

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*William Allen Middle School
Arts and Technology: Media Arts*

*Digital Tools
Grade - 7*

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Course Description and Fundamental Concepts

Digital Tools is a 7th grade middle school enrichment class. The class is a forty-five day semester class, which meets every other day. Enrichment classes like this one operate on an A day and B day schedule.

Students will explore tools and resources to create a digital toolbox that builds knowledge and empowers students to collaborate, create, and transfer learning, while making meaningful connections. This course meets every other day for a semester.

[New Jersey Student Learning Standards \(NJSLS\)](#)

NJSLS 9.3 CAREER AND TECHNICAL EDUCATION ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER®	
Standard #	Standard Description
<i>By the end of Grade 12, Career and Technical Education Program completers will be able to:</i>	
<i>CAREER CLUSTER®:</i>	<i>ARTS, A/V TECHNOLOGY & COMMUNICATIONS (AR)</i>
9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.4	Design an audio, video and/or film production.

NJSLS 1.1 - 1.4 Media Arts

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

Essential Question(s): How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

Standard #	Standard Description
1.2.8.Cr1 Anchor Standard 1: Generating and conceptualizing ideas.	a. Generate a variety of ideas, goals, and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice. c. Critique plans, prototypes and production processes considering purposeful and expressive intent.
1.2.8.Cr3 Anchor Standard 3: Refining and completing work.	c. Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

<p>1.2.8.Pr5 Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p>	<p>c. Develop and demonstrate creativity and adaptability, in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.</p>
<p>1.2.8.Cn11 Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>	<p>b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, and media literacy).</p>

English Companion Standards

List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
1	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
1	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: <i>Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</i>

		9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
	There are a variety of resources available to help navigate the career planning process.	9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
1	Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
1	Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
1	Digital Citizenship: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
	Digital Citizenship: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

	<p>Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p>	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
	<p>Information and Media Literacy: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p>	<p>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p> <p>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</p>
1	<p>Information and Media Literacy: The mode of information can convey a message to consumers or an audience.</p>	<p>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p>
	<p>Information and Media Literacy: There are ethical and unethical uses of information and media.</p>	<p>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</p> <p>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</p> <p>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</p>
	<p>Information and Media Literacy: There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.</p>	<p>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</p>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
1	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i>
1	Performing/ Presenting/ Producing	<i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
1	Responding	<i>Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Identifying and Exploring Digital Tools Creating Dynamic Multimedia	September/ February (~19 days)
Identifying and Exploring Digital Tools Creating Dynamic Multimedia	October/ March (~19 days)
Identifying and Exploring Digital Tools Creating Dynamic Multimedia	November/ April (~16 days)
Identifying and Exploring Digital Tools Creating Dynamic Multimedia	December/ May (~15 days)
Identifying and Exploring Digital Tools Creating Dynamic Multimedia	January/ June (~18 days)

Units Scope and Sequence

Unit 1: Identifying and Exploring Digital Tools / Creating Dynamic Multimedia

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#)- MA:Cr1.1.7, MA:Cr2.1.7, MA:Cr3.1.7, MA:Pr5.1.7.c
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- Digital citizens have access to a plethora of ever-changing web-based tools for creatively communicating ideas.
- Digital citizens must have criteria for evaluating the quality, effectiveness, and applicability of a digital tool.
- Digital citizens develop and utilize meaningful and responsible practices for identifying, exploring and evaluating digital tools.
- Digital citizens continually research and experiment with and evaluate tools to accomplish required tasks.
- Creating dynamic multimedia requires developing the ability to identify, evaluate, and utilize a variety of tools to incorporate original images, moving images, audio and text.

Objectives

Students will be able to...

- Identify web-based digital tools that can be used to create and edit original images, moving images, audio, and text
- Evaluate the quality, effectiveness, and applicability of digital tools.
- Identify, Analyze, evaluate, and justify digital tools that can be used to create and edit original images, moving images, audio, and text.
- Create a collection of digital tools that can be used to create and edit original images, moving images, audio, and text.
- Use acquired skills, techniques and strategies to create a dynamic presentation including original images, moving images, audio, and text.

Please contact the content supervisor for any questions.

