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| **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** | | **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**   * Explore * Investigate * Reflect- Refine, Continue   **Performing**   * Select * Analyze * Share   **Responding**   * Perceive * Analyze * Interpret   **Connecting**   * **Synthesize** * **Relate** | | **1.5.5.Cn10**  a. Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.  **1.5.5.Cn11**  a. Communicate how art is used to inform the values, beliefs and culture of an individual or society.  b. Communicate how art is used to inform others about global issues, including climate changes. | | | | | **Activity Description**:  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 art appears different from one culture to the next.  Observing famous works of art and recognizing how the arts influence culture and society. Observing culture and society and how it influences the world of art.  Developing awareness of a variety of art making processes.  Investigating awareness of experiences through the observation of various art making processes.  Exploring how the art-making process can enrich the culture in peoples’ lives.  Seeing and making connections between peoples’ art-making and their surroundings.  Understanding the role art-making plays in peoples’ lives as well as their communities.  Becoming aware of the impact art can have on society. | | | |
| Enduring Understanding/s: | | Essential Question/s: | | | | |
| Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.  People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. | | How does engaging in creating art enrich people's lives?  How does making art attune people to their surroundings?  How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?  How does art help us understand the lives of people of different times, places, and cultures?  How is art used to impact the views of a society? How does art preserve aspects of life? | | | | |
| Social and Emotional Learning:*Competencies* | | Social and Emotional Learning:*Sub-Competencies* | | | | |
| **01 Self Awareness**  **01 Recognize one’s feelings and thoughts**  EU: The recognition of one’s thoughts, feelings and their impact on one’s behavior are integrated to synthesize, make and interpret meaning in artistic works.  EQ: How does one’s feelings and thoughts connect to artistic works?  **02 Recognize the impact of one’s feelings and thoughts on one’s own behavior**  EQ: How does one’s behavior connect one’s feelings and thoughts to artistic works?  **03 Recognize one’s personal traits, strengths and limitations**  EU: Through individual connections in the arts personal strengths, traits and challenges are recognized.  EU: Perspectives about societal, cultural and historical concepts in the arts reveal one’s own traits, strengths and limitations.  EQ: How does engagement in the arts deepen recognition of one’s personal traits, strengths and challenges?  **04 Recognize the importance of self-confidence in handling daily tasks and challenges**  EU: An artist’s confidence in the value of personal experiences, ideas, and knowledge is essential to interpret meaning in an artistic work.  EQ: How does building self-confidence impact making and relating to artistic works?  EQ: How does handling daily artistic tasks build self-awareness?  **02 Self Management**  **05 Understand and practice strategies for managing one’s own emotions, thoughts and behaviors**  EU: Through engagement in the artistic process artists develop strategies for managing one’s emotions, thoughts and behaviors.  EQ: How does engaging in the arts deepen our understanding of our own strategies for building perseverance, managing emotions, thoughts and behaviors?  **06 Recognize the skills needed to establish and achieve personal and educational goals**  EU: Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others.  EQ: How does engaging in the arts help one identify their own thoughts, feelings and the perspectives of others?  **07 Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals**  **03 Social Awareness**  **08 Recognize and identify the thoughts, feelings and perspectives of others**  EU: Life experiences provide artists with a variety of perspectives to express and become aware of the differences among individuals, groups and other’s cultural backgrounds.  **09 Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds**  EU: Artists create diverse & different artistic expressions synthesizing knowledge (personal, societal, cultural, and historic).  EQ: How does engaging in the arts cultivate and demonstrate awareness of the various differences among individuals?  **10 Demonstrate an understanding of the need for mutual respect when viewpoints differ**  EU: Engagement in the arts provides opportunity to develop mutual respect for differing viewpoints (personal, cultural, societal and historical).  EQ: How does engaging in the arts provide opportunities to demonstrate an understanding of the need for mutual respect when viewpoints differ?  **11 Demonstrate an awareness of the expectations for social interactions in a variety of settings**  EU: Life experience informs artistic expression raising awareness of societal interactions and a variety of perspectives (personal, cultural, societal and historical).  EQ: How does engaging in the arts provides opportunity to demonstrate awareness of the expectations for social interactions in a variety of settings?  **04 Relationship Skills**  **12 Establish and maintain healthy relationships**  EU: Artists explore, establish, and maintain healthy relationships through comradery, safe space and/or a sense of belonging and purpose.  EQ: How does connecting to the arts help establish and maintain healthy relationships?  **13 Utilize positive communication and social skills to interact effectively with others**  EQ: How does connecting to the arts develop positive communication and social skills?  **14 Identify ways to resist inappropriate social pressure**  EU: The arts provides a community and outlet for students to individualize their personal experiences, ideas and interpretation in order to resist inappropriate social pressure and learn to appreciate diversity.  EQ: How does engaging in the arts help provide context or skills to help students navigate inappropriate social pressure and learn to appreciate diversity?  **15 Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways**  EU: Understanding a broad range of experiences (personal, societal, cultural and historical) in the arts can be used to empathize with others, and prevent or resolve interpersonal conflicts in constructive ways.  EQ: How does understanding cultural and societal context in the arts to empathically prevent and resolve conflicts in constructive ways?  EQ: How does engaging in the arts develop the skills to empathically prevent and resolve conflicts in constructive ways?  **16 Identify who, when, where, or how to seek help for oneself or others when needed**  EU: Through connection and participation in the arts, artists learn to seek opportunities for help, either for oneself or for others when needed.  EQ: How can engagement in the arts build artists’ comfort with seeking help for oneself or others when needed?  EQ: What artistic opportunities are available (within cultural, societal and historical contexts) in which artists can seek help for oneself or others?  **05 Responsible Decision Making**  **17 Develop, implement and model effective problem solving and critical thinking skills**  EU: Knowledge and personal experiences in the arts can be used to implement and model effective problem solving and critical thinking skills.  EU: Societal, cultural and historical exposure and analysis in the arts can be used as a conduit to implement and model effective problem solving and critical thinking skills.  EU: How artists synthesize their knowledge (personal, societal, cultural, ethical, and historical) has social impact. EQ: How does engagement in, and the analysis of, the arts develop problem solving and critical thinking skills?  **18 Identify the consequences associated with one’s actions in order to make constructive choices**  EQ: How does engagement in the arts help identify consequences and the impact of decisions associated with one’s actions in order to make constructive decisions?  **19 Evaluate personal, ethical, safety and civic impact of decisions**  EQ: How can artists make art based on knowledge (personal, societal, cultural, ethical, and historical) to impact their social context? | | **01 Self Awareness**  Identify situations that produce positive and negative emotions.  Identify body sensations (e.g., tight muscles, racing heart, distracted, etc.) associated with positive and negative emotions.  Continue to effectively identify one’s own emotions, with increasing vocabulary.  Match the appropriate consequences (both positive and negative) with the actions associated with positive and negative feelings (i.e. “If I hit someone when I am angry, I may hurt them. They may not be my friend anymore and I won’t be able to play during recess. If I use my words when I am angry, I won’t feel bad and I will not hurt my friend.”)  Identify one’s skills and interests.  Distinguish areas where one needs support.  Define confident attitude, insecure attitude and negative attitude.  Describe the impact of one’s attitude on the ability to complete tasks, handle challenges and pursue goals.  **02 Self Management**  Use “I” messages to present one’s own perspective and feelings in response to an emotional experience.  Recognize own thoughts and emotions in order to act before becoming overwhelmed.  Distinguish between short term and long-term goals.  Describe the steps in setting and working to achieve a goal.  Evaluate what they might have done differently to achieve greater success on a recent goal.  Understand the relationship between pro-social behavior in the classroom and goal achievement.  With increasing independence begin to recognize that everyone has personal strengths and those resources can be used to achieve personal goals.  Name positive and negative social and environmental influences on personal and academic success.  **03 Social Awareness**  With increasing independence and vocabulary, describe a spectrum of emotions in others (i.e. sadness could be frustration, loneliness, disappointment).  Describe potential causes for emotions.  Use listening skills to identify the feelings and perspectives of others.  Demonstrate knowledge of contributions of various social and cultural groups.  Recognize similarities and differences between cultures.  Recognize examples of stereotyping, discrimination, and prejudice, and how it hurts people.  Understand that social cues may be different among various groups and contexts.  Develop skills to participate in conversations where individuals have different views.  Expand vocabulary to communicate needs to feel respected and/or demonstrate respect for others when presented with conflict.  With increasing independence, identify manners that are appropriate in different social situations (i.e. face- to-face interactions, social/electronic communication, in school, on the sidewalk).  Understand that social cues may be different among various groups and contexts.  **04 Relationship Skills**  Recognize characteristics of positive and negative relationships.  Recognize characteristics of caring and hurtful relationships.  Name the types of qualities they like and do not like in friends.  Consistently utilize “active listening” skills.  Express personal opinions and thoughts.  Identify and utilize respectful behaviors when interacting with others.  