

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
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.	
Artistic Practice:	Performance Expectation/s:	
Producing Integrate, Practice, Present Responding Perceive, Evaluate, Interpret Connecting Synthesize, Relate	HS Accomplished 1.2.12acc.Pr4 a. Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.	Sample Activity Description: Unit Title: Exploring Media Arts Contexts: Ethics, Digital Citizenship, and Climate Change Grade Level: High School (Accomplished)

	<p>.</p> <p>HS Accomplished 1.2.12acc.Re9 a. Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.</p> <p>HS Accomplished 1.2.12acc.Cn11 a. 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.</p> <p>b. 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.</p>	<p>Subject: Computer Graphics II</p> <p>Standard: Anchor Standard 11: Relating Artistic Ideas and Works within Societal, Cultural, and Historical Contexts, HS Accomplished: 1.2.12prof.Cn11.a, 1.2.12prof.Cn11.b</p> <p>Objective:</p> <p>Students will examine and demonstrate in-depth the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth. They will 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. Additionally, they will connect these concepts to digital citizenship with a brief connection to climate change.</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Computers with internet access 2. Projector and screen 3. Handouts or access to online resources about media ethics, digital citizenship, and climate change 4. Graphic design software
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Introduction:
<ol style="list-style-type: none"> 1. Media artists integrate various media and content to develop 	<ol style="list-style-type: none"> 1. How are complex media arts experiences constructed? At what 	

<p>complex, unified artworks through a process of creation and communication.</p> <p>2. Evaluation and critique are vital components of experiencing, appreciating, and producing media artworks.</p> <p>3. Understanding connections to varied contexts and daily life enhances a media artist's work.</p>	<p>point is a work considered "complete"?</p> <p>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?</p> <p>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?</p>	<ul style="list-style-type: none">● Begin by discussing the importance of understanding the various contexts in which media arts exist, including ethical considerations and digital citizenship.● Introduce the objectives of the lesson, emphasizing the exploration of media arts in relation to contexts such as markets, propaganda, truth, ethics, and digital citizenship connecting to climate change. <p>2. Context Exploration:</p> <ul style="list-style-type: none">● Divide the class into small groups and assign each group one of the following contexts: markets, propaganda, truth, ethics, digital citizenship, or climate change.● Instruct each group to research and discuss how media arts interact with their assigned context, considering examples and implications. (SS) <p>3. Group Presentations:</p> <ul style="list-style-type: none">● Have each group present their findings to the class, highlighting key insights and examples.● Encourage class discussion and questions after each presentation to deepen understanding and explore connections between different contexts. <p>4. Case Studies:</p> <ul style="list-style-type: none">● Present students with case studies or examples that illustrate ethical dilemmas or challenges related to media arts, digital citizenship, and climate change.
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Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<p>SEL/Perform</p> <ul style="list-style-type: none"> - (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. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (7) Perceive and analyze artistic work. - (8) Interpret intent and meaning in artistic work. - (9) Apply criteria to evaluate artistic work. <p>SEL/Connect</p> <ul style="list-style-type: none"> - (10) Synthesize and relate knowledge and personal experiences to make art. - (11) Relate artistic ideas and works with 	<p>SEL/Perform</p> <p>CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>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?</p> <p>SEL/Perform</p> <p>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.</p> <p>CONSOLIDATED EQ (5)</p>	<ul style="list-style-type: none"> ● Facilitate a discussion about the ethical implications of these scenarios and how they relate to broader issues in society. <p>5. Reflection and Application:</p> <ul style="list-style-type: none"> ● Ask students to reflect on how their understanding of media arts contexts, ethics, and digital citizenship can inform their own artistic practices and interactions online. ● Encourage students to consider how they can use their skills in computer graphics to promote digital citizenship and raise awareness about climate change responsibly. <p>6. Conclusion:</p> <p>Through this lesson, students have gained a deeper understanding of the relationships between media arts ideas and works and various contexts such as markets, propaganda, truth, ethics, digital citizenship, and climate change. By critically investigating these contexts and reflecting on their ethical implications, students are better equipped to navigate the complex landscape of media arts and contribute positively to society as responsible digital citizens.</p> <p>Disciplinary Connections: Social Studies (SS)</p>

<p>societal, cultural and historical context to deepen understanding.</p>	<p>How do artists improve the quality of their presentation/performance?</p> <p>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.</p> <p>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?</p> <p>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.</p> <p>CONSOLIDATED EQ (7)</p>	
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	<p>How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p> <p>SEL/Respond CONSOLIDATED EU (8) The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>CONSOLIDATED EQ (8) How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.</p> <p>SEL/Respond CONSOLIDATED EU (9) Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.</p> <p>CONSOLIDATED EQ (9)</p>	
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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

	<p>interactions with an analysis of the arts.</p> <p>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?</p>		
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Weekly Quizzes • Daily Q&A • Exit Slips 		<p>Benchmarks:</p> <ul style="list-style-type: none"> • Tests/Quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Tests • Marking Period Exams 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p>	<ul style="list-style-type: none"> • Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format 	<ul style="list-style-type: none"> • Allow access to supplemental materials, including use of online bilingual dictionary. 	<ul style="list-style-type: none"> • Connect students to related talent development opportunities, often offered through area colleges, with the

<p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader.</i> NY: Routledge.</p> <p>Freire, P. (1972). <i>Pedagogy of the oppressed.</i> New York: Herder and Herder.</p> <p>hooks, b., (1994). <i>Teaching to transgress: Education as the practice of freedom.</i></p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts.</i> https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Siperstein, S., Hall, S., LeMenager, S. (2017) <i>Teaching Climate Change in the Humanities.</i> Routledge.</p>	<p>of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<p>assistance of guidance counselors.</p>
<p>Supplemental Resources</p>			

<p>Technology:</p> <ul style="list-style-type: none"> 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. <p>Other:</p> <ul style="list-style-type: none"> N/A 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
 Visual and Performing Arts: Computer Graphics II
 Grade: 10-12

Dev. Date:
 2020-2021

	<p>needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> • 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. 		
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New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Standards in Action: <i>Climate Change</i>		Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concept:</i> Digital Citizenship	
	<i>Core Ideas:</i>	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.
	<i>Performance Expectation/s:</i>	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.	