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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   **Presenting**   * Select * Analyze * Share   **Responding**   * Perceive * Analyze * Interpret   **Connecting**   * Synthesize   Relate | | **1.5.2.Re7 - Perceive**  a. Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.  b. Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.  **1.5.2.Re8 - Analyze**  a. Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.  **1.5.2.Re9 - Interpret**  a. Use art vocabulary to explain preferences in selecting and classifying artwork. | | | | | **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 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?  **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?  **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 mutal  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?  **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?  **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**  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** |
| * Resource availability to all students including an array of modifications for differentiated instruction * Engage all learners through implementation of various resources including visual, audio, and tactile materials. * Provide easy access to all resources for students to maximize their artistic potential by utilizing materials for both in the classroom and at home. | | | * 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 | |
| Strands: 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). |