Unit 5: Ethics and Employment

Content Area: **Art**
Course(s): **Generic Course**
Time Period: **3rd Marking Period**
Length: **2 Week**
Status: **Published**

Unit Overview

In this unit, we students will seek to improve the essential life and career practices that lead to success. By the end of this unit, students will have an understanding of photography ethics including "Copyright and Fair Use Guidelines".

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.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
VPA.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
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.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
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.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
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.
VPA.1.4.12.B.CS1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.

Transfer

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the

betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Meaning

Understandings

Artistic styles, trends, movements, and historical responses to various genres of art evolve over time. Students should grasp the difference between how an Art movement can evolve and copyright infringement.

Essential Questions

What are the differences between an evolution of an Art movement and Copyright infringement?

How have copyright laws changed since the smart phone?

Application of Knowledge and Skill

Students will know...

- Students will know how to obtain a copyright
- how copyright can be violated and how to avoid violations
- how plagiarism and describe how it relates to photography
- how and when to use a model release form

Students will be skilled at...

Students will be skilled at...

Using researched ideas as references.

Academic Vocabulary

Learning Goal

Target 1-- Level 1 Retrieval

SWBAT:

1. Identify individuals.

2. Itentify printers, computer stations, workstations

3. Recall Rules and procedures for Photography Class

Target 2-- Level 2 Comprehension

SWBAT:

1. Get Paperwork signed

2. Assess Introductory photography skills.

Target 3-- Analysis

SWBAT:

1. Classify food products.

2. Identify Americans' misunderstandings of what constitutes "Spanish food."

Target 4-- Knowledge Utilization

SWBAT:

1. Make decisions regarding dinig etiquette.

2. Research how typical foods are made.

Summative Assessment

1. Vocabulary and grammar quizzes.

2. Assessment of reading, writing,listening, speaking skills.

3. End od unit exams.

4. Mid or end of unit projects.

5. Student presentations.

Formative Assessment and Performance Opportunities

1. In-class reading, writing, speaking and listening activities.

2. Class participation.

3. Cooperative learning activities.

4. Digital assessments with accompanying assignments.

5. Webquests.

6. Review games.

7. Surveys.

8. Think/Pair/Share activities.

9. Teacher-directed Q and A.

10. Teacher observation.

11. Additional practice activities.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.

2. Small-group, teacher-monitored learning activities.

3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.

2. Students will be provided with additional resources on relative topics.

3. Provide students with supplemental resources to expand knowedge base.

4. Create experiences for deeper learning.

Unit Resources

REALIDADES:

Print and online interactive textbook

Online practice workbook

Writing, Audio and Visual workbook

Leveled Vocabulary and Grammar Workbook

Teacher Resource Book Temas 1-4/5-9

 Additional related online websites