

# Unit 03: Formatting, Media, Profession

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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| VPA.1.1.12.D   | Visual Art  |
| VPA.1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.  |
| VPA.1.3.12.D   | Visual Art  |
| VPA.1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.             |
| 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.4 | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. |
| VPA.1.4.12     | All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.   |
| VPA.1.4.12.A   | Aesthetic Responses   |
| 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.B   | Critique Methodologies  |
| VPA.1.4.12.B.2 | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. |
| 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.                |

### Integration of Career Readiness, Life Literacies and Key Skills

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills.            |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being.         |

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| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.                      |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals.                         |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

## **Technology / Integration of Computer Science and Design Thinking**

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| TECH.8.1.12     | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| TECH.8.1.12.A   | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.  |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.   |
| TECH.8.1.12.D   | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.  |
| 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.2 | Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.   |
| TECH.8.1.12.F   | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.  |
| TECH.8.1.12.F.1 | Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.  |
| TECH.8.2.12     | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |
| TECH.8.2.12.E   | Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.  |
| TECH.8.2.12.E.4 | Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).  |

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section**

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Integration of Knowledge and Ideas

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| LA.K-12.NJSLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| LA.RI.11-12        | Reading Informational Text   |
| 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.K-12.NJSLSA.SL  | Speaking and Listening<br>Comprehension and Collaboration  |
| LA.K-12.NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| LA.K-12.NJSLSA.SL2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| LA.K-12.NJSLSA.SL3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   |
| LA.K-12.NJSLSA.SL5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   |
| 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.11-12.2      | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.  |
| LA.SL.11-12.3      | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  |
| 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.  |

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section**

see Crosswalks

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## **21st Century Life and Careers**

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### **Stage I: Desired Results**

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### **Transfer/Overview/Rationale**

## Transfer / Overview / Rationale

### Unit Rationale

The purpose of this unit...

The professionals of illustration and cartooning must choose a format or medium to express themselves.

## Meaning

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## Essential Questions

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### Essential Questions

- What are the dimensions of comics and cartooning?
- How do you place characters into formatted dimensions?
- How do you use panels to show pacing?
- How do you color images in photoshop?

## Enduring Understanding/Indicators of Understanding

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### Enduring Understanding/Indicators of Understanding

- Comic formats are essential for different printing mediums.
- Variety of forms in format dimensions keeps images fresh and accessible to the viewer.
- The elements and principles of design are the architecture of digital formats.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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#### Knowledge

Students will know...

- How to tell stories in panels.
- How to pace a cartoon story in panels.
- How to show dimension and value in digital illustration.

### **Skills**

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#### Skills

Student will be skilled at ...

- Using camera angles to make a panel more interesting.
- Creating a storyline that can be read by a viewer in different formats.
- Creating a believable world in a story.
- Expressing one's self through art- drawing from imagination and life.

## **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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#### Resources and Mentor Texts

McCloud, Scott . Reinventing Comics: The Evolution of an Art Form, William Morrow Paperbacks; 2000

youtube.com- video tutorials, speed drawings.

Mr King's sketchbooks and in class drawing.

## **Formative Assessment Strategies**

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### Formative Assessment Strategies

teacher/ student discussion

teacher feedback during lab period

having students compare early work to more recent

online presentation of web site to the public

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

Task 1- formats- comic strip.at least 4 panels.

Task 2- formats- sunday comic. at least 4 panels.

Task 3- formats- comic book. at least 4 panels.

Task 4- formats- greeting card. 2 cards. using die cuts and folds.

Task 5- formats- digital color. drawing image. scanned. colored in photoshop.

Task 6- story board from script. a scene from an online source. (ex. Toy Story)

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

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**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps

prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.