

Humanities Overview

Content Area: **Art**
Course(s): **HUMANITIES**
Time Period:
Length: **N/A**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Visual Arts

Humanities

Grade 12

Course Number: 1296

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Course Adoption: 4/21/1986

Curriculum Adoption: 9/21/1995

Date of Last Revision Adoption: 09/01/2017

Course Overview

Humanities is the interdisciplinary study of the creations, ideas, and achievements of world cultures as expressed through visual, performing, and literary arts, as well as philosophy. The focus of our study is the impact of these creations on a society as a whole and on the students as individuals. The course is organized by thematic units based on universal human experiences. Our approach is essentially to provide students with examples of what great artists, thinkers, leaders, etc. have had to say about these themes and then to turn those questions back on the students themselves to formulate their own responses and beliefs.

Textbooks and other resources

COURSE RESOURCES

The nature of this course requires primary cultural and literary resources that are updated by the instructors on a continual basis.

1 Chromebook cart with internet access, and software including GarageBand, iMovie, Safari/Google, iTunes, and Photoshop

DVD/VCR players; projectors

Various art supplies as determined by instructors.

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1: Self, Beauty, Ego	1.1.12.C.3 (M)	1	½ a quarter	Journal
<u>Essential questions:</u> <i>What is beauty?</i>	1.1.12.D.1 (M)			Participation
<i>What makes something beautiful?</i>				Self Assessment
<i>Who are you? What internal/external</i>	1.1.12.D.2			

<i>forces shape you?</i>	(M) 1.2.12.A.1 (M) 1.2.12.A.2 (M) 1.3.12.A.4 (M) 1.3.12.B.3 (M) 1.3.12.B.4 (M) 1.3.12.C.1 (M) 1.3.12.C.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.3.12.D.5 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.3 (M) 1.4.12.A.4 (M) 1.4.12.B.1 (M) 1.4.12.B.3 (M) 6.1.12.A.1.b (D) 6.1.12.A.14.h			Creative Project
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(D)			
6.1.12.D.2.b (D)			
6.1.12.D.3.e (D)			
6.1.12.D.5.d (D)			
6.1.12.D.14.d (D)			
6.1.12.D.14.e (D)			
6.1.12.D.14.f (D)			
6.1.12.D.16.a (D)			
6.1.12.D.16.c (D)			
6.2.12.C.6.b (D)			
6.2.12.C.6.d (D)			
6.2.12.D.5.c (D)			
6.2.12.D.6.a (D)			
6.3.12.A.1 (D)			
6.3.12.C.1 (D)			
W.11-12.E (D)			
W.11-12.5 (D)			
SL.11-12.1 (D)			
SL.11-12.5			

	(D) RI.11-12.7 (D) <i>CRP.K-12.CRP12.1</i> <i>CRP.K-12.CRP6</i> <i>CRP.K-12.CRP8</i>			
Unit 2: Diversity <u>Essential questions:</u> <i>What is the experience of the “Other”? How do external forces (e.g., history, the media) shape that experience? Who in our society experiences privilege and why? In what ways are you privileged and disprivileged in our society?</i>	1.1.12.C.3 (M) 1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.1 (M) 1.2.12.A.2 (M) 1.3.12.A.4 (M) 1.3.12.B.3 (M) 1.3.12.B.4 (M) 1.3.12.C.1 (M) 1.3.12.C.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.3.12.D.5 (M) 1.4.12.A.1	1	½ a quarter	Journal Participation Self Assessment Creative Project

(M)			
1.4.12.A.2 (M)			
1.4.12.A.3 (M)			
1.4.12.A.4 (M)			
1.4.12.B.1 (M)			
1.4.12.B.3 (M)			
6.1.12.A.1.b (D)			
6.1.12.A.14.h (D)			
6.1.12.D.2.b (D)			
6.1.12.D.3.e (D)			
6.1.12.D.5.d (D)			
6.1.12.D.14.d (D)			
6.1.12.D.14.e (D)			
6.1.12.D.14.f (D)			
6.1.12.D.16.a (D)			
6.1.12.D.16.c (D)			
6.2.12.C.6.b (D)			
6.2.12.C.6.d (D)			
6.2.12.D.5.c			

