

Marking Period		Unit Title	Recommended Instructional Days
All		Connecting	
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit	
Creating Presenting Responding Connecting	Connecting Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.		
Artistic Practice:	Performance Expectation/s:		
Creating <ul style="list-style-type: none"> Explore Investigate Reflect- Refine, Continue Peresenting <ul style="list-style-type: none"> Select Analyze Share Responding <ul style="list-style-type: none"> Perceive Analyze Interpret Connecting <ul style="list-style-type: none"> Synthesize Relate 	HS Proficient 1.5.12prof.Cn10 - Synthesize <ul style="list-style-type: none"> a. Document the process of developing ideas from early stages to fully elaborated ideas. 1.5.12prof.Cn11 - Relate <ul style="list-style-type: none"> a. Describe how knowledge of culture, traditions, and history may influence personal responses to art. b. Describe how knowledge of global issues, including climate change may influence personal responses to art. 	<u>Activity Description:</u> Experiencing the relationship between artistic ideas and artworks within societal, cultural and historical context. Analyzing and interacting with art from a variety of cultures. Gaining understanding of how and why some artwork and publications are created differently from each other and the variables which affect them. Observing famous artworks of cartoons and published animated works and recognizing how they have influenced culture and society and in turn how culture and society influences the work itself. Developing awareness of a variety of art making processes in the field of cartooning and animation.	

		Investigating awareness of experiences through the observation of various art making processes and published works.
Enduring Understanding/s:	Essential Question/s:	Exploring how the art-making process can enrich the culture in peoples' lives.
<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>Synthesize</p> <p>How does engaging in creating art enrich people's lives?</p> <p>How does making art attune people to their surroundings?</p> <p>How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p> <p>Relate</p> <p>How does art help us understand the lives of people of different times, places, and cultures?</p> <p>How is art used to impact the views of a society?</p> <p>How does art preserve aspects of life?</p>	<p>Making and understanding connections cartoonists and animators create between their work and their surroundings.</p> <p>Understanding the role art-making and animated features play in peoples' lives as well as their communities.</p> <p>Becoming aware of the impact animation can have on society and culture and how it has become a large part of pop culture.</p> <p>Lesson Example:</p> <p>Viewing an animated film or video that explores themes and topics which may be relevant to current events, depict accurate representation, and life experiences.</p> <p>For example: Recent animated films such as Disney & Pixar's <i>Soul</i> and <i>Coco</i> focused on specific cultures and the experiences of the peoples in those cultures. In recent years, Disney & Pixar have been creating animated films which feature more diversity and inclusivity for different kinds of peoples that have not had as much representation. In addition to diversity and inclusivity, there is also a greater need to depict cultures and people with more respect and accuracy as opposed to being limited to stereotyping and ignorance. Students of different groups can feel more connected to the animated films in more ways than just ethnicity or skin color but through shared experiences that they could relate to.</p>
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
10 - Synthesize and relate knowledge and personal experiences to make art.	10 - Consolidated EU: Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to	Students create, present, and view an animation focused on the theme/topic of art-making. This would be an opportunity for students to share relevant experiences with each other and within artwork of which everyone could connect to.

11 - Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<p>interpret meaning.</p> <p>10 - Consolidated EQ: How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p> <p>11 - Consolidated EU: 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>11 - Consolidated EQ: 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)</p> <p><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative)</p> <p><i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none">● Student/Teacher Conversations● Questioning● Peer feedback/Group Discussions● Checklists	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none">● Rubric Evaluation <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none">● Student Portfolio● Observation● Performance● Reflection● Anecdotal Records	

Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Blair, Preston. <i>Cartoon Animation with Preston Blair: Learn Techniques for Drawing and Animating Cartoon Characters (Collector's Series)</i>. Revised ed., Walter Foster Publishing, 2020.</p> <p>Williams, Richard. <i>The Animator's Survival Kit: A Manual of Methods, Principles, and Formulas for Classical, Computer, Games, Stop Motion, and Internet Animators</i>. Expanded ed., Faber & Faber, 2009.</p> <p>Eisner, Will. <i>Comics and Sequential Art: Principles and Practices from the Legendary Cartoonist (Will Eisner Instructional Books)</i>. Illustrated, W. W. Norton & Company, 2008</p> <p>Rousseau, David Harland and Phillips, Benjamin Reid. <i>Storyboarding Essentials: How to Translate Your Story to the Screen for Film, TV, and Other Media</i>. First ed., Watson-Guptill Publications, 2013.</p> <p>Hart, Christopher. <i>Cartooning: The Ultimate Character Design Book</i>. Illustrated ed., Chris Hart Books, 2008.</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 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 student's special education classroom, 	<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 of any classwork, quiz or test to their individual needs. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

Johnston, Ollie & Thomas, Frank. <i>The Illusion of Life: Disney Animation</i> . Illustrated ed., Disney Editions, 1995.	or the school's Occupational or Physical Therapists.		
Supplemental Resources			
Technology: <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. Other: <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Make online and tactile resources readily available to students to accommodate different learning styles. 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). 	<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

	<ul style="list-style-type: none"> • 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 any formal or informal assessments. 		opportunities for extra credit.
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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>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>
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Standard 9	

12 Career Ready Practices	<input type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input type="checkbox"/> CRP3. Attend to personal health and financial well-being. <input type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. <input type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input type="checkbox"/> CRP7. Employ valid and reliable research strategies. <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input type="checkbox"/> CRP11. Use technology to enhance productivity. <input type="checkbox"/> CRP12. Work productively in teams while using cultural global competence.
9.1 PERSONAL FINANCIAL LITERACY	
Content Area:	
Strand:	
Number:	Standard Statement:
By the end of Grade X, students will be able to:	

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION	
Content Area:	

Content Area: Visual & Performing Arts (NJSLS-VPA HS Proficient)
Visual & Performing Arts
Grade(s): 9-12

Dev. Date:
2020-2021

Strand:	
Number:	Standard Statement:
By the end of Grade X, students will be able to:	

9.3 CAREER & TECHNICAL EDUCATION (CTE)	
Content Area:	
Strand:	
Number:	Standard Statement:
By the end of Grade X, students will be able to:	