Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
Creating Producing Connecting	**Standard #:** Anchor Standard 3 **Description:** Refining and completing products. **Standard #:** Anchor Standard 6 **Description:** Conveying meaning through art. **Standard #:** Anchor Standard 10 **Description:** Synthesizing and relating knowledge and personal experiences to create products.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	**Performance Expectation/s:**	
Creating Conceive, Develop, Construct **Producing** Integrate, Practice, Present **Connecting** Synthesize, Relate	**HS Proficient** 1.2.12prof.Cr3 a. Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.	<u>**Sample Activity Description**</u>: Unit Plan: Career Awareness and Diversity in Computer Graphics Grade Level: High School (Proficient)

| | b. Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

HS Proficient
1.2.12prof.Pr6
a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.

b. Evaluate the benefits and impacts at the personal, local, and social level from presenting media artworks, such as benefits to self and others.

HS Proficient
1.2.12prof.Cn10
a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences. | Subject: Computer Graphics I

Standard: Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products

Description: Students will access, evaluate, and integrate personal and external resources to inform the creation of original media artworks. They will also explain and demonstrate the use of media artworks to expand meaning and knowledge and create cultural experiences, emphasizing diversity, equity, and inclusion. The lesson will incorporate career awareness and planning by exploring potential career paths in the field of computer graphics.

Materials:

● Computers with graphic design software
● Internet access
● Projector or whiteboard for presentations
● Handouts or access to online resources about careers in computer graphics

Lesson Objectives:

1. Students will access, evaluate, and integrate personal and external resources to inform the creation of original media artworks. |

	b. 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.
Enduring Understanding/s:	**Essential Question/s:**
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.	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

2. Students will explain and demonstrate the use of media artworks to expand meaning and knowledge and create cultural experiences, with an emphasis on diversity, equity, and inclusion. (SS)
3. Students will explore potential career paths in the field of computer graphics and develop awareness of the skills and qualifications required for those careers.

Procedure:

Introduction

1. Begin the lesson by discussing the importance of synthesizing knowledge and personal experiences in creating media artworks.
2. Introduce Anchor Standard 10 and its components (a, b).
3. Explain that today's lesson will focus on accessing personal and external resources, creating culturally inclusive media artworks, and exploring career opportunities in computer graphics.

Activity 1: Personal and External Resources

1. Guide students through a reflection exercise where they identify and evaluate their personal experiences, interests, and cultural backgrounds that can inform their media artworks.

	distributing media artworks?

3. 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? |

2. Discuss the importance of integrating external resources such as research, feedback from peers, and inspiration from diverse sources into their creative process.

Activity 2: Cultural Inclusion in Media Artworks

1. Present students with examples of media artworks that embrace diversity, equity, and inclusion, and discuss how they expand meaning and knowledge and create cultural experiences.
2. Instruct students to brainstorm ideas for their own media artworks that celebrate diversity and inclusivity.
3. Encourage students to consider how their artworks can reflect and represent diverse perspectives and experiences.

Activity 3: Career Exploration

1. Provide students with information about various career paths in computer graphics, such as graphic designer, digital illustrator, etc.
2. Discuss the skills, qualifications, and opportunities associated with each career path.
3. Encourage students to reflect on their own interests and strengths and consider how they align with different careers in computer graphics.

Social and Emotional Learning: *Competencies*	Social and Emotional Learning: *Sub-Competencies*
SEL/Create
  - (1) Generate and conceptualize artistic ideas and work.
  - (2) Organize and develop artistic ideas and work.
  - (3) Refine and complete artistic ideas and work.

SEL/Perform | SEL/Create
CONSOLIDATED EU (1)
Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.

CONSOLIDATED EQ (1)
How do artists generate creative ideas?

SEL/Create |

- (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. SEL/Connect - (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.	CONSOLIDATED EU (2) Artists organize and develop creative ideas by balancing what is known with what is new. CONSOLIDATED EQ (2) How do artists make creative decisions? SEL/Create CONSOLIDATED EU (3) Refinement of artistic work is an iterative process that takes time, discipline, and collaboration CONSOLIDATED EQ (3) How do artists use a critique process and reflection to refine a work and decide it's ready to be shared? SEL/Perform CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent. CONSOLIDATED EQ (4) How do artists select repertoire? How does understanding the	Closure 1. Facilitate a brief discussion on the importance of diversity, equity, and inclusion in media artworks and the field of computer graphics. 2. Encourage students to continue exploring and incorporating diverse perspectives in their creative work and career aspirations. 3. Remind students of the resources available to support their career exploration and development in computer graphics. Disciplinary Connections: Social Studies (SS)

structure and context of art works inform performance and presentation? How do artists interpret their works?

SEL/Perform
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.

CONSOLIDATED EQ (5)
How do artists improve the quality of their presentation/performance?

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.

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?

SEL/Connect
CONSOLIDATED EU (10)
Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

CONSOLIDATED EQ (10)
How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?

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.

CONSOLIDATED EQ (11)
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?

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Weekly Quizzes ● Daily Q&A ● Exit Slips	**Benchmarks:** ● Tests/Quizzes **Summative Assessments:** ● 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). *The child and the curriculum.* Chicago: University of Chicago Press.	● Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format	● Allow access to supplemental materials, including use of online bilingual dictionary.	● Connect students to related talent development opportunities, often offered through area colleges, with the

Eisner, E. (2002). *The Educational Imagination 3rd ed.* Upper Saddle River, NJ: Prentice Hall

Flinders, J. & Thornton, S. (2004). *The Curriculum Studies Reader.* NY: Routledge.

Freire, P. (1972). *Pedagogy of the oppressed.* New York: Herder and Herder.

hooks,b., (1994). *Teaching to transgress: Education as the practice of freedom*.

NJCCCS (2020). *2020 New Jersey Student Learning Standards for Visual and Performing Arts.* https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf

Siperstein, S., Hall, S., LeMenager, S. (2017) *Teaching Climate Change in the Humanities*. Routledge. | of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.

● 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.

● 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. | ● 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. | assistance of guidance counselors. |

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 *Strategies & Techniques*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
• 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.	• 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	• 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.	• 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.

	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 their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)						
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	Standards in Action: *Climate Change*	X	Diversity and Inclusion *C.18A:35-4.36.A*

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Disciplinary Concept:* Career Awareness and Planning	
	Core Ideas:	Plan education and career paths aligned to personal goals
	Performance Expectation/s:	• 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 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.