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| **Marking**  **Period** | | | | **Unit**  **Title** | | | | | **Recommended**  **Instructional Days** | |
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| **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   **Presenting**   * Select * Analyze * Share   **Responding**   * Perceive * Analyze * Interpret   **Connecting**   * **Synthesize** * **Relate** | | **1.5.2.Cn10 - Synthesize**  a. Create art that tells a story or describes life events in home, school and community.  **1.5.2.Cn11 - Relate**  a. Compare, contrast, and describe why people from different places and times make art.  b. Describe why people from different places and times make art about different issues. | | | | | **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 art  making?  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 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?  **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**  **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?  **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?  **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**  Recognize and name different types of positive and negative emotions.  Match emotions with examples of positive and negative actions. (e.g., happy = smiling, laughing.)  Match situations with the appropriate emotional reactions.  Identify possible causes for emotions (i.e. losing your dog may make you “sad”, your birthday may make you “happy”).  Identify one’s likes and dislikes.  Identify challenges or situations where one may need help  Identify tasks one is more drawn.  Recognize things that make one feel good about who they are.  Describe the difference between a positive and negative attitude.  Describe why having an ‘I can’ attitude is important to being successful.  **02 Self Management**  Identify ways to self soothe.  Demonstrate control of impulsive behavior  Express one’s needs and emotions verbally.  Identify a goal, wish or dream.  Identify simple steps needed to perform a routine task or accomplish a goal.  Describe something he/she has accomplished.  With adult support, describe how working through tough challenges can lead to positive emotions.  With adult encouragement, make multiple attempts to meet a goal.  **03 Social Awareness**  With support from adults, identify a range of emotions in others when demonstrated through physical and auditory cues, using simple terms (i.e. “sad” by facial expression, “mad” by tone of voice).  Identify emotional expressions following certain behaviors (i.e. sharing candy may make your classmate smile; taking a pencil may make your classmate upset).  Develop a definition and an understanding of culture. With adult support, students will understand that there are many cultures in the world and in our communities.  Recognize that people are alike and different.  Begin to recognize that others have different points of view.  With adult support, be able to articulate one’s perspective and compare it to another’s.  With adult support, be able to identify a variety of social rules used in different situations.  With adult support, be able to articulate the importance of respecting personal space (i.e. hands to oneself).  Be able to play and interact appropriately with others (i.e. introduce self, ask permission, join in, and invite others to join in).  **04 Relationship Skills**  Identify relationships that students have with others (e.g., teacher, peers, parents, siblings, etc.  Identify qualities of a good friend.  Practice basic social skills to acquire new friends.  Demonstrate care and respect for others and their needs by using polite language (which can vary by culture).  Utilize “active listening” skills.  With guidance from adults, learn to use “I” messages.  With adult support, recognize positive and negative influences from others (making smart choices in choosing friends).  With adult support, identify and demonstrate actions to handle negative influences from others.  With adult support, use a conflict resolution strategy when presented with a challenging situation.  With adult support, use “active listening” to listen to and understand their peers’ perspective when in conflict.  With adult support, can identify situations where one can help others.  With adult support, can identify an adult he/she trusts.  Recognize situations in which one needs to seek adult help (big problems such as “I’m lost”/small problems such as “My shoelace is knotted.”).  With adult guidance, can identify how and where to get help in an emergency.  **05 Responsible Decision Making**  With adult support, recognize that there are choices in how to respond to situations.  With adult support, identify problems and goals.  With adult support, identify positive choices.  With support from teachers, can discuss simple cause and effect.  Can make simple choices about activities without adult support.  Can make more complicated choices with adult support.  With help from an adult, identify personal goals and align their decision-making to achieve their goal.  With adult support, explain why unprovoked acts that hurt others are wrong.  With adult support, explain the importance of standing up for someone. | | | | |
| **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: 21st Century Life and Careers | |
| Strand: Civic Responsibility, Financial Institutions, Financial Psychology, Planning and Budgeting, Risk Management and Insurance | |
| Number: | Standard Statement: |
| By the end of Grade X, students will be able to: | |
| 9.1.2.CR.1:  9.1.2.CR.2:  9.1.2. FI.1:  9.1.2.FP.1:  9.1.2.FP.2  9.1.2.FP.3:  9.1.2.PB.1:  9.1.2.PB.2  9.1.2.RM.1 | Recognize ways to volunteer in the classroom, school and community.  List ways to give back, including making donations, volunteering, and starting a business  Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).  Explain how emotions influence whether a person spends or saves.  Differentiate between financial wants and needs  Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).  Determine various ways to save and places in the local community that help people save and accumulate money over time  Explain why an individual would choose to save money.  Describe how valuable items might be damaged or lost and ways to protect them. |

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| **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION** | |
| Content Area: 21st Century Life and Careers | |
| Strand: Career Awareness and Planning | |
| Number: | Standard Statement: |
| By the end of Grade X, students will be able to: | |
| 9.2.2.CAP.1:  9.2.2.CAP.2:  9.2.2.CAP.3:  9.2.2.CAP.4: | Make a list of different types of jobs and describe the skills associated with each job.  Explain why employers are willing to pay individuals to work.  Define entrepreneurship and social entrepreneurship  List the potential rewards and risks to starting a business |

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| **9.4 Life Literacies and Key Skills** | |
| Content Area: 21st Century Life and Careers | |
| Strand: Creativity and Innovation, Critical Thinking and Problem-solving, Digital Citizenship, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy | |
| Number: | Standard Statement: |
| By the end of Grade X, students will be able to: | |
| 9.4.2.CI.1  9.4.2.CI.2  9.4.2.CT.1  9.4.2.CT.2:  9.4.2.CT.3  9.4.2.DC.1  9.4.2.DC.2:  9.4.2.DC.3:  9.4.2.DC.4  9.4.2.DC.5  9.4.2.DC.6  9.4.2.DC.7  9.4.2.GCA  9.4.2.IML.1  9.4.2.IML.2  9.4.2.IML.3:  9.4.2.IML.4:  9.4.2.TL.1  9.4.2.TL.2:  9.4.2.TL.3  9.4.2.TL.4:  9.4.2.TL.5  9.4.2.TL.6  9.4.2.TL.7 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).  9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).  Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).  Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).  Use a variety of types of thinking to solve problems (e.g., inductive, deductive).  Explain differences between ownership and sharing of information.  Explain the importance of respecting digital content of others.  Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).  Compare information that should be kept private to information that might be made public.  Explain what a digital footprint is and how it is created.  Identify respectful and responsible ways to communicate in digital environments  Describe actions peers can take to positively impact climate change (e.g.,  6.3.2.CivicsPD.1).  Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).  Identify a simple search term to find information in a search engine or digital resource.  Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).  Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).  Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).  Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).  Create a document using a word processing application  Enter information into a spreadsheet and sort the information.  Navigate a virtual space to build context and describe the visual content.  Describe the difference between real and virtual experiences  Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).  Describe the benefits of collaborating with others to complete digital tasks or  develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). |