	(D) 6.2.12.D.6.a (D) 6.3.12.A.1 (D) 6.3.12.C.1 (D) 8.1.12.D.1 (M) 8.1.12.D.3 (M) 8.1.12.D.4 (M) 8.1.12.D.5 (M) 8.2.12.B.5 (M) W.11-12.E (D) W.11-12.5 (D) SL.11-12.1 (D) SL.11-12.5 (D) RI.11-12.7 (D) <i>CRP.K-12.CRP12.1</i> <i>CRP.K-12.CRP6</i> <i>CRP.K-12.CRP8</i>			
Unit 3: Society & Societal Values		2	½ a quarter	Journal Participation Self
<u>Essential questions:</u> <i>What is the role of</i>	1.1.12.C.3 (M)			

<p><i>the artist and the value of artistic expression in/to a society? Why does a society have the values it has, and how does it defend them? What role do institutions like family, community, and government play in establishing the values of a society? Is there value in censorship, and where should the line be drawn?</i></p>	<p>1.1.12.D.1 (M)</p> <p>1.1.12.D.2 (M)</p> <p>1.2.12.A.1 (M)</p> <p>1.2.12.A.2 (M)</p> <p>1.3.12.A.4 (M)</p> <p>1.3.12.B.3 (M)</p> <p>1.3.12.B.4 (M)</p> <p>1.3.12.C.1 (M)</p> <p>1.3.12.C.2 (M)</p> <p>1.3.12.D.2 (M)</p> <p>1.3.12.D.3 (M)</p> <p>1.3.12.D.5 (M)</p> <p>1.4.12.A.1 (M)</p> <p>1.4.12.A.2 (M)</p> <p>1.4.12.A.3 (M)</p> <p>1.4.12.A.4 (M)</p> <p>1.4.12.B.1 (M)</p> <p>1.4.12.B.3 (M)</p>			<p>Assessment</p> <p>Creative Project</p>
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	6.1.12.A.1.b (D)			
	6.1.12.A.14.h (D)			
	6.1.12.D.2.b (D)			
	6.1.12.D.3.e (D)			
	6.1.12.D.5.d (D)			
	6.1.12.D.14.d (D)			
	6.1.12.D.14.e (D)			
	6.1.12.D.14.f (D)			
	6.1.12.D.16.a (D)			
	6.1.12.D.16.c (D)			
	6.2.12.C.6.b (D)			
	6.2.12.C.6.d (D)			
	6.2.12.D.5.c (D)			
	6.2.12.D.6.a (D)			
	6.3.12.A.1 (D)			
	6.3.12.C.1 (D)			
	8.1.12.D.1 (M)			
	8.1.12.D.5 (M)			

	8.2.12.B.5 (M) W.11-12.E (D) W.11-12.5 (D) SL.11-12.1 (D) SL.11-12.5 (D) RI.11-12.7 (D) CRP.K- 12.CRP12.1 CRP.K- 12.CRP6 CRP.K- 12.CRP8			
Unit 4: Freedom, Rejection, Rebellion <i>Essential questions: What does it mean to be rebellious and when is there value in rebelliousness? How has the idea of rebellion/rejection and breaking with tradition been a motivating factor in artistic and social movements? What is freedom; how do/should we achieve, preserve, and experience it</i>	1.1.12.C.3 (M) 1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.1 (M) 1.2.12.A.2 (M) 1.3.12.A.4 (M) 1.3.12.B.3 (M) 1.3.12.B.4 (M) 1.3.12.C.1	2	½ a quarter	Journal Participation Self Assessment Creative Project

