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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 | **1.5.2.Cr1 – Explore** a. Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.  b. Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.  **1.5.2.Cr2 – Investigate** a. Through experimentation; build skills and knowledge of materials and tools through various approaches to art making.  b. Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.  c. Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.  **1.5.2.Cr3 – Reflect** a. Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. | | | | **Activity Description**:   * Creating artwork that generates personal concepts and ideas. Examples: * 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.   Example Activities:  1. Drawing – Pencil / Crayon / Pastel   * Holding, handling and manipulation of each tool * Applying different pressures (heavy – light) * Using the point and the side of the tool * Blending * Dotting/stippling and other mark making * Smearing (using paper towel or cotton swabs) * Using over and under other media * Exploration of line types (wavy, jagged, bumpy, etc.)   2. Paper Manipulation Skills – Cutting, folding, tearing and attaching   * Holding scissors * Manipulating scissors and paper * Cutting shapes without drawing them first * Turning the paper to guide cutting * Cutting with even strokes * Following a sequence of directions – fold paper, cut along crease to make symmetrical shape * Manipulate paper to explore controlled tearing – using thumb & index fingers in short controlled movements * Finding the weave of the paper and tearing in a longer * pulling motion * Exploring random tearing * Tear, cut, manipulate, and glue paper following a sequence of simple directions   3. Modeling and Constructing Skills – Shaping, forming and texturing   * Clay – Various techniques to explore using hands and tools to shape and manipulate forms as well as adding textures * Modeling clay (plasticine or play doh) * Wood blocks * Cardboard (box or sheets), tubes/cylinders, and paper sculpture * Soft sculpture (cloth) * Diorama * Wire (chenille sticks) * Natural, recycled and/or found objects   4. Printmaking   * Stamping – using fingers, hands, vegetables, clay, erasers and other found objects * Stencils – using paper, cardboard – Creating prints with the custom stencil * Rubbings   5. Painting   * Holding and caring for paint brushes * Choosing appropriate size and shaped brush * Loading a brush * Exploring various techniques of brush strokes – short and controlled, long flowing lines, pressing and stamping, using the side of the brush * Mixing colors – primary colors to make secondary- mixing tints and shades * Painting wet on dry – Wet on wet * Applying paint to wet paper – creating a wash * Stippling, combing and spattering * Dry brushing * Combining painting with other media – crayon resist, painting and oil pastel | | | |
| Enduring Understanding/s: | Essential Question/s: | | | |
| **Explore**  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.  **Investigate**  Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.  **Reflect, Refine, Continue**  Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. | **Explore**  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?  **Investigate**  How do artists work? How do artists and designers determine whether a particular direction in their work is effective?  How do artists and designers learn from trial and error?  How do artists and designers care for and maintain materials, tools, and equipment?  Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?  What responsibilities come with the freedom to create?  How do objects, places, and design shape lives and communities?  How do artists and designers determine goals for designing or redesigning objects, places, or systems?  How do artists and designers create works of art or design that effectively communicate?  **Reflect, Refine, Continue**  What role does persistence play in revising, refining, and developing work?  How do artists grow and become accomplished in art forms?  How does collaboratively reflecting on a work help us experience it more completely? | | | |
| 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 Identify 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**  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.  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).  With adult support, be able to identify manners used in social situations (i.e. taking turns, listening to the speaker, sharing).  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). | |