

Marking Period		Unit Title	Recommended Instructional Days
All		Connecting	
<b>Artistic Process:</b>	<b>Anchor Standard: General Knowledge &amp; Skills</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit</b>	
Creating Presenting Responding <b>Connecting</b>	<b>Connecting</b>  <b>Anchor Standard 10:</b> Synthesizing and relating knowledge and personal experiences to create products.  <b>Anchor Standard 11:</b> Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.		
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>		
<b>Creating</b> <ul style="list-style-type: none"> <li>Explore</li> <li>Investigate</li> <li>Reflect- Refine, Continue</li> </ul> <b>Peresenting</b> <ul style="list-style-type: none"> <li>Select</li> <li>Analyze</li> <li>Share</li> </ul> <b>Responding</b> <ul style="list-style-type: none"> <li>Perceive</li> <li>Analyze</li> <li>Interpret</li> </ul> <b>Connecting</b> <ul style="list-style-type: none"> <li><b>Synthesize</b></li> <li><b>Relate</b></li> </ul>	<b>HS Proficient</b> <b>1.5.12prof.Cn10 - Synthesize</b> <ul style="list-style-type: none"> <li>a. Document the process of developing ideas from early stages to fully elaborated ideas.</li> </ul> <b>1.5.12prof.Cn11 - Relate</b> <ul style="list-style-type: none"> <li>a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.</li> <li>b. Describe how knowledge of global issues, including climate change may influence personal responses to art.</li> </ul>	<b>Activity Description:</b>  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 some illustrations are created differently from each other and the variables which affect them.  Observing illustrations and recognizing how they have influenced culture, including pop culture, and society and in turn how culture and society influences the work itself.	

		Observing illustrations and recognizing how its been used commercially to effectively influence its audiences as consumers.
<b>Enduring Understanding/s:</b>	<b>Essential Question/s:</b>	Developing awareness of a variety of art making processes in the field of illustration.
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.	<p><b>Synthesize</b></p> <p>How does engaging in creating art enrich people's lives?</p> <p>How does making art attune people to their surroundings?</p> <p>How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p> <p><b>Relate</b></p> <p>How does art help us understand the lives of people of different times, places, and cultures?</p> <p>How is art used to impact the views of a society?</p> <p>How does art preserve aspects of life?</p>	<p>Investigating awareness of experiences through the observation of various art making processes and published works.</p> <p>Exploring how the art-making process can enrich the culture in peoples' lives.</p> <p>Making and understanding connections illustrators create between their work and their surroundings.</p> <p>Understanding the role art-making plays in peoples' lives as well as their communities.</p> <p>Becoming aware of the impact illustration as a form of communication design can have on society and culture.</p> <p>Recognizing how illustrators and their work are influenced from personal experiences and common knowledge to effectively create artwork that audiences can relate to.</p>
<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	
10 - Synthesize and relate knowledge and personal experiences to make art.	<b>10 - Consolidated EU:</b> Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to	

11 - Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<p>interpret meaning.</p> <p><b>10 - Consolidated EQ:</b> How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p> <p><b>11 - Consolidated EU:</b> People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.</p> <p><b>11 - Consolidated EQ:</b> What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?</p>	
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u><b>Formative Assessments:</b></u></p>		<p><u><b>Benchmarks:</b></u></p> <p><u><b>Summative Assessments:</b></u></p>
<p><b>Differentiated Student Access to Content:</b> <b>Teaching and Learning Resources/Materials</b></p>		
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i></p>	<p><b>ELL Core Resources</b></p> <p><b>Gifted &amp; Talented Core Resources</b></p>

<p>Loomis, Andrew. <i>Creative Illustrations: The Art of William Andrew Loomis</i>. Illustrated ed., Titan Books, 2012.</p> <p>Williams, Richard. <i>The Animator's Survival Kit: A Manual of Methods, Principles and Formulas for Classical, Computer, Games, Stop Motion and Internet Animators</i>. 4th ed., Farrar, Straus &amp; Giroux, 2012.</p> <p>Gurney, James. <i>Color and Light: A Guide for the Realist Painter</i>. Second ed., Andrews McMeel Publishing, 2010.</p> <p>Gurney, James. <i>Imaginative Realism: How to Paint What Doesn't Exist</i>. Illustrated ed., Andrews McMeel Publishing, 2009.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Allow access to supplemental materials, including use of online bilingual dictionary.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>
<p><b>Supplemental Resources</b></p>			

**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 <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>• 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).</li> <li>• Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>• Provide access to preferred seating, when requested.</li> <li>• Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>• Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>• Propose interest-based extension activities and opportunities for extra credit.</li> </ul>

	repeating directions as needed. Offer additional individual instruction time as needed. <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
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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: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>
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<b>Standard 9</b>	
<b>12 Career Ready Practices</b>	____CRP1. Act as a responsible and contributing citizen and employee. ____CRP2. Apply appropriate academic and technical skills. ____CRP3. Attend to personal health and financial well-being. ____CRP4. Communicate clearly and effectively and with reason. ____CRP5. Consider the environmental, social and economic impacts of decisions. ____CRP6. Demonstrate creativity and innovation. ____CRP7. Employ valid and reliable research strategies.

	<input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input type="checkbox"/> CRP11. Use technology to enhance productivity. <input type="checkbox"/> CRP12. Work productively in teams while using cultural global competence.
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### 9.1 PERSONAL FINANCIAL LITERACY

Content Area:

Strand:

Number:

Standard Statement:

By the end of Grade X, students will be able to:

### 9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

Content Area:

Strand:

Number:

Standard Statement:

By the end of Grade X, students will be able to:

Content Area: Visual & Performing Arts (NJSLS-VPA HS Proficient)  
Visual & Performing Arts  
Grade(s): 9-12

Dev. Date:  
2020-2021

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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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