(M)			
1.3.12.C.2 (M)			
1.3.12.D.2 (M)			
1.3.12.D.3 (M)			
1.3.12.D.5 (M)			
1.4.12.A.1 (M)			
1.4.12.A.2 (M)			
1.4.12.A.3 (M)			
1.4.12.A.4 (M)			
1.4.12.B.1 (M)			
1.4.12.B.3 (M)			
6.1.12.A.1.b (D)			
6.1.12.A.14.h (D)			
6.1.12.D.2.b (D)			
6.1.12.D.3.e (D)			
6.1.12.D.5.d (D)			
6.1.12.D.14.d (D)			
6.1.12.D.14.e (D)			
6.1.12.D.14.f			

(D)			
6.1.12.D.16.a (D)			
6.1.12.D.16.c (D)			
6.2.12.C.6.b (D)			
6.2.12.C.6.d (D)			
6.2.12.D.5.c (D)			
6.2.12.D.6.a (D)			
6.3.12.A.1 (D)			
6.3.12.C.1 (D)			
8.1.12.D.5 (M)			
W.11-12.E (D)			
W.11-12.5 (D)			
SL.11-12.1 (D)			
SL.11-12.5 (D)			
RI.11-12.7 (D)			
<i>CRP.K- 12.CRP12.1</i>			
<i>CRP.K- 12.CRP6</i>			
<i>CRP.K- 12.CRP8</i>			

<p>Unit 5: Reality, Time, Existence, Daily Life</p> <p><i>Essential questions: How do we know that the things we think are real, are in fact real? How do various belief systems account for and explain both our existence and its possibilities/limitations? What can we learn from examining the most mundane and minute aspects of our daily lives?</i></p>	<p>1.1.12.C.3 (M)</p> <p>1.1.12.D.1 (M)</p> <p>1.1.12.D.2 (M)</p> <p>1.2.12.A.1 (M)</p> <p>1.2.12.A.2 (M)</p> <p>1.3.12.A.4 (M)</p> <p>1.3.12.B.3 (M)</p> <p>1.3.12.B.4 (M)</p> <p>1.3.12.C.1 (M)</p> <p>1.3.12.C.2 (M)</p> <p>1.3.12.D.2 (M)</p> <p>1.3.12.D.3 (M)</p> <p>1.3.12.D.5 (M)</p> <p>1.4.12.A.1 (M)</p> <p>1.4.12.A.2 (M)</p> <p>1.4.12.A.3 (M)</p> <p>1.4.12.A.4 (M)</p> <p>1.4.12.B.1 (M)</p>	<p>3</p>	<p>½ a quarter</p>	<p>Journal</p> <p>Participation</p> <p>Self Assessment</p> <p>Creative Project</p>
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	1.4.12.B.3 (M)			
	6.1.12.A.1.b (D)			
	6.1.12.A.14.h (D)			
	6.1.12.D.2.b (D)			
	6.1.12.D.3.e (D)			
	6.1.12.D.5.d (D)			
	6.1.12.D.14.d (D)			
	6.1.12.D.14.e (D)			
	6.1.12.D.14.f (D)			
	6.1.12.D.16.a (D)			
	6.1.12.D.16.c (D)			
	6.2.12.C.6.b (D)			
	6.2.12.C.6.d (D)			
	6.2.12.D.5.c (D)			
	6.2.12.D.6.a (D)			
	6.3.12.A.1 (D)			
	6.3.12.C.1 (D)			
	W.11-12.E (D)			

