

Marking Period		Unit Title	Recommended Instructional Days
All		Connecting	
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	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 <ul style="list-style-type: none"> Explore Investigate Reflect- Refine, Continue Peresenting <ul style="list-style-type: none"> Select Analyze Share Responding <ul style="list-style-type: none"> Perceive Analyze Interpret Connecting <ul style="list-style-type: none"> Synthesize Relate 	HS Proficient 1.5.12prof.Cn10 - Synthesize <ol style="list-style-type: none"> Document the process of developing ideas from early stages to fully elaborated ideas. 1.5.12prof.Cn11 - Relate <ol style="list-style-type: none"> Describe how knowledge of culture, traditions, and history may influence personal responses to art. Describe how knowledge of global issues, including climate change may influence personal responses to art. 	<u>Activity Description:</u> 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 artwork and publications are created differently from each other and the variables which affect them. Observing famous artworks and publications and recognizing how they have influenced culture and society and in turn how culture and society influences the work itself.	

		<p>Developing awareness of a variety of art making processes in the field of illustration.</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 comic book artists create between their work and their surroundings.</p> <p>Understanding the role art-making and comic books play in peoples' lives as well as their communities.</p> <p>Becoming aware of the impact that comic books can have on society and culture.</p> <p>Lesson Examples:</p> <p>Observing comic book artist and writer Mike Mignola and his works <i>Batman: Gotham by Gaslight</i>, <i>Hellboy</i>, and <i>Bram Stoker's Dracula</i>, to find commonalities between them and understand how his works are influenced by horror literature and media, as well as how it affects his art style and how his work has influenced works in media and publications. This would focus on the connections between the culture to the artist, the artist to the artwork, and artwork to culture.</p> <p>Observing works involving characters who are POC, LGBTQA+, and/or characters who struggle with mental health and the experiences they go through in those stories, and how both the creators and their audiences can relate to those experiences and themes. This focuses on the connections between the artists and society and society to the artwork.</p> <p>Observing works based on characters, their surroundings by region and how audiences respond and connect to them. For example: audiences living in the mid-west connect more to Superman comics due to the character's rural upbringing as opposed to audiences who live in big cities who may connect</p>
Enduring Understanding/s:	Essential Question/s:	
<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>Synthesize</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>Relate</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>	
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
10 - Synthesize and relate knowledge and personal experiences to make art.	10 - Consolidated EU: Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to	

<p>11 - Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>interpret meaning.</p> <p>10 - Consolidated EQ: How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p> <p>11 - Consolidated EU: 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>11 - Consolidated EQ: 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>to characters such as Batman, Daredevil, or Spider-Man instead because of their environments.</p> <p>Observing works like <i>Daredevil</i> by Frank Miller and how the theme of morality rooted from Daredevil/Matt Murdock's beliefs in Catholicism influences both the artwork and writing of the character. Audiences may connect with certain themes such as belief, morality, and/or ethics in published works that are influenced by those topics from society.</p> <p>LGBTQIA+ Sample Lesson: Students will research and find a comic book/graphic novel which features a protagonist character who is queer or identifies as a member of the LGBTQIA+ community. As a group or individually, they will select a story to focus on and read to pay attention to how the character is portrayed. Students will then discuss the reading and comment on the reading with focuses on characters, the artwork, and its themes. Students will be able to critically look at the material and reflect on the overall experiences of the protagonist and determine the relatability of those experiences, as well as discuss the differences of those experiences between those within the community and out, and how it affected the artwork. Students may also discuss how the work positively affects the LGBTQIA+ community in the character's portrayal and if it depicts members who identify in a positive manner and does not use stigmas or stereotyping to marginalize them.</p>
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Student/Teacher Conversations ● Questioning ● Peer feedback/Group Discussions ● Checklists 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Rubric Evaluation <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Student Portfolio ● Observation ● Performance ● Reflection ● Anecdotal Records 	

Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Eisner, Will. <i>Comics and Sequential Art: Principles and Practices from the Legendary Cartoonist (Will Eisner Instructional Books)</i>. Illustrated, W. W. Norton & Company, 2008</p> <p>Lee, Stan, and John Buscema. <i>How To Draw Comics The Marvel Way</i>. Atria Books, 1984.</p> <p>Paul, John. <i>Foundations in Comic Book Art: SCAD Creative Essentials (Fundamental Tools and Techniques for Sequential Artists)</i>. Illustrated, Watson-Guptill, 2014.</p> <p>Scott, McCloud. <i>Understanding Comics: The Invisible Art</i>. William Morrow Paperbacks, 1994.</p>	<ul style="list-style-type: none"> ● 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, 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

	or the school's Occupational or Physical Therapists.		
Supplemental Resources			
Technology: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Make online and tactile resources readily available to students to accommodate different learning styles. Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • 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. 		
--	---	--	--

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>
---	--	---	---	---	--	---

Standard 9	
12 Career Ready Practices	____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.
- ___ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- ___ CRP9. Model integrity, ethical leadership and effective management.
- ___ CRP10. Plan education and career paths aligned to personal goals.
- ___ CRP11. Use technology to enhance productivity.
- ___ 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:

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

Content Area:

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

Dev. Date:
2020-2021

Strand:	
Number:	Standard Statement:
By the end of Grade X, students will be able to:	

9.3 CAREER & TECHNICAL EDUCATION (CTE)

Content Area:	
Strand:	
Number:	Standard Statement:
By the end of Grade X, students will be able to:	