Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
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.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	Performance Expectation/s:	
Producing Integrate, Practice, Present **Responding** Perceive, Evaluate, Interpret **Connecting** Synthesize, Relate	**HS Proficient** 1.2.12prof.Pr4 a. Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.	<u>**Sample Activity Description**</u>: Unit Plan: Understanding Societal Context and Digital Responsibility in Computer Graphics I Grade Level: High School (Proficient)

HS Proficient 1.2.12prof.Re9 a. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. **HS Proficient** 1.2.12prof.Cn11 a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., such as social trends, power, equality, personal/cultural identity). b. 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.	Subject: Computer Graphics I Standard: Anchor Standard 11: Relating Artistic Ideas and Works within Societal, Cultural, and Historical Contexts, HS Proficient: 1.2.12prof.Cn11 Description: Students will demonstrate and explain how media artworks and ideas relate to various societal contexts, purposes, and values. They will also critically evaluate and interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity. The lesson will incorporate discussions on respectful and responsible communication in digital environments and actions peers can take to positively impact climate change. Materials: ● Computers with internet access ● Projector or whiteboard for presentations ● Handouts or access to online resources about digital communication etiquette and climate change actions Lesson Objectives:

Enduring Understanding/s:	**Essential Question/s:**	
1. Media artists integrate various media and content to develop complex, unified	1. How are complex media arts experiences constructed? At what	1. Students will demonstrate an understanding of how media artworks relate to societal, cultural, and historical contexts. (SS) 2. Students will critically evaluate and interact with legal, technological, systemic, and vocational contexts of

artworks through a process of creation and communication.

2. Evaluation and critique are vital components of experiencing, appreciating, and producing media artworks.

3. Understanding connections to varied contexts and daily life enhances a media artist's work.

point is a work considered "complete"?

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?

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?

media arts, considering ethical considerations and digital identity.
3. Students will identify respectful and responsible ways to communicate in digital environments.
4. Students will describe actions peers can take to positively impact climate change.

Procedure:

Introduction

1. Begin the lesson by discussing the importance of understanding societal contexts and digital responsibility in computer graphics.
2. Introduce Anchor Standard 11 and its components (a, b).
3. Explain that today's lesson will focus on relating artistic ideas to societal contexts, evaluating digital contexts, and discussing respectful communication and climate change actions.

Activity 1: Relating Artistic Ideas to Societal Contexts

1. Present students with examples of media artworks that reflect or respond to societal issues, trends, or values.
2. Lead a discussion on how these artworks relate to various contexts, purposes, and values, such as social trends, power dynamics, equality, and personal/cultural identity.
3. Encourage students to analyze and interpret the artworks in relation to broader societal themes.

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
SEL/Perform - (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/Respond - (7) Perceive and analyze artistic work. - (8) Interpret intent and meaning in artistic work. - (9) Apply criteria to evaluate artistic work. SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art. - (11) Relate artistic ideas and works with	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 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)	Activity 2: Evaluating Digital Contexts 1. Discuss the legal, technological, systemic, and vocational contexts of media arts, including ethics, media literacy, social media, virtual worlds, and digital identity. 2. Provide examples of ethical dilemmas or digital identity issues that may arise in the field of computer graphics. 3. Lead a discussion on how students can critically evaluate and interact with these digital contexts in their own work and online interactions. Activity 3: Digital Communication and Climate Change 1. Present students with information about respectful and responsible ways to communicate in digital environments, emphasizing the importance of civility, empathy, and digital citizenship. 2. Discuss actions peers can take to positively impact climate change, such as reducing energy consumption, advocating for sustainable practices, and raising awareness. 3. Encourage students to brainstorm ideas for incorporating these principles into their own digital communication and online activities. Conclusion

societal, cultural and historical context to deepen understanding.	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/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. CONSOLIDATED EQ (7)	1. Wrap up the lesson by summarizing the key points discussed regarding societal contexts, digital responsibility, respectful communication, and climate change actions. 2. Encourage students to apply these principles in their computer graphics work and online interactions, fostering a culture of empathy, responsibility, and positive social impact. 3. Remind students of the resources available to support their understanding of these concepts and their implementation in their digital practices. Disciplinary Connections: Social Studies (SS)

| | How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?

SEL/Respond
CONSOLIDATED EU (8)
The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.

CONSOLIDATED EQ (8)
How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.

SEL/Respond
CONSOLIDATED EU (9)
Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.

CONSOLIDATED EQ (9) | |

How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?

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)	Assessments (Summative)
To show evidence of meeting the standard/s, students will successfully engage within:	*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*	X	Standards in Action: *Climate Change*	Diversity and Inclusion *C.18A:35-4.36.A*

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Disciplinary Concept:* Digital Citizenship	
	Core Ideas:	Digital artifacts can be owned by individuals or organizations. Individuals should practice safe behaviors when using the Internet. An individual's digital footprint reflects the various actions an individual makes online, both positive and negative. Digital communities allow for social interactions that can result in positive or negative outcomes. Young people can have a positive impact on the natural world in the fight against climate change.

	Performance Expectation/s:	Explain how to be safe online and follow safe practices when using the internet. Compare information that should be kept private to information that might be made public. Explain what a digital footprint is and how it is created. Identify respectful and responsible ways to communicate in digital environments. Describe actions peers can take to positively impact climate change.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's originals works without permission or appropriate credit. Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. Cultivating online reputations for employers and academia requires separating private and professional digital identities. Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	