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| **Marking**  **Period** | | | | **Unit**  **Title** | | | | | **Recommended**  **Instructional Days** | |
| **All** | | | | **Creating** | | | | |  | |
| **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 | | **Creating**  **Anchor Standard 1:** Generating and conceptualizing ideas.  **Anchor Standard 2:** Organizing and developing ideas.  **Anchor Standard 3:** Refining and completing 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.Cr1 - Explore**  a. Brainstorm and curate ideas to innovatively problem solve during art-making and design projects.  b. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art- making that is meaningful to the makers.  **1.5.5.Cr2 – Investigate**  a. Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.  b. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.  c. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.  **1.5.5.Cr3 – Reflect**  a. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in art making. | | | | | **Activity Description**:   * Creating artwork that generates personal concepts and ideas. * Creating independently and collaboratively, a variety of artworks. * Refining, reworking and completing various forms of art * Creating art for a variety of reasons and recognizing that there are many kinds of visual arts * Creating art works based on memory, mood, feelings, imagination, and fantasy including responses to music and literature * Exploring a wide range of skills, processes and materials. * Exploring the elements (color, shape, line, value, space, form, and texture) and the principles of design with emphasis on pattern and repetition in the visual environment * Exploring basic art skills, techniques, and vocabulary through a wide range of materials and available technologies * Using a variety of materials, visually communicate stories, ideas, and experiences * Self-reflecting, discussing and presenting students’ own artworks. | | | |
| Enduring Understanding/s: | | Essential Question/s: | | | | |
| Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. | | What conditions, attitudes, and behaviors support creativity and innovative thinking?  What factors prevent or encourage people to take creative risks?  How does collaboration expand the creative process?  How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?  Why do artists follow or break from established traditions?  How do artists determine what resources and criteria are needed to formulate artistic investigations? | | | | |
| Social and Emotional Learning:*Competencies* | | Social and Emotional Learning:*Sub-Competencies* | | | | |
| **01 Self Awareness**  **01 Recognize one’s feelings and thoughts**  EU: One’s feelings, thoughts, personal traits, strengths and challenges influence the creative process.  **02 Recognize the impact of one’s feelings and thoughts on one’s own behavior**  EU: Recognizing the impact of one’s feelings and thoughts on the creative process.  EQ: How does the awareness of one’s strengths, challenges, feelings, and thoughts influence the generation of creative ideas?  **03 Recognize one’s personal traits, strengths and limitations**  EU: Artists organize and develop creative ideas while recognizing the impact of one’s personal traits, strengths and challenges.  EQ: How does the recognition of one’s personal traits, strengths and challenges influence the creative process?  **04** **Recognize the importance of self-confidence in handling daily tasks and challenges**  EU: Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration EQ: How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?  **02 Self Management**  **05** **Understand and practice strategies for managing one’s own emotions, thoughts and behaviors**  EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work.  EU: Managing emotions, thoughts, and behaviors is an integral part of the generation, refinement, and completion of creative ideas.  EQ: How do different strategies for managing one’s emotions affect the creative process?  **06** **Recognize the skills needed to establish and achieve personal and educational goals**  EU: Artists recognize the skills needed to generate, refine and complete creative ideas in order to achieve their goals. EQ: How do artists balance what is known with what is discovered during the creative process?  **07** **Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals**  EU: The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist’s vision.  EQ: How does overcoming obstacles during the creative process impact the refinement and completion of an artistic work?  **03 Social Awareness**  **08** **Recognize and identify the thoughts, feelings and perspectives of others**  EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist’s intent.  EQ: When do differences among individuals, groups and others’ cultural background influence the creative process?  **09 Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds**  EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist’s intent.  EQ: When do differences among individuals, groups and others’ cultural background influence the creative process?  **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**  **04 Relationship Skills**  **12 Establish and maintain healthy relationships**  EU: Artists conceptualize and generate ideas and works in relationship with others.  EU: Artists are able to explain their intent and creative choices in constructive ways. EQ: How do social skills, social norms, and maintaining healthy relationships influence the creative process?  **13** **Utilize positive communication and social skills to interact effectively with others**  EU: Artists utilize conflict management skills when working collaboratively to fulfill an artistic vision.  EQ: How does conflict impact the creative process?  **14 Identify ways to resist inappropriate social pressure**  EU: Artists identify and seek input from others during the creative process.  EQ: How do artists balance their own creative ideas with the input of others?  **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**  **05 Responsible**  **Decision-Making**  **17** **Develop, implement and model effective problem solving and critical thinking skills**  **18** I**dentify the consequences associated with one’s actions in order to make constructive choices**  EU: Artists rely upon problem  solving, critical thinking, and personal perspective when making creative choices.  EU: Artists consider the impact of decisions made during the creative process. EQ: In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?  **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.  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.  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 Portfolio  Observation  Performance  Reflection  Anecdotal Records | | | | | | **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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