Use appropriate facial expressions, body language, and tone to support positive interactions.  With adult support, distinguish between positive and negative peer pressure.  Identify and use appropriate strategies to cope with negative peer pressure.  Recognize conflict as a natural part of life.  With adult support, distinguish between destructive and constructive ways of dealing with conflict.  After learning a systematic process, with adult support begin to apply the steps of a conflict resolution process (listening, express feelings, discuss solutions, make amends).  Identify qualities of trusted role models.  Understand how and when to help in various situations.  Explain situations in which one needs to seek adult help (big problems/small problems).  **05 Responsible Decision Making**  With adult support, understand that there are steps to positive decision-making. (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, reflect and evaluate).  Develop alternate solutions to problems and predict possible outcomes.  With adult support, can recognize the impact of choices or decisions on others: family, friends, and adults through concrete examples.  Identify goals, generate alternative responses and evaluate consequences for a range of academic and social situations.  Identify social norms (e.g., waiting patiently in line, speaking respectfully when asking for help) and safety considerations (e.g., walk rather than run in the hall, stay away from the edge of a cliff) that guide behavior.  Demonstrate the ability to respect the rights of self and others. | | | | |
| **Assessments (Formative)**  ***To show evidence of meeting the standard/s, students will successfully engage within:*** | | | | | | **Assessments (Summative)**  ***To show evidence of meeting the standard/s, students will successfully complete:*** | | | | |
| **Formative Assessments:**  Student/Teacher Conversations  Questioning  Peer feedback/Group Discussions  Checklists | | | | | | **Benchmarks:**  **Summative Assessments:**  Student Portfolio  Observation  Performance  Reflection  Anecdotal Records | | | | |
| **Differentiated Student Access to Content:**  **Teaching and Learning *Resources/Materials*** | | | | | | | | | | |
| **Core**  **Resources** | **Alternate**  **Core Resources**  ***IEP/504/At-Risk/ESL*** | | | | **ELL**  **Core Resources** | | | **Gifted & Talented**  **Core Resources** | | |
| [Hogan, Jillian](https://www.amazon.com/s/ref=rdr_ext_aut?_encoding=UTF8&index=books&field-author=Hogan,%20Jillian), [Winner, Ellen](https://www.amazon.com/s/ref=rdr_ext_aut?_encoding=UTF8&index=books&field-author=Winner,%20Ellen), (2018). Studio Thinking from the Start; the K-8 Educator’s Handbook. NY, NY. Teachers College Press.  Hume, Helen, D. (2010) .The Art Teacher’s Book of Lists. San Francisco, CA. Jossey-bass  Gibbons, E. (2018). Fifty K-12 Art Lessons. Creative Differentiated Explorations in Art. Raleigh, NC. Firehouse Publications.  Raimondo, J. (2005) Express Yourself!: Activities and Adventures in Expressionism. (Art Explorers) NY, NY. Watson-Guptill  NJCCCS (2020). *2020 New Jersey Student Learning Standards for Visual and Performing Arts.*  https://njartsstandards.org/sites/default/files/2020-06/NJ\_dance\_at\_a\_glance.pdf | * 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, or the school’s Occupational or Physical Therapists. | | | | * 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. | | | * Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors. | | |
| **Supplemental Resources** | | | | | | | | | | |
| **Technology:**   * 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:**   * N/A | | | | | | | | | | |
| **Differentiated Student Access to Content:**  **Recommended *Strategies & Techniques*** | | | | | | | | | | |
| **Core**  **Resources** | | | **Alternate**  **Core Resources**  ***IEP/504/At-Risk/ESL*** | | | **ELL Core**  **Resources** | | | | **Gifted & Talented**  **Core** |
|  | | | * 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).      * 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. | | | * 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. | | | | * 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 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:  *N.J.S.A. 18A 52:16A-88* |  | Holocaust Law:  *N.J.S.A. 18A:35-28* | X | LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35* |  | Standards in Action:  *Climate Change* |

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| Standard 9 | |
| **12 Career Ready Practices** | \_\_x\_\_CRP1. Act as a responsible and contributing citizen and employee.  \_\_\_x\_CRP2. Apply appropriate academic and technical skills.  \_\_x\_\_CRP3. Attend to personal health and financial well-being.  \_\_x\_\_CRP4. Communicate clearly and effectively and with reason.  \_\_x\_\_CRP5. Consider the environmental, social and economic impacts of decisions.  \_\_x\_\_CRP6. Demonstrate creativity and innovation.  \_\_x\_\_CRP7. Employ valid and reliable research strategies.  \_\_x\_\_CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  \_x\_\_\_CRP9. Model integrity, ethical leadership and effective management.  \_x\_\_\_CRP10. Plan education and career paths aligned to personal goals.  \_x\_\_\_CRP11. Use technology to enhance productivity.  \_\_x\_\_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: | |
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| **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION** | |
| Content Area: | |
| Strand: | |
| Number: | Standard Statement: |
| By the end of Grade X, students will be able to: | |
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| **9.3 CAREER & TECHNICAL EDUCATION (CTE)** | |
| Content Area: | |
| Strand: | |
| Number: | Standard Statement: |
| By the end of Grade X, students will be able to: | |
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