems?*

Knowledge

Students will know . . .

EU 1

Skills

Students will be able to . . .

EU 1

- *the different types of symbols (graphic, button and movie clip) and when to use them appropriately. (9.4.5.CT.1)*

**EU 2**

- *the skills needed to create an animation (layers, tweens, frames, keyframes & tools). (1.2.8.Pr4a)*
- *the importance of the library and timeline to organize work. (1.2.8.Pr4a)*

**EU 3**

- *the strategies used by animators to create the illusion of movement in their work. (1.2.8.Pr5a)*
- *the common issues that animators face and how to troubleshoot them. (1.2.8.Pr5b)*
- *creative problem solving is essential to make animations work seamlessly. (9.4.2.CT.3)*

- *create appropriate symbols from drawing objects. (9.4.5.CT.1)*
- *Compare and contrast the different types of symbols. (9.4.5.CT.1)*

**EU 2**

- *Create an animation utilizing skills (1.2.8.Pr4a)*
- *Organize the library and timeline (1.2.8.Pr4a)*

**EU 3**

- *Arrange timeline and tweens strategically to effectively capture the illusion of movement (1.2.8.Pr5a)*
- *troubleshoot and problem solve to make animations work seamlessly. (1.2.8.Pr5b)*

**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**

For example:

- *Exemplify symbol creation (A, EU1)*
- *Utilize proper symbol type in a large scale animation (M, EU1)*
- *Defining vocabulary terms (A, EU1 & EU2)*
- *Animation tutorials (A, EU2)*
- *Teacher observations on animation (M, T, EU2)*
- *Teacher guides lessons (A, EU1 & EU2)*
- *Self-assess completed projects (T, EU3)*
- *Problem solving and trouble shooting (T, EU3)*

## Pacing Guide

| <b>Unit 2</b> |           | <b>Approximate # of teaching days</b> |
|---------------|-----------|---------------------------------------|
| 1             | Animating | 90 days                               |
| 2             |           |                                       |
| 3             |           |                                       |
| 4             |           |                                       |

## Instructional Materials

*{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}*

- *Computer lab for students-*
  - *Wish list- Microsoft Surfaces or other laptop with the ability to utilize a drawing pen, keyboard and large screen hardwired into network*
  - *If not possible- Students will need a powerful desktop to accommodate the software*
    - *Solid state drives (SSD) are a possible solution for the first year the course runs.*
    - *New computers are recommended.*
  - *If desktop computers- drawing tablets needed*
  - *Software to be downloaded:*
    - *Adobe Animate- updated version*
- *Teacher Laptop loaded with Adobe Animate software*
  - *Provided by district*
  - *Teachers for this course will need a laptop to be able to create lesson and grade assignments for this course.*
    - *This cannot currently be done with district-provided, teacher chromebooks.*
- *Smart TV/Board*
  - *Lenape Business Education classes currently have one.*
- *Colored Printer*
- *Teacher Copy of the following books:*
  - *Adobe Animate Classroom in a Book (2022 release)*

## 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.