	<p>W.11-12.5 (D)</p> <p>SL.11-12.1 (D)</p> <p>SL.11-12.5 (D)</p> <p>RI.11-12.7 (D)</p> <p><i>CRP.K-12.CRP12.1</i></p> <p><i>CRP.K-12.CRP6</i></p> <p><i>CRP.K-12.CRP8</i></p> <p><i>8.1.12.D.4</i> (D)</p> <p><i>8.1.12.D.5</i> (D)</p> <p><i>8.2.12.B.5</i> (D)</p>			
<p>Unit 6: Nature & Technology</p> <p><i>Essential questions: In what ways can humans (and specifically artists) and the environment coexist or influence each other? What is the influence of technology on our lives, our world, and on artistic expression? What is man's responsibility to intervene in the world around him?</i></p>	<p>1.1.12.C.3 (M)</p> <p>1.1.12.D.1 (M)</p> <p>1.1.12.D.2 (M)</p> <p>1.2.12.A.1 (M)</p> <p>1.2.12.A.2 (M)</p> <p>1.3.12.A.4 (M)</p> <p>1.3.12.B.3 (M)</p> <p>1.3.12.B.4 (M)</p> <p>1.3.12.C.1</p>	3	½ a quarter	<p>Journal</p> <p>Participation</p> <p>Self Assessment</p> <p>Creative Project</p>

(M)			
1.3.12.C.2 (M)			
1.3.12.D.2 (M)			
1.3.12.D.3 (M)			
1.3.12.D.5 (M)			
1.4.12.A.1 (M)			
1.4.12.A.2 (M)			
1.4.12.A.3 (M)			
1.4.12.A.4 (M)			
1.4.12.B.1 (M)			
1.4.12.B.3 (M)			
6.1.12.A.1.b (D)			
6.1.12.A.14.h (D)			
6.1.12.D.2.b (D)			
6.1.12.D.3.e (D)			
6.1.12.D.5.d (D)			
6.1.12.D.14.d (D)			
6.1.12.D.14.e (D)			
6.1.12.D.14.f			

(D)			
6.1.12.D.16.a (D)			
6.1.12.D.16.c (D)			
6.2.12.C.6.b (D)			
6.2.12.C.6.d (D)			
6.2.12.D.5.c (D)			
6.2.12.D.6.a (D)			
6.3.12.A.1 (D)			
6.3.12.C.1 (D)			
W.11-12.E (D)			
W.11-12.5 (D)			
SL.11-12.1 (D)			
SL.11-12.5 (D)			
RI.11-12.7 (D)			
<i>CRP.K- 12.CRP12.1</i>			
<i>CRP.K- 12.CRP6</i>			
<i>CRP.K- 12.CRP8</i>			
8.1.12.D.1 (D)			
8.1.12.D.4			

	(D) 8.1.12.D.5 (D) 8.2.12.B.5 (D)			
Unit 7: Human Emotion <u>Essential questions:</u> <i>How do we express emotion? What are the boundaries for expressing emotion and why are they drawn as they are? How has emotion inspired creative and social movements?</i>	1.1.12.C.3 (M) 1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.1 (M) 1.2.12.A.2 (M) 1.3.12.A.4 (M) 1.3.12.B.3 (M) 1.3.12.B.4 (M) 1.3.12.C.1 (M) 1.3.12.C.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.3.12.D.5 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.3	4	½ a quarter	Journal Participation Self Assessment Creative Project

(M)			
1.4.12.A.4 (M)			
1.4.12.B.1 (M)			
1.4.12.B.3 (M)			
6.1.12.A.1.b (D)			
6.1.12.A.14.h (D)			
6.1.12.D.2.b (D)			
6.1.12.D.3.e (D)			
6.1.12.D.5.d (D)			
6.1.12.D.14.d (D)			
6.1.12.D.14.e (D)			
6.1.12.D.14.f (D)			
6.1.12.D.16.a (D)			
6.1.12.D.16.c (D)			
6.2.12.C.6.b (D)			
6.2.12.C.6.d (D)			
6.2.12.D.5.c (D)			
6.2.12.D.6.a (D)			
6.3.12.A.1			

