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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 | | **1.5.8.Cr1 – Explore**  a. Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.  b. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.  **1.5.8.Cr2 - Investigate**  a. Demonstrate persistence and willingness to experiment and take risks during the artistic process.  b. Demonstrate an awareness of ethical responsibility as applied to art making including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.  c. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.  **1.5.8.Cr3 – Reflect**  a. Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement. | | | | | **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 (balance, contrast, emphasis, movement, pattern, rhythm, unity and variety. * 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 personal, social cultural, and environmental triggers that produce a negative emotional response (e.g., anger, stress, etc.) and those that produce a positive emotional response.  Continue to effectively identify one’s own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions.  Explain the possible outcomes (for self and others) associated with various face to face and on-line communication scenarios.  Predict one’s behavior given a specific scenario.  Identify how one’s feelings impact how one responds in a situation.  Understand that personal skills and qualities influence one’s strengths and limitations.  Identify career interests that may align with personal qualities, interests and academic strengths.  Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop).  Name examples of personal traits or characteristics that reflect a confident, insecure or negative attitude.  Describe the impact of positive and negative attitudes on choices and consequences.  Identify a strategy to improve confidence in handling new or challenging situations.  **02 Self Management**  Identify multiple ways to manage negative emotions (i.e. stress and anger).  Identify ways to increase one’s own positive emotions such as joy and optimism  Demonstrate the capacity to maintain concentration on a task.  Identify and set a short- term goal and make a plan for achieving it.  Monitor progress and analyze why one achieved or did not achieve a goal.  Demonstrate goal-setting skills relating to potential career paths.  Identify and understand personal factors that lead to goal achievement (i.e. time management, confidence, perseverance, adequate resources, support from others, etc.) and develop plans to enhance those personal factors to achieve one’s goals.  Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals.  **03 Social Awareness**  Recognize and describe how one’s personal actions or behavior affect the positive and negative feelings of others.  Recognize factors that impact how others perceive them.  Recognize how facial expressions, body language, and tone impact interactions.  Demonstrate respect for individuals and their social and/or cultural groups.  Demonstrate an understanding of cultural differences.  Demonstrate respect when others share opposing viewpoints in a situation.  Recognize the needs of others and how those needs may differ from their own.  Recognize personal boundaries.  Analyze different social situations and determine appropriate responses to those situations.  Recognize on-line situations that may be negative to themselves and/or peers and react appropriately.  Explain how rules may change depending on different contexts.  **04 Relationship Skills**  Understand the impact social media may have on relationships and develop appropriate responses to potential stressors.  Identify techniques for developing new positive relationships (greeting someone, complimenting and asking a question, welcoming or offering help).    Practice strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness).  Effectively demonstrate in social interactions that the same norms and practices for face-to-face interactions apply to interactions through social and other media.  Practice effective communication techniques and skills.  Identify and be able to demonstrate the difference between passive, assertive and aggressive communication.  Understand the benefits of setting limits for themselves and others (boundaries).  Respond in a healthy manner to peer pressure in a way that allows the student to express their own views while maintaining the friendship.  Respond in a healthy manner to peer pressure with consideration of both personal values and the values of others.  Utilize conflict resolution strategies when presented with a conflict situation, with increasing independence, but not necessarily without adult support.  Recognize and know how to access available community resources.  Identify qualities of a trusting role model.  Utilize self-advocacy strategies.  **05 Responsible Decision Making**  Identify and apply the steps of systematic decision-making.  Be able to brainstorm and begin to evaluate strategies for avoiding risky behavior (substance abuse, violence, anti- social behavior, truancy, risky sexual behavior).  Recognize the impact of one’s decisions and actions on others: family, friends, and adults through concrete and hypothetical examples.  With encouragement from adults, can utilize a decision-making model to provide rationale for a decision.  Explain how to respond with empathy when making decisions in real- life and on the internet. | | | | |
| **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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