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| **Marking**  **Period** | | | | **Unit**  **Title** | | | | | **Recommended**  **Instructional Days** | |
| **All** | | | | **Responding** | | | | |  | |
| **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 7:** Perceiving and analyzing products.  **Anchor Standard 8:** Interpreting intent and meaning.  **Anchor Standards 9:** Applying criteria to evaluate products. | | | | |
| **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.Re7**  a. Speculate about artistic processes, interpret, and compare works of art and other responses.  b. Analyze visual arts including cultural associations.  **1.5.5.Re8**  a. Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.  **1.5.5.Re9**  a. Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. | | | | | **Activity Description**:   * Looking at famous works and identifying the Elements of art and their basic functions. Ex: Naming specific colors and discussing emotions and expressions. Identify specific shapes and the relation to objects and subject matter. * Looking at famous works and identifying various art forms: paintings, sculptures, architecture, etc. * Looking at and responding to art in a variety of ways. Ex: Comparing and responding to a display of student artwork and the variation of differing results. * Understanding basic art vocabulary and allowing the beginnings of interpreting works of art. Ex: Identifying and reacting to colors or lines in a painting and expressing how they make the student feel. * Formulating an understanding and providing reasons for personal preferences in artworks. Ex: Ask students why they like a certain artwork while others may dislike the same artwork. * Choosing and presenting work from students’ portfolio, discussing and responding to the work. * Using descriptive language to talk about students’ own work and that of their peers. Ex: Asking questions that encourage the use of the Elements of art. Where do you see texture? Describe the texture you see. * Connecting artwork with emotions – Describing how an artwork can make one feel. Making connections and comparisons with an image. Ex: an image with bright colors can evoke happiness. * Discussing and understanding how personal life experiences/culture influence the way students’ relate to art. * Experiencing and appreciating where and how art can be viewed in our world. | | | |
| Enduring Understanding/s: | | Essential Question/s: | | | | |
| Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.  People gain insights into meanings of artworks by engaging in the process of art criticism.  People evaluate art based on various criteria. | | How do life experiences influence the way you relate to art?  How does learning about art impact how we perceive the world?  What can we learn from our responses to art?  What is visual art?  Where and how do we encounter visual arts in our world?  How do visual arts influence our views of the world?  What is the value of engaging in the process of art criticism?  How can the viewer "read" a work of art as text?  How does knowing and using visual art vocabulary help us understand and interpret works of art?  How does one determine criteria to evaluate a work of art?  How and why might criteria vary?  How is a personal preference different from an evaluation? | | | | |
| Social and Emotional Learning:*Competencies* | | Social and Emotional Learning:*Sub-Competencies* | | | | |
| **01 Self Awareness**  **01 Recognize one’s feelings and thoughts**  EU: The perception, analysis, and interpretation of artistic works uniquely influence one’s thoughts and feelings.  EU: Understanding an artist’s intent helps the viewer relate their own thoughts and feelings to artistic works.  **02 Recognize the impact of one’s feelings and thoughts on one’s own behavior**  EU: Awareness of ones’ thoughts and feelings, coupled with evaluation criteria, can help the viewer respond to artistic works more objectively.  EQ: How does the awareness of one’s thoughts and feelings influence how a viewer responds to artistic works? How can responding to artistic works inform one’s awareness of their thoughts and feelings?  **03 Recognize one’s personal traits, strengths and limitations**  EU: Managing one’s emotions, thoughts and behaviors can impact how the viewer perceives, analyzes and interprets an artistic work.  EQ: How do artistic works challenge one’s emotions, thoughts and behaviors?  **04 Recognize the importance of self-confidence in handling daily tasks and challenges**  EQ: Why is it important to have self-confidence when responding to artistic works?  **02 Self Management**  **05 Understand and practice strategies for managing one’s own emotions, thoughts and behaviors**  EQ: How does the practice of responding to artistic expression develop capacity to manage emotions, thoughts or behaviors?  EU: Managing one’s emotions, thoughts and behaviors can impact how the viewer perceives, analyzes and interprets an artistic work.  EQ: How do artistic works challenge one’s emotions, thoughts and behaviors?  EQ: How does the practice of responding to artistic expression develop capacity to manage emotions, thoughts or behaviors?  EU: Analyzing, interpreting and evaluating artistic works/process develops the ability to better identify, understand, and apply essential skills needed to achieve one’s goals.  EQ: How can understanding and appreciating artistic works/process help artists/audiences achieve one’s goals?  **06 Recognize the skills needed to establish and achieve personal and educational goals**  EQ: How does a practice of responding to artistic works hone skills that are also needed to achieve one’s goals?  EU: When responding to artistic works, the perception, interpretation, and application of criteria builds capacity to persevere and overcome barriers to achieve one’s goals.  **07 Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals**  EQ: How do perceptions, interpretations, and application of criteria effect one’s view of artistic works?  **03 Social Awareness**  **08 Recognize and identify the thoughts, feelings and perspectives of others**  EU: Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged.    **09 Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds**  EU: Considering the artists’ intent heightens awareness to social interactions in a variety of settings.  EQ: How do the differences among individuals, groups and others’ cultural background influence one’s response to artistic works?  EQ: How does awareness of thoughts, feelings, perspectives, and cultural differences influence the way one responds to artistic works and invoke consideration about artistic impact?  **10 Demonstrate an understanding of the need for mutual respect when viewpoints differ**  EU: Openness and mutual  respect for differing viewpoints impact one’s perception, analysis or interpretation of artistic works. EQ: How does understanding the need of mutual respect for differing viewpoints impact the way an artist or audience perceives, analyzes, interprets artistic works?  **11 Demonstrate an awareness of the expectations for social interactions in a variety of settings**  EU: Considering the artists’ intent heightens awareness to social interactions in a variety of settings.  EQ: How do the differences among individuals, groups and others’ cultural background influence one’s response to artistic works?  **04 Relationship Skills**  **12 Establish and maintain healthy relationships**  EU: Responding to artistic works develops capacity for positive communication and constructive conflict resolution.  **13 Utilize positive communication and social skills to interact effectively with others**  EU: Artists rely on feedback and critique from others in response to an artistic work. Artists utilize appropriate criteria to analyze/assess and evaluate the performance/ presentation/ production of an artistic work.  **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**  EQ: How do artists communicate intent through artistic works to engage audience and provoke conversations?  **05 Responsible**  **Decision-Making**  **17 Develop, implement and model effective problem solving and critical thinking skills**  EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work.  EQ: How does responding to an artistic work develop the capacity to evaluate and think critically?  **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** | | **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).  With adult support and guidance, begin to recognize difference between bullying and normal social conflict.  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: | |
|  |  |