

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 Advanced 1.2.12adv.Pr4 a. Synthesize various arts, media arts forms and academic content into unified media arts. . HS Advanced 1.2.12adv.Re9	Sample Activity Description: Unit Title: Exploring Digital Citizenship and Climate Change Advocacy through Media Arts Grade Level: High School (Advanced)

	<p>a. Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes as well as considering complex goals and factors.</p> <p>HS Advanced 1.2.12adv.Cn11 a. Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes, and values.</p> <p>b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.</p>	<p>Subject: Computer Graphics III</p> <p>Duration: 40 minutes</p> <p>Standard: Anchor Standard 11: Relating Artistic Ideas and Works within Societal, Cultural, and Historical Contexts, HS Advanced: (1.2.12adv.Cn11.a, 1.2.12adv.Cn11.b)</p> <p>Objective:</p> <p>Students will demonstrate the relationships of media arts ideas to personal and global contexts, purposes, and values through relevant and impactful media artworks. They will critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. Additionally, they will connect these concepts to digital citizenship and climate change advocacy.</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Computers with graphic design software 2. Internet access for research 3. Projector and screen 4. Handouts or access to online resources about digital citizenship, climate change, and media arts contexts <p>Lesson Activities:</p> <p>1. Introduction:</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>1. Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</p>	<p>1. How are complex media arts experiences constructed? At what point is a work considered "complete"?</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>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 legal, technological, systemic, and vocational contexts. ● Introduce the objectives of the lesson, emphasizing the connection between media arts contexts, digital citizenship, and climate change advocacy. <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: legal, technological, systemic, or vocational. ● Instruct each group to research and discuss how their assigned context impacts media arts production and distribution, particularly in relation to digital citizenship and climate change advocacy. (SS) <p>3. Digital Citizenship Discussion:</p> <ul style="list-style-type: none"> ● Facilitate a discussion about digital citizenship and its relevance to media arts, focusing on topics such as online safety, digital literacy, and responsible online behavior. ● Encourage students to consider how media arts can be used to promote positive digital citizenship and address issues like misinformation in the context of climate change advocacy.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p>4. Climate Change Advocacy:</p>

<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/Perform</p> <p>CONSOLIDATED EU (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p>	<ul style="list-style-type: none"> ● Provide students with resources on climate change and its impacts, including articles, videos, and artwork. ● Guide students in discussing how media arts can be used as a powerful tool for climate change advocacy, raising awareness, and inspiring action.
<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>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>5. Strategic Interaction:</p> <ul style="list-style-type: none"> ● Discuss strategies for strategically interacting with legal, technological, systemic, and vocational contexts of media arts to maximize impact and effectiveness in addressing global issues like climate change. ● Encourage students to consider how they can navigate these contexts ethically and responsibly while advocating for positive change.
<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 societal, cultural and historical context to deepen understanding. 	<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) How do artists improve the quality of their presentation/performance?</p>	<p>6. Reflection and Discussion:</p> <ul style="list-style-type: none"> ● Lead a brief reflection session where students share their thoughts and insights from the discussion. ● Encourage students to consider how they can apply their understanding of media arts contexts, digital citizenship, and climate change advocacy in their own media art projects. <p>7. Conclusion:</p> <p>Through this lesson, students have explored the complex relationships between media arts ideas and personal and global contexts, particularly in relation to digital citizenship and climate change advocacy. By critically investigating these</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) How do artists comprehend and process creative experiences in ways that impact one's</p>	<p>contexts and strategically interacting with them, students are better equipped to create relevant and impactful media artworks that contribute to positive social change. This lesson empowers students to use their skills in media arts to make a difference in the world while promoting responsible digital citizenship and advocating for action on climate change.</p> <p>Disciplinary Connections: Social Studies (SS)</p>
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	<p>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) How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience</p>	
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	<p>member synthesize and receive an artistic work after knowing the creative process that supports the work?</p> <p>SEL/Connect CONSOLIDATED EU (10) Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> <p>CONSOLIDATED EQ (10) How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p> <p>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.</p> <p>CONSOLIDATED EQ (11)</p>	
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	<p>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> <p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</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 of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<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>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. 	<p>of any classwork, quiz or test to their individual needs.</p>	
Supplemental Resources			
<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 			

Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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 needed. Offer additional individual instruction time as needed. ● Modify test content and/or format, allowing 	<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 III
 Grade: 11-12

Dev. Date:
 2020-2021

	<p>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.</p>		
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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)

	<p>Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i></p>	<p>Holocaust Law: <i>N.J.S.A. 18A:35-28</i></p>	<p>LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i></p>	<p>X</p>	<p>Standards in Action: <i>Climate Change</i></p>	<p>Diversity and Inclusion <i>C.18A:35-4.36.A</i></p>
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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.	