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 Advanced** 1.2.12adv.Cr3 a. Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.	**Sample Activity Description**: Unit Title: Leveraging Resources for Media Art Creation and Interpretation Grade Level: High School (Advanced)

	b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts. **HS Advanced** 1.2.12adv.Pr6 a. Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts. b. Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience. **HS Advanced** 1.2.12adv.Cn10 a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks. b. Interpret the use of media artworks in order to demonstrate	Subject: Computer Graphics III Standard: Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. (1.2.12adv.Cn10a, 1.2.12adv.Cn10b) Objective: Students will independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks. They will interpret the use of media artworks to demonstrate a high degree of skill in creating new meaning, knowledge, and impactful cultural experiences. Additionally, they will connect these skills to career awareness and planning while considering the importance of diversity in media arts. Materials Needed: 1. Computers with internet access 2. Projector and screen 3. Handouts or access to online resources about media art creation, interpretation, career awareness, and diversity in media arts Lesson Activities:

		1. Introduction:
	a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.	● Begin by discussing the importance of accessing relevant resources and interpreting media artworks effectively in media art creation and interpretation. ● Introduce the objectives of the lesson, emphasizing the connection between independent resource access, skillful interpretation, career awareness, and diversity in media arts.
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?	2. Resource Access: ● Provide students with guidance on how to independently and proactively access relevant and qualitative resources for media art creation, such as online tutorials, artist interviews, and industry publications. ● Encourage students to explore a variety of resources and consider how they can inform their own creative processes. 3. Interpretation and Analysis: ● Present students with a selection of media artworks from diverse artists and cultural backgrounds.

	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?	● Guide students in interpreting and analyzing these artworks, focusing on the techniques used, the messages conveyed, and the cultural context. 4. Skill Demonstration: ● Discuss with students how skilled interpretation of media artworks can lead to the creation of new meaning, knowledge, and impactful cultural experiences. ● Encourage students to demonstrate their own high degree of skill in interpreting media artworks by analyzing additional examples or presenting their own interpretations.
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	5. Career Awareness Discussion: ● Facilitate a discussion about career awareness and planning in the field of media arts, highlighting the diverse range of career opportunities available. ● Encourage students to consider how their skills in accessing resources and interpreting media artworks can contribute to their career aspirations in media arts. 6. Diversity Connection: ● Connect the discussion on career awareness and planning to the importance of diversity in media arts.
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.	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)	

- (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.	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 structure and context of art	● Discuss the benefits of diverse perspectives and voices in media arts and encourage students to consider how they can contribute to creating more inclusive and representative media. 7. Conclusion: Through this lesson, students have learned to independently and proactively access relevant resources to inform their media art creation process. By skillfully interpreting media artworks, students have demonstrated their ability to create new meaning, knowledge, and impactful cultural experiences. This lesson has also provided students with insights into career awareness and planning in media arts and highlighted the importance of diversity in the field. By honing these skills, students are better prepared to succeed in their future careers and contribute positively to the diversity of media arts. Disciplinary Connections: Social Studies (SS) Language Arts (LA)

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.