	(D) 6.3.12.C.1 (D) W.11-12.E (D) W.11-12.5 (D) SL.11-12.1 (D) SL.11-12.5 (D) RI.11-12.7 (D) <i>CRP.K-12.CRP12.1</i> <i>CRP.K-12.CRP6</i> <i>CRP.K-12.CRP8</i>			
Unit 8: Change & the Future <u>Essential questions:</u> <i>What will the future of our society look like? What will your own personal future look like? What outside influences have determined the way you conceive of your future? How do we/can we deal with changes in our lives?</i>	1.1.12.C.3 (M) 1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.1 (M) 1.2.12.A.2 (M) 1.3.12.A.4 (M) 1.3.12.B.3 (M) 1.3.12.B.4 (M) 1.3.12.C.1	4	½ a quarter	Journal Participation Self Assessment Creative Project

(M)			
1.3.12.C.2 (M)			
1.3.12.D.2 (M)			
1.3.12.D.3 (M)			
1.3.12.D.5 (M)			
1.4.12.A.1 (M)			
1.4.12.A.2 (M)			
1.4.12.A.3 (M)			
1.4.12.A.4 (M)			
1.4.12.B.1 (M)			
1.4.12.B.3 (M)			
6.1.12.A.1.b (D)			
6.1.12.A.14.h (D)			
6.1.12.D.2.b (D)			
6.1.12.D.3.e (D)			
6.1.12.D.5.d (D)			
6.1.12.D.14.d (D)			
6.1.12.D.14.e (D)			
6.1.12.D.14.f			

(D)			
6.1.12.D.16.a (D)			
6.1.12.D.16.c (D)			
6.2.12.C.6.b (D)			
6.2.12.C.6.d (D)			
6.2.12.D.5.c (D)			
6.2.12.D.6.a (D)			
6.3.12.A.1 (D)			
6.3.12.C.1 (D)			
W.11-12.E (D)			
W.11-12.5 (D)			
SL.11-12.1 (D)			
SL.11-12.5 (D)			
RI.11-12.7 (D)			
<i>CRP.K- 12.CRP12.1</i>			
<i>CRP.K- 12.CRP6</i>			
<i>CRP.K- 12.CRP8</i>			
8.1.12.D.3 (D)			
8.1.12.D.4			

	(D)			
	8.1.12.D.5 (D)			
	8.2.12.B.5 (D)			

- LA.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- LA.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- LA.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- LA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LA.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CRP.K-12.CRP6 Demonstrate creativity and innovation.
- CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP.K-12.CRP12.1 Career-ready individuals 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.
- SOC.6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.
- SOC.6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
- SOC.6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
- SOC.6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.
- SOC.6.1.12.D.5.d Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
- SOC.6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- SOC.6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- SOC.6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- SOC.6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
- SOC.6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- SOC.6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use

of resources.

- SOC.6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
- SOC.6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- SOC.6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
- SOC.6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- SOC.6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- VPA.1.1.12.C.3 Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
- VPA.1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
- VPA.1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
- VPA.1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- VPA.1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- VPA.1.3.12.A.4 Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.
- VPA.1.3.12.B.3 Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
- VPA.1.3.12.B.4 Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.
- VPA.1.3.12.C.1 Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
- VPA.1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
- VPA.1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
- VPA.1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
- VPA.1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
- VPA.1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- VPA.1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
TECH.8.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades will be based on the average of:

- Class participation
- Student journals
- In-class assignments/projects
- Unit-ending projects
- Student self-assessments

Final course grades will be based on:

- Marking period grades (weighted 20% each)
- Final exam including performance and written components (weighted 10%)

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient

C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Humanities, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSL set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

SCED 1294 Humanities-EBHS Grade 12

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
375	50	A	F	12	5.0	210	E	09/21/1995

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. 21st Century Life and Careers	S
2. Comprehensive Health and Physical Education		6. Social Studies	S		
3. English Language Arts	S	7. World Languages			
4. Mathematics		8. Technology	S		

