|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Marking**  **Period** | | | | **Unit**  **Title** | | | | | **Recommended**  **Instructional Days** | |
| **All** | | | | **Presenting** | | | | |  | |
| **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 | | **Presenting**  **Anchor Standard 4:** Selecting, analyzing, and interpreting work.  **Anchor Standard 5:** Developing and refining techniques and models or steps needed to create products.  **Anchor Standard 6:** Conveying meaning through art. | | | | |
| **Artistic *Practice*:** | | **Performance Expectation/s:** | | | | |
| **Creating**   * Explore * Investigate * Reflect- Refine, Continue   **Performing/Presenting**   * **Select** * **Analyze** * **Share**   **Responding**   * Perceive * Analyze * Interpret   **Connecting**   * Synthesize * Relate | | **1.5.5.Pr4**  a. Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.  **1.5.5.Pr5**  a. Prepare and present artwork safely and effectively.  **1.5.5.Pr6**  a. Discuss how exhibits and museums provide information and in person experiences about concepts and topics. | | | | | **Activity Description**:   * Analyzing and selecting personal artworks to be displayed in public * Recognizing themes and related concepts within an exhibit * Viewing and discussing the criteria of museum quality artwork * Discussing and understanding the purpose of an art portfolio. * Visiting a museum, gallery and/or a class exhibit. * Expanding the appreciation of multiculturalism and promoting community enrichment * Observing instructional presentations on the process of maintaining and preserving artifacts and artworks. * Viewing and exploring a variety of diverse artworks to gain insight and appreciation into cultural, social and/or political meaning. * Discussing and appreciating how viewing artifacts and artworks can influence and model ideas, beliefs and experiences. | | | |
| Enduring Understanding/s: | | Essential Question/s: | | | | |
| **Analyze**  Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.  **Select**  Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.  **Share**  Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. | | **Analyze**  How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?  **Select**  What methods and processes are considered when preparing artwork for presentation or preservation?  How does refining artwork affect its meaning to the viewer?  What criteria are considered when selecting work for presentation, a portfolio, or a collection?  **Share**  What is an art museum?  How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?  How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? | | | | |
| Social and Emotional Learning:*Competencies* | | Social and Emotional Learning:*Sub-Competencies* | | | | |
| **01 Self Awareness**  **01 Recognize one’s feelings and thoughts**  EU: An artists’ thoughts, feelings, strengths, and limitations affect the selection, interpretation and performance/presentation/production of artistic works.  EQ: How does the recognition of one’s feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?  **02 Recognize the impact of one’s feelings and thoughts on one’s own behavior**  EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.  **03 Recognize one’s personal traits, strengths and limitations**  **04 Recognize the importance of self-confidence in handling daily tasks and challenges**  EU: Artists build self-confidence through selecting/rehearsing/refining artistic works for performance/presentation/production.  EQ: How do varying degrees of self-confidence affect the performance/presentation/production of artistic works?  **02 Self Management**  **05 Understand and practice strategies for managing one’s own emotions, thoughts and behaviors**  EU: Artists analyze, evaluate, and refine their presentation/performance/production over time through openness to new ideas, persistence, and the application of appropriate criteria.  EQ: How do artists’ processes and skills for managing emotions impact practice/rehearsal/refinement strategies and the quality of their presentation, production or performance?  **06 Recognize the skills needed to establish and achieve personal and educational goals**  EU: Artists develop strategies for managing behaviors, and recognize and develop skills necessary to achieve goals. EQ: How do strategies for self-management contribute to the process of preparing for presentation/performance/production?  **07 Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals**  EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning.  **03 Social Awareness**  **08 Recognize and identify the thoughts, feelings and perspectives of others**  **present/perform/produce artistic works?**  **09 Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds**  **10** **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: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience.  EQ: How does social awareness influence the criteria that artists use to select, prepare and  **04 Relationship Skills**  **12 Establish and maintain healthy relationships**  **13 Utilize positive communication and social skills to interact effectively with others**  **14 Identify ways to resist inappropriate social pressure**  **15 Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways**  **16 Identify who, when, where, or how to seek help for oneself or others when needed**  EU: Maintaining professional communication, sustaining healthy relationships, and fostering collaboration can greatly enhance the performance/presentation/production of an artistic work.  EU: The performance/  presentation/production of an artistic work is enhanced by seeking help from others.  EQ: How can an artist’s relationship with others impact the performance/presentation/  production of artistic works?  **05 Responsible Decision Making**  **17 Develop, implement and model effective problem solving and critical thinking skills**  **18 Identify the consequences associated with one’s actions in order to make constructive choices**  **19 Evaluate personal, ethical, safety and civic impact of decisions**  EU: Artists develop practices for decision-making that enable them to realize their creative work in constructive ways.  EQ: How do artists use problem solving and critical thinking skills to impact the quality of their presentation/performance/production?  EQ: How do choices made in the process of preparing and presenting/performing/producing artistic works affect the intended impact on the audience? | | **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. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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* |

|  |  |
| --- | --- |
|  |  |
| 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: | |
|  |  |

|  |  |
| --- | --- |
| **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION** | |
| Content Area: | |
| Strand: | |
| Number: | Standard Statement: |
| By the end of Grade X, students will be able to: | |
|  |  |

|  |  |
| --- | --- |
| **9.3 CAREER & TECHNICAL EDUCATION (CTE)** | |
| Content Area: | |
| Strand: | |
| Number: | Standard Statement: |
| By the end of Grade X, students will be able to: | |
|  |  |