

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	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
Creating Producing Responding	Standard #: Anchor Standard 2 Description: Organizing and developing ideas Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products. Standard #: Anchor Standard 8 Description: Interpreting intent and meaning.	
Artistic Practice:	Performance Expectation/s:	
Creating Conceive, Develop, Construct Producing Integrate, Practice, Present Responding Perceive, Evaluate, Interpret	HS Advanced 1.2.12adv.Cr2 a. Fluently integrate a sophisticated personal aesthetic for media arts productions. b. Knowledge of systems, prototypes and production	Sample Activity Description: Unit Title: Fostering Global Awareness and Climate Change Advocacy through Media Arts Grade Level: High School (Advanced)

	<p>processes with consideration of complex constraints of goals, time, resources, and personal limitations.</p> <p>HS Advanced 1.2.12adv.Pr5 a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.</p> <p>b. Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.</p> <p>c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.</p> <p>HS Advanced 1.2.12adv.Re8 a. Analyze the intent, meanings and impacts of diverse media artworks, considering complex</p>	<p>Subject: Computer Graphics III</p> <p>Duration: 40 minutes</p> <p>Standard: Anchor Standard 5, Developing and refining techniques and models or steps needed to create products. 1.2.12adv.Pr5a, 1.2.12adv.Pr5b, 1.2.12adv.Pr5c</p> <p>Objective:</p> <p>Students will employ mastered artistic, design, technical, and soft skills in managing and producing media artworks. They will fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions. Additionally, they will independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks, with a focus on fostering global and cultural awareness and addressing climate change.</p> <p>Materials Needed:</p> <ol style="list-style-type: none">1. Computers with graphic design software2. Internet access for research3. Projector and screen4. Handouts or access to online resources about global and cultural awareness and climate change <p>Lesson Activities:</p>
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Enduring Understanding/s:	Essential Question/s:	
<ol style="list-style-type: none"> 1. Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning. 2. Media artists require a range of skills and abilities to creatively solve problems. 3. Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent. 	<p>factors of context and bias.</p> <ol style="list-style-type: none"> 1. How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error? 2. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques? 3. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art? 	<ol style="list-style-type: none"> 1. Introduction: <ul style="list-style-type: none"> ● Begin by discussing the importance of employing mastered skills and creativity in media art production, particularly when addressing complex global challenges like climate change. (S) ● Introduce the objectives of the lesson, emphasizing the connection between advanced media art production, global and cultural awareness, and climate change advocacy. 2. Skills Review and Exploration: <ul style="list-style-type: none"> ● Review key artistic, design, technical, and soft skills necessary for media art production, such as digital illustration, photo manipulation, and storytelling. ● Encourage students to explore innovative and experimental techniques that they can employ in their media artworks to address complex challenges. 3. Research and Inspiration: <ul style="list-style-type: none"> ● Provide students with resources on global and cultural awareness and climate change, including articles, videos, and artwork. ● Instruct students to conduct research and gather inspiration for their media art project, focusing on themes related to climate change and cultural perspectives. (SS)

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<p>SEL/Create</p> <ul style="list-style-type: none"> - (1) Generate and conceptualize artistic ideas and work. - (2) Organize and develop artistic ideas and work. - (3) Refine and complete artistic ideas and work. <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. 	<p>SEL/Create</p> <p>CONSOLIDATED EU (1) Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ (1) How do artists generate creative ideas?</p> <p>SEL/Create</p> <p>CONSOLIDATED EU (2) Artists organize and develop creative ideas by balancing what is known with what is new.</p> <p>CONSOLIDATED EQ (2) How do artists make creative decisions?</p> <p>SEL/Create</p> <p>CONSOLIDATED EU (3) Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</p>	<p>4. Project Development:</p> <ul style="list-style-type: none"> ● Allow students to begin developing their media art project, applying their mastered skills and creativity to address complex challenges related to global awareness and climate change. ● Encourage students to think critically about their artistic choices and how they can effectively communicate their message to their audience. <p>5. Independent Work Time:</p> <ul style="list-style-type: none"> ● Provide dedicated time for students to work independently on their media art projects, with guidance and support available as needed. ● Encourage students to experiment with different tools, styles, and techniques to push the boundaries of their creativity and produce innovative artworks. <p>6. Reflection and Discussion:</p> <ul style="list-style-type: none"> ● Lead a brief reflection session where students share their progress and insights with the class. ● Facilitate a discussion about the role of media arts in fostering global and cultural awareness and advocating for climate change action. <p>7. Conclusion:</p>

<ul style="list-style-type: none">- (8) Interpret intent and meaning in artistic work.- (9) Apply criteria to evaluate artistic work.	<p>CONSOLIDATED EQ (3) How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?</p> <p>SEL/Perform 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 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</p>	<p>Through this lesson, students have demonstrated their mastery of artistic, design, technical, and soft skills in managing and producing media artworks. By fluently employing creativity and adaptability, students have formulated solutions to address complex challenges within and through their media art productions. Independently utilizing and adapting tools, styles, and systems, students have produced complex media artworks that contribute to global and cultural awareness and advocate for action on climate change. This lesson empowers students to use their skills and creativity to make a positive impact on the world through their art.</p> <p>Disciplinary Connections: Science (S) Social Studies (SS)</p>
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	<p>application of appropriate criteria.</p> <p>CONSOLIDATED EQ (5) 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</p>	
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	<p>context(s) of the arts and artistic works.</p> <p>CONSOLIDATED EQ (7) 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</p>	
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	<p>performance and interpretation of artistic works.</p> <p>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?</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.

	<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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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p><i>Disciplinary Concept:</i> Global and Cultural Awareness</p>	
	<p><i>Core Ideas:</i></p>	<p>To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work</p>

		collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.
	<i>Performance Expectation/s:</i>	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.	

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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