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 Accomplished** 1.2.12acc.Cr3 a. Apply ideas with deliberate choices in organization, integrating content and stylistic conventions. b. Demonstrate an understanding	**Sample Activity Description**: Unit Title: Curating and Presenting Media Artworks for Diversity and Inclusion Grade Level: High School (Accomplished)

of media art principles through a selection of tools and production processes.

c. Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions continuity, juxtaposition, audiences and contexts.

HS Accomplished
1.2.12acc.Pr6
a. Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels.

b. Evaluate the benefits and impacts at the personal, local, and social level from presenting media artworks, such as benefits to people or to a situation.

HS Accomplished
1.2.12acc.Cn10
a. Synthesize internal and

Subject: Computer Graphics II

Standard: Anchor Standard 6: Conveying meaning through art, (1.2.12acc.Pr6a, 1.2.12acc.Pr6b)

Objective:

Students will curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels. They will evaluate the benefits and impacts at the personal, local, and social level from presenting media artworks, focusing on diversity and inclusion. Additionally, students will connect these concepts to career planning in the field of media arts.

Materials Needed:

1. Computers with graphic design software
2. Internet access
3. Projector and screen
4. Handouts or access to online resources about diversity and inclusion in media arts and career planning

Lesson Activities:

1. Introduction:

external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. b. 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. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences. 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.	● Begin by discussing the importance of curating and presenting media artworks to diverse audiences, considering the impact on personal, local, and social levels. ● Introduce the objectives of the lesson, emphasizing the connection between curating media artworks, diversity and inclusion, and career planning in media arts. 2. Diversity and Inclusion Discussion: ● Facilitate a discussion about diversity and inclusion in media arts, exploring topics such as representation, stereotypes, and the importance of diverse perspectives. (SS) ● Encourage students to reflect and write about how their own identities and backgrounds influence their artistic choices and the messages conveyed in their artwork. (LA) 3. Curating Media Artworks: ● Present students with a variety of media artworks (e.g., digital illustrations, animations, short films) that showcase diversity and inclusion. ● Instruct students to curate a selection of artworks for presentation to different audiences, considering factors
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 distributing media artworks?

3. How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their | such as the intended message, target audience, and distribution channels.

4. Presentation Design:

● Have students design the presentation of the curated media artworks, considering both physical and virtual channels (e.g., gallery exhibition, online portfolio).
● Encourage creativity in presentation design while ensuring that diversity and inclusion are emphasized in the presentation format and content.

5. Career Planning Connection:

● Discuss potential career paths in media arts that involve curating and presenting artworks, such as gallery curator, art director, or multimedia producer.
● Highlight the importance of understanding diversity and inclusion in these roles and how it can impact career success and fulfillment.

6. Reflection and Discussion:

● Ask students to reflect on the benefits and impacts of presenting media artworks with a focus on diversity and inclusion at the personal, local, and social levels. |

| | | surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities? | ● Facilitate a class discussion about how their curated presentations contribute to broader conversations about diversity and inclusion in society.

7. Conclusion:

Through this lesson, students have learned to curate and present media artworks with a focus on diversity and inclusion, considering the benefits and impacts at personal, local, and social levels. By connecting these concepts to career planning in media arts, students gain insight into the practical applications of their skills and the importance of embracing diversity in their artistic endeavors and professional pursuits.

Disciplinary Connections:

Social Studies (SS)

Language Arts (LA) |
|---|---|
| **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
- (4) Analyze, interpret & select artistic work for Presentation.
- (5) Develop & refine artistic techniques & work for presentation.
- (6) Convey meaning through the | 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
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? | |

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.
	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 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. 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	● Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format 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	● Allow access to supplemental materials, including use of online bilingual dictionary. ● 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.	● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

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.	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.		

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 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	• 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